REPUBLIC OF TURKEY

ISTANBUL SABAHATTIN ZAIM UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

EFL LEARNERS' PERCEPTIONS OF CULTURE IN FOREIGN LANGUAGE LEARNING

MA THESIS

Ayşegül HÜRMÜZLÜ

İstanbul

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THESIS APPROVAL

BİLİMSEL ETİK BİLDİRİMİ

Yüksek lisans tezi olarak hazırladığım "**EFL Learners' Perceptions of Culture in Foreign Language Learning"** adlı çalışmanın öneri aşamasından sonuçlandığı aşamaya kadar geçen süreçte bilimsel etiğe ve akademik kurallara özenle uyduğumu, tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığımı, bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu beyan ederim.

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ÖZET

YABANCI DİL ÖĞRENCİLERİNİN DİL ÖĞRENİMİNDE KÜLTÜR İLE İLGİLİ ALGILARI

Ayşegül HÜRMÜZLÜ

Yüksek Lisans, İngiliz Dili Eğitimi Bölümü
Tez Danışmanı: Dr. Öğr. Üyesi Abdül Kasım VARLI
Mart-2020, 86 Sayfa + Xiii

Bu çalışmanın amacı İngilizce Hazırlık programlarında eğitim gören üniversite öğrencilerinin dil ve kültür arasındaki ilişkiye yönelik perspektiflerini saptamak ve ortaya koymaktır. Ayrıca, öğrencilerin İngiliz/Amerikan kültürüne (hedef kültür) karşı bakış açılarını inceleyip, öğrencilerin yabancı dil öğrenme sürecinde kültürel öğelerden nasıl etkilendiklerini ortaya koymayı hedeflemektedir. Bu amaç doğrultusunda, Türkiye'nin çeşitli devlet ve vakıf üniversitelerinde İngilizce hazırlık eğitimi gören 100 öğrenciyle çalışılmış ve online bir likert ölçeği uygulanmıştır. Yürütülen bu çalışma ve yapılan analizler doğrultusunda öğrencilerin hedef kültür algısı ve kültürel öğelerin öğrenciler üzerindeki etkisi saptanmıştır. Çalışma sonucunda öğrencilerin dil ve kültür arasındaki ayrılmaz bağın son derece farkında oldukları, ancak hedef kültüre ait öğelerin dil öğrenme sürecinde hedef dile karşı bariyerlere sebep olabileceği görülmüştür. Dil öğrenimine karşı oluşturulan bu bariyerleri yıkmak veya olabildiğince ortadan kaldırmak için hedef kültür ve yerel kültüre ait öğelerin kullanımın dengesi ve dağılımın önemi ile her iki kültürün de günlük, haftalık ve/veya yıllık ders planları ve müfredattaki yerinin önemi belirtilmiştir.

Anahtar Kelimeler: Dil ve Kültür İlişkisi, Hedef Kültür, Yerel Kültür, Dil Öğreniminde Kültürel Bariyerler

ABSTRACT

EFL LEARNERS' PERCEPTIONS OF CULTURE IN FOREIGN LANGUAGE LEARNING

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The aim of this study is to determine and reveal the perspectives of university students studying in the English Preparatory Program on the relationship between language and culture. It also aims to examine students' perspectives on British / American culture (target culture) and to show how students are influenced by cultural elements in the process of learning a foreign language. For this purpose, 100 students from different state and foundation universities participated in the study and an online survey was applied. In line with this study and the analyses carried out, the students' perception of the target culture and the impact of cultural elements on the students were determined. One of the results of the study is that students are extremely aware of the inseparable relationship between language and culture, but elements of the target culture may cause barriers against the target language in the language learning process. It is indicated that to remove these barriers against language learning, it is vital to balance the use of the target culture and local culture elements of both cultures in daily, weekly and / or annual lesson plans and curricula.

Keywords: The Relationship between Language and Culture, Target Culture, Local Culture, Cultural Barriers in Foreign Language Learning

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LIST OF ABBREVIATIONS

ELT   : English Language Teaching:

FL   : Foreign Language

TC   : Target Culture

LC   : Local Culture

ELF   : English as a Lingua Franca

EIL   : English as as International Language

EFL   : English as a Foreign Language

LIST OF DEFINITIONS OF IMPORTANT TERMS

ELT: The teaching of English specifically to students whose native language is not English.

TC: Culture of the native speaker

LC: Culture of the learner who learns a foreign language, also called "source culture".

ELF: Teaching, learning, and use of the English language as a common means of communication (or contact language) for speakers of different native languages.

EIL: A form of English that is used by people whose first languages are not English; also called ELF.

EFL: The practice and theory of learning and teaching English for use in countries where it is not an official medium.

CHAPTER I

INTRODUCTION

1.1 Introduction

This chapter introduces the study. It starts with the spread of English in the world. Then, it discusses the spread and globalization of English and the story of its becoming a lingua franca. Next, the chapter touches specifically on the spread of English in Turkey. After this, the chapter explains the different statutes of English both in the Ottoman Empire and Turkey chronologically. Finally, the chapter presents the concept of culture in English Language Teaching (ELT). The chapter ends by outlining the study.

1.2 Nature of the Study

1.2.1 The Spread of English

With the emergence of the United States of America as the biggest and strongest military and economic power after the World War II, English started to become the lingua franca in the world. Today, it is an undeniable fact that English is the global language all around the world. It is the language of technology, media, science, education, art, aviation, finance and diplomacy and many more activities. Today, English is spoken by 1,7 billion people worldwide. 329 million of it is native speaker and the rest of them speak English as a second or foreign language. As Widdowson (1994:385) claimed, "The very fact that English is an international language means no nation can have custody over it". That English would become a global language had been foreseen by Roman Dyboski (1931) as: "Undoubtedly did we step into the period of the history of mankind in which English will be the dominant international language, perhaps during a century, or maybe even longer". On the other hand, Doğançay-Aktuna (1998) explains the spread of English in detail. According to her, the spread of English in the non-colonised areas after World War II was the result of a careful plan. Then, French

was the lingua franca for international diplomacy. It was used for trade, tourism, media, technology etc. However, English constantly replaced French and gained its current power. It was integrated into education systems of many countries including countries from the Middle East and Far East.

Historically, the dominancy of English started with the colonization period and continued with the emergence of the United States as the main economic, political and military power after the World War II. As a result of this development of English, Kachru (1985) offered the "Three Circles Model of World Englishes" (Figure 1).

Figure 1.1: Kachru's Three Circles Model

The "Inner Circle"

USA: 245.8 million

UK: 57.0 million

Canada: 25.9 million

Australia: 16.4 million

The "Outer Circle"

Bangladesh: 107.7 million

Ghana: 12.7 million

India: 810.8 m million

Kenya: 22.9 million

Malaysia: 16.9 million

Nigeria: 112.2 million

The "Expanding Circle"

China: 1, 008.2 million

Egypt: 50.3 million

Indonesia: 175.9 million

Israel: 4.5 million

Japan: 122.6 million
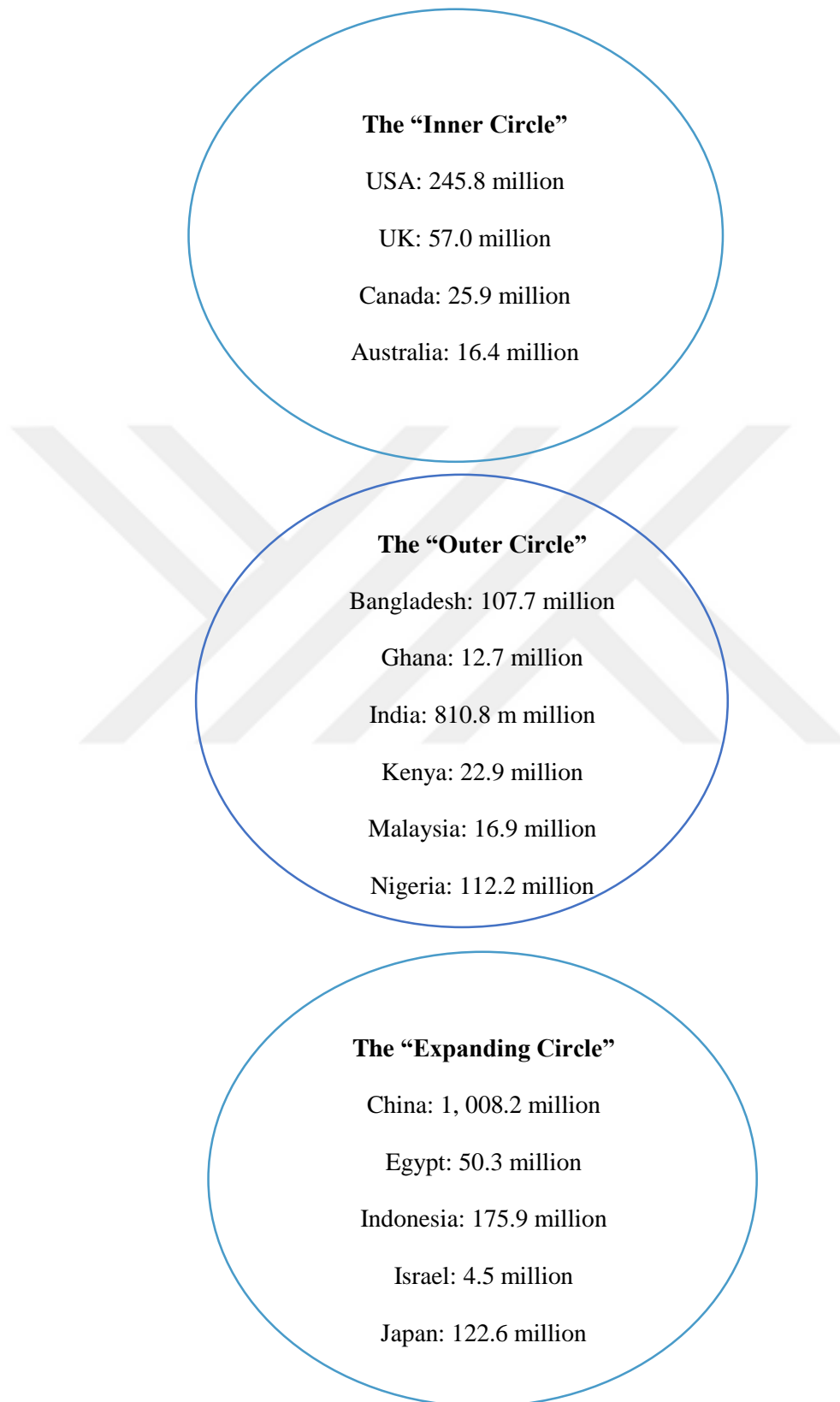
The first circle is called the "inner circle" and contains the essence of English. The USA, the UK, Canada, Australia and New Zealand, where English is the native language, are the counties belonging to the inner circle. In these countries English is learnt as the first language and is used officially in public domains.

The second circle is referred to as the "outer circle". The countries that belong to the "outer circle" was under the influence of the colonization processes by the countries in the 'inner circle'. English is used by these countries such as Bangladesh, Pakistan, India, and South Africa. The spread of English and its status as lingua franca in these countries was not a coincidence. Fennel (2004) divides the global spreading of English which has led to its current status as a global language into four phases. While third and fourth ones lead to the Expanding Circle, first two phases explain the reasons of emerging the outer circle:

I. There was a British colonialism between the dates of seventeenth century and the twentieth century.

II. In the eighteenth and nineteenth centuries British Empire was the leader in the Industrial Revolution.

III. The U.S.A had economic dominancy and political leadership

IV. The U.S.A had the technological dominancy

According to David Crystal (1988), the number of English speakers during the reign of Queen Elizabeth I was between 5 and 7 million, during the reign of Queen Elizabeth II, the number was about 250 million. This considerable increase in the number of English speakers in the world was the result of the expansion of the English language from its motherland to different continents in the world. The linguist Robert Phillipson named this expansion as "linguistic imperialism". According to him, linguistic imperialism is the "dominance asserted and retained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages" (1992). The aim of European imperialism and colonialism was to expand the economic power of European nations and to be the supreme power. The British imperialism has become dominant in almost quarter of the world, including North America, South Asia, West and South Africa and Oceania, and the British achieved to leave their

effect on language in these countries. British colonialism has noticeably influenced the linguistic structure of many nations.

According to McKay (2002), there are two types of linguistic developments in the countries in "outer circle". In some countries like Nigeria and India, where under the control of colonial powers, English was as an elite second language. In other words, only a minority of the society needed English. However, in some other countries like Barbados and Jamaica, the slave trade had a vital impact on the variety of English spoken. As a result of this impact, English-based pidgins and creoles arose.

To sum up, the Outer Circle of English was made during the expansion of Great Britain. In the countries which belong to the "outer circle" English is not the native language but it serves as a useful lingua franca. However, in these countries, people have their own languages and these mother tongues are used to have communication between one another. On the other hand, they use English officially as a second language in their countries because they have been colonized by one of the countries where English is the native language. Therefore, unsurprisingly they might have some different accents and varieties in pronunciation while speaking the English language because they speak English in a unique way.

The third circle, which is called "the expanding circle" involves the areas where English is used for international relations and communication, and taught in educational institutions as a foreign language. In these countries English is not used for official purposes. China, Japan, Germany, France and Russia belong to the expanding circle. In these countries English is not the official language but people use it for international communication and it is taught at schools. According to Kachru's Model, Turkey can be placed in the Expanding Circle, where English is taught as a foreign language.

1.2.2 Spread of English in Turkey

Foreign language (FL) learning has a very long history in Turkey. The roots of FL learning in Turkey go as back as to the early years of the Ottoman Empire. Looking at the historical development of English in Turkey, it can be clearly seen that foreign language education is mainly linked to the social, economic, cultural and political conditions of the era. In the early periods of the Ottoman Empire, the dominant languages

were Arabic and Persian in the fields of religion, science, literature and Sufism. The most important purpose of teaching Arabic in those years was to make students read and understand the Holy Koran. Science books, mathematics, physics, chemistry or medicine were also in Arabic. On the other hand, in literature and Sufism, Persian had been dominant. In the meantime, Turkish was used for daily communication.

On the other hand, in the Republican Era, a series of reforms were made in education such as Tevhid-i Tedrisat (literally, unification of education), and Dil Devrimi (literally, language reform) etc. During these years, French and German were the dominant foreign languages. Turkey was one of the countries which was affected by the global linguistic change in the post-Second World War era. It can be stated that the spread of English in Turkey was an illustration of the spread of English around the world. Modernization and Westernization movements began after the establishment of Turkish Republic in 1923. In the 1950s, with the huge impact of American economic power, English started to spread in Turkey. It replaced French, which was used for diplomacy. In the 1980s, the spread gained speed by means of the interaction with American culture, new terminologies, new technologies, and the media. Obviously, there are various reasons for the popularity of English in Turkey. Some of them are sociopolitical, socioeconomic and educational and some are related to the media and popular culture, etc. Given these realities, it would not be wrong to say that English will keep its dominancy and popularity in Turkey and it is certain that this spread will continue.

The spread of English in Turkey was and is still a popular subject between researchers in the field. There are different description about it written by different researchers. Doğançay-Aktuna (1998) describe the spread of English n detail. As stated in her article, the spread of English in Turkey started in 1950s because in those times American economic and military power was gaining more and more power. At that time English started to replace French, the former lingua franca for diplomacy, trade, education, art, literature etc. To improve diplomatic and trade relations and to continue to develop, Turkey had to choose English.

On the other hand, Büyükkantarcıoğlu (2004), explains the spread of English in Turkey as follows:

According to Kachru's classification, Turkey falls into the expanded circle for English taught as a foreign language. However, when compared to the other foreign languages taught at schools, it is the most popular one. One reason for this educational popularity is that it is seen as the key to desirable employment in the future. As most commercial, cultural, diplomatic, or economic relations in the international arena are carried out in English, jobs offering good opportunities positions require a high level of English in addition to other professional qualifications. For this reason, schools that place a special emphasis on English in their programs are highly preferred. In addition to this popularity of English at schools, certain political, cultural and social changes that have taken place in Turkey during the last twenty years have one way or another caused certain features of the source culture(s) to serve as the basis of individual and social conduct, especially in metropolitan areas (2004:34).

1.3. Rationale of the Study

Given all the discussion above a decision was made to investigate the perception of target culture among preparatory school students in state and foundation universities in Turkey. Before that, it would be useful to go deeper in globalization of English and culture.

Culture has always been a vital and indispensable element of foreign language teaching. Especially the cultures of English-speaking countries, such as the U.S.A and the UK, take an important place in the contents of the language books. Because culture and language are bonded with each other, it is nearly impossible to ignore cultural elements when teaching a language. Most of the publications and course books reflect the culture of the language in which they were written. In other words, they are culturally laden. Course books which are used all over the world to teach English such as the ones published by Oxford Publishing, mainly focus on the target language instead of accentuating different cultures. Obviously, the target culture and learners' own culture cannot be placed together.

At this point, it would be useful to answer the question "What is culture?" There are various definitions of culture. In Oxford Advanced Learner's Dictionary (2000:306) it is defined as "the ideas, customs, and social behavior of a particular people or society." In the following definition culture is defined from an anthropological perspective: "Culture is the system of shared beliefs, values, customs, behaviors, and artifacts that the members of a society use to cope with their world and with one another, and that are transmitted from generation to generation through learning." (Bates & Plog, 1991, cited in Bayyurt & Yasemin, 2006).

English, undeniably, is the lingua franca of the modern day. It is mentioned as a bridge language, common language, trade language, auxiliary language, vehicular language, or link language which is a language or dialect systematically used to make communication possible between groups of people who do not share a native language or dialect, particularly when it is a third language that is distinct from both of the speakers' native languages. Similar to this definition Seidlhofer (2001) made a statement with these words: "During the last two decades, it has been evident that the world is becoming more and more a "global village" and English is becoming its lingua franca" (Alptekin, 2002, cited in Bayyurt & Yasemin, 2006). As a result of this fact, the number of non-native English language speakers has been increasing day by day. There are hundreds of millions of people who speak English all around the world. However, this globalization of English brings some problems with it. It would not be wrong to say that people may have mixed feelings about learning English. Some may feel highly motivated to learn it and its culture. To be able to communicate with foreigners and having full knowledge of a different culture might charm some people. On the other hand, some people may be uncomfortable with the idea of learning English with its culture. They may feel as if they are forced to be exposed to a particular culture. They may have some bias towards the English language because of different reasons such as politics, nationalism, family background, anti-Americanism, anti-British ideas, etc. In addition, it is probable that some people may be anxious about the fact that American and/or British cultures are imposed on them. They may feel threatened about it. Such fears and worries will inevitably have a negative effect on their learning process. Even though "World Englishes" and "dominant culture-free language education" is becoming more popular nowadays, language learners still have some fears, anxieties and problems about the dominant cultures of English-speaking countries. Some think

that they are exposed to English and/or American culture unwillingly. They think that course books are full of elements of English/American culture and they are taught these cultures without mentioning their own cultures, so they feel threatened. Besides, some have worries for their native tongue and culture. They think that English/American language and culture leach into it and therefore the purity of their language is under threat. They don't want their mother tongue to be affected by foreign languages and also foreign cultures. Even though trends change rapidly, systems stay still and they cannot keep up with the trends immediately. As an unavoidable result, such learner problems affect their learning process in a negative way.

Another problem that negatively affects language learning in Turkey is that as a foreign language learning context, students usually have an instrumental motivation. As a common fact, motivation plays an important role in language learning. Gardner and Lambert (1972, cited in Varlı, 2001) proposed the most popular framework to understand the types of motivations: instrumental motivation and integrative motivation. They defined integrative motivation with the following words: "the desire to identify with the cultural norms and values of the group whose language one is learning" and they claimed that it has a positive effect on success in foreign language learning. On the other hand, they described instrumental motivation as "the desire to learn the language in order to accomplish certain personal goals" and claimed that it has a negative effect on achievement in foreign language learning. Learners with an instrumental motivation want to learn a language because of a practical reason such as getting bonus-salary or passing a course. Learners who have integrative motivation want to learn the language so that they are able to communicate with foreigners or adapt a new language or culture. According to Gardner (1985), the founder of this model, integrative motivation plays an important role in successful second/foreign language learning. It is directly and positively related to second/foreign language achievement

1.4. Statement of the Problem

The spread and the growing importance of English around the world has been indicated above. With the spread of English as a lingua franca, it has brought some questions about the importance of culture in ELT. The fact that language is being completely

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entwined in culture reaches to FL classes. Because of the fact that culture and language are undividable, the place of culture in language teaching has been controversial for years. There are opposite ideas about use of culture in language learning process among scholars and also learners. While some support culture-free education, some believe that teaching language without culture is impossible.

Language and culture are intimately related. It is commonly accepted that language is a part of culture and it has an essential role in it. It is considered that without language, culture would not be possible. It can be stated that these two concepts, language and culture mutually and interactively affect each other, and both are influenced and shaped by one another. Also Edward Sapir could not deny the relationship between them. Wardhaugh (2002:220) mentioned Sapir's ideas in his work with these words: "As Edward Sapir recognized the close relationship between language and culture, it was not possible to understand or appreciate one without knowledge of the other." In a word, culture and language are two concepts which one cannot separate.

This study aims at revealing the perspectives of preparatory students on the relationship between culture & language in FL classes. It aims to discover learners' viewpoints on British/American culture, which is called target culture (TC), and how they are affected by cultural elements in the process of language learning when they learn at the preparatory schools of the universities in Turkey. This study is mainly a research investigating the perception of target culture in language teaching among preparatory students in Turkey.

1.5. Research Questions

This study aims to probe into and find out the current trends on the issue of culture in ELT and to find out students' attitudes towards different cultures, specifically in language learning. The main purpose of the study is to determine how students' foreign language learning process is shaped by cultural elements and how their motivations are affected by these foreign culture elements. Briefly, this study will unveil the influence of cultures, local culture (LC), which is Turkish in our context, and English/American culture specifically, on the foreign language learning process.

The main aim of the present study is to investigate the EFL learners' perceptions of culture in foreign language learning. Therefore, this study aims to reveal whether there is such a cultural barrier among Turkish students, and if yes, to what extent? In what ways can these barriers be eliminated? What are the solutions to this problem? What can teachers do to change students' approaches to FL learning? What is the role of teachers, course books or syllabuses in this process?

Based on what we have said so far, this study will try to find answers to one major question and five minor questions. The main question of the study is:

Is there a cultural barrier among Turkish learners of English?

The minor questions of the study are:

If there is a cultural barrier among Turkish learners of English, to what extent?

What are the effects of these barriers?

How can these barriers be eliminated?

What are the possible solutions to this problem?

What can teachers do to change students' approaches to foreign language learning?

What is the role of teachers, course books and syllabi in this process?

1.6. Significance of Research

Language learners may have different problems in language learning process. There are different obstacles which affect learners while they are learning the language. Some of these obstacles which learners face can be listed as follows: influence of mother tongue, lack of interest or purpose, lack of motivation, limited learning environment, preconceptions, untrained teachers, cultural diversity and imposition etc.

Cultural diversity and imposition is one of the most serious problems learner may have. Because language cannot be separated from culture, process or act of adjusting to a new culture is inevitable. Here, cultural differences may cause barriers against to language itself. In the process of FL learning, cultural elements which belong to the

target culture are common to see. Course books, which are published by the countries in Inner Circle, syllabi, lesson plans and materials which are used in classes are full of target culture elements. Facing them in every step of learning a foreign language may cause negative thoughts among learners. The feeling of one's local culture is being threatened by the target culture may lead to create barriers. Besides, because of political, religious or nationalistic reasons it is possible that learners might have some preconceptions about the target language. All these negative thoughts about the target language and target culture affect learning process badly. It is inevitable that these barriers have some negative effects on learners' interest and motivation. As result of lack of interest and motivation, learning the target language becomes harder and more complicated than it is.

The relation between culture and language has been studied for decades by researchers. However, it hasn't been discussed as a barrier in the field of ELT. This study might help language teachers to overcome the cultural barriers which are set by the learners. Also, it may guide the learners who suffer from cultural differences between Turkish culture and the target culture. It is expected that this study will emphasize some significant issues in the field and offer some solutions to solve the possible problems.

1.7. Limitations of the Study

The study has several limitations requiring further research. The first limitation stems from the number of the participants. The current study has 100 participants. However, this number might not be enough to make a generalization. This study should be replicated with more participants although it is a good representative.

Secondly, it is possible to conduct this study in different universities from each geographic region of Turkey. This study was applied in 6 universities from 4 different regions of Turkey. Also, the foundation universities are located in Istanbul. In order to make a more comprehensive assumption, it can be extended by choosing at least 1 state and 1 foundation university from each geographic region of Turkey.

1.8. Outline of the Study

The study includes 5 chapters. Chapter I introduces the study, and defines its purpose, specifies the research questions, and outlines the objectives that it aims to achieve.

Chapter 2, Literature Review, is about language and culture. It explains the terms of 'culture' and 'language' and discusses the relationship between culture and language learning. Then, it focuses on the perspectives of teachers on teaching culture. Finally, it discusses EFL learners' perceptions of culture in foreign language learning.

Chapter 3 is the Methodology chapter. This chapter gives an overview the methodology of the study, rationale for choosing the particular method, data collection instruments, and the stages in the data collection.

In Chapter the data are analyzed. It presents the findings about students' perception of the relationship culture and language in FL classes.

Finally, Chapter 5 summarizes the findings of the study arrives at conclusions from the findings, gives recommendations and declares the contributions of the study.

CHAPTER II

REVIEW OF THE LITERATURE

2.1. Introduction

As noted in the Introduction, this study seeks the perspectives of English Preparatory Students on Target Language Culture in the process of learning the language. This section is divided into 2 chapters.

Chapter 2 examines some of the literature on culture and language. In this chapter, different definitions and understandings of culture and language are presented. The relationship between culture and language are discussed. In addition, the perspectives of teacher on this issue presented. In the last part, cultural barrier in language learning/teaching process is discussed.

This chapter reviews the literature on the concept of culture and language and their relationship in language learning process. The chapter starts with the various definitions of culture from different disciplines. Then, language is defined with the definitions of scholars, philosophers and dictionaries. Based on these definitions of culture and language, the relationship between culture and language learning is discussed in detail. The next part mentions the perspectives of teachers on teaching culture and cultural elements in language classes. In this part, two opposite ideas on the issue are explained. In the last part, the chapter discusses how culture becomes, or turns into, a barrier in language teaching/leaning.

2.2. Definition of Culture

In order to understand the effects of culture on students in the process of FL learning, firstly one needs to have a better understanding of the term of culture. There are different definitions of culture in different dictionaries and articles written by different writers and researchers. If we speak of the dictionaries first, Oxford Advanced Learner's Dictionary (2000:306) defines culture as "the customs and beliefs, art, way

of life and social organization of a particular country or group". In the Longman Dictionary of Contemporary English (1995:330), the term of culture is defined as "the ideas, beliefs and customs that are shared and accepted by people in a society". New Webster's Dictionary of the English Language (through the Internet) defines culture as: "the total of human behavior patterns and technology communicated from generation to generation''.

Numerous book writers and scholars have also defined culture. The most general definition of culture is given by Lado (1986). He expresses that culture is the way of people. One of the famous definitions of culture is Goodenough's (1957: 167): "…a society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and to do so in any role that they accept for any one of themselves" (cited in Hoang-Thu, 2010). One of the earliest definitions of culture was made by an English anthropologist Tyler (1870) as: ''Culture … is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by a man as a member of the society" (cited in Turan, 2015). On the other hand, Liddicoat, Papademetre, Scarino and Kohler (2003: 45) define culture as: "...a complex system of concepts, attitudes, values, beliefs, conventions, behaviors, practices, rituals and lifestyle of the people who make up a cultural group, as well as the artifacts they produce and the institutions they create". In addition to these definitions, Holland and Quinn (1987) define the term as a shared body of knowledge that acquaint people with the knowledge about how to act, how to produce the artifacts they produce and how to give an explanation of their experience in the unique way they do. When we look at the recent definitions of culture, the term is also briefly defined by Brown (2007: 8) as "a way of life. It is the context within which we exist, think, feel and relate to others. It is the glue that binds a group of people together.". Moreover, culture, as Brown (2007, cited in Hoang-Thu, 2010: 5) defines, is the ideas, customs, skills, arts, and tools that characterize a certain group of people in a given period of time.

Spencer & Oatey (2008: 3) defines the concept of culture as follows:

Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioral conventions that are shared by a group of people, and that influence 8but do not determine) each member's behavior and his/her interpretations of the 'meaning' of other people's behavior.

Margaret Mead (1953) defined culture with different words. According to her, culture is a concept which has been created and fed by human beings and it is learnt by each generation in a very successful way. (cited in Birukou et al., 2013)

In other definition, anthropologists Kroeber & Kluckhohn (1952) define the term as follows:

Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiment in artifacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other, as conditional elements of future action (cited in Adler 1997: 14).

Another anthropologically based definition of culture presents this concept as a system. It is a collective system of meanings and symbols which human beings have to create a concept of reality and behave accordingly." (Bernaus, 2007). According to this definition, to make sense of reality, culture binds people together and brings in mutual behavior and knowledge.

Bates & Plog (1991: 7) define it as: "the system of shared beliefs, values, customs, behaviors, and artifacts that the members of a society use to cope with their world and with one another and is transmitted from generation to generation through learning".

There are also structure definitions of culture. Allen and Vallette (1977) define culture in two senses: Culture and culture. The first one, culture with a capital C, includes literary classics, works of art, scientific discoveries, philosophy and so on (material

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culture). The latter one defines behavioral patterns of people such as habits, customs, traditions and lifestyles (shared culture).

Similar to categorization of Allen et al., Adaskou, Britten and Fashi (1990) defines the term of culture as a concept with four dimensions, According to them these four dimensions are the aesthetic sense, the sociological sense, the semantic sense and the pragmatic (or sociolinguistic) sense . Media, cinema, music, art and literature belongs to the aesthetic sense while the concepts of family, education, work, leisure and tradition are related to the sociological sense. The semantic sense involves conceptions and thought processes while the pragmatic sense represents appropriateness in language use. (cited in Bayyurt 2006: 34). Compared to the definition given by Allen and Vallete (1977), who locate the terms associated with culture under two main categories, Adaskou et al. divide the concept of culture into four main categories. This categorization presents a more structured understanding of the culture as a term.

Cushner, McClelland and Safford (1996) propose the "culture –iceberg" metaphor. Like an iceberg, the most important part of culture is invisible, and this part continuously affects our senses and acts unconsciously. According to this metaphor, this phenomenon shapes people's perceptions and their responses about the world continuously. In other words, people's actions and thoughts are the representation of the culture that lies in them.

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

As can be seen from the above definitions, culture is a complex phenomenon and it can be inferred that the definitions have changed depending on the time, the context and the writer.

2.2.1 Local Culture

In ELT, local culture is defined as the culture of the learner who learns English as a second or foreign language. Now, it is evident that English is owned by those who use it. (Kachru, 1985). In the countries English is studied as a second or foreign language, people use it for international communication. Thus, teaching English with local culture elements is stated as acceptable. McKay (2003) states that the significance of including local culture in ELT has been recognized in most of the countries where English is studied as a foreign or second language. So, inclusion of local culture is promoted rather than the target culture in ELT.

Besides, Hinkel (2005: 153) suggests "most students are quite willing to add their own version of the foreign language culture to their cultural portfolio and in doing so they perceive little threat to their cultural identity".

2.2.2 Target Culture

In EFL, target culture is linked to the culture of the native speaker. According to Peterson and Coltrane (2003), using authentic sources belong to target culture in FL classes help students engage in authentic cultural experiences. These sources vary. Movies and TV shows; websites; and photographs, magazines, periodicals, newspapers, different kinds of brochures, and any other printed materials can be counted as authentic materials.

According Tomalin and Stempleski (1993: 7) the teaching of target culture has the following goals:

• Learners should have an understanding that people's behaviors are culturally conditioned.

• Learners should have an understanding that social variables such as age, sex, social class etc. have some influences on people's speech and behaviors.

 • Learners should be more aware of conventional behavior in the target culture.

• Learners should pay attention on the cultural connotations of words and phrases in the target language.

• be able to evaluate and refine the generalizations in terms of supporting evidence in the target culture.

• Learners should develop some skills to find and organize information about the target culture.

• Learners should be triggered to have intellectual curiosity about the target culture, and be encouraged to have empathy towards native speakers."

Similar to Tomalin and Stempleski, Çakır (2006) claims that students should be familiarized with the cultural components of the language, so they can:

• "be better at communicative skills,

• be more aware of the linguistic and behavioral patterns both of the target and the local culture more consciously,

• create intercultural and international understanding, have a wider perspective in the understanding of the reality,

• make learning hours more joyful to create an awareness of the possible mistakes that may show up in comprehension, interpretation, and translation and communication.

In brief, it can be stated that target culture is an inevitable norm of language learning process.

2.3. Definition of Language

Human beings use language as a tool of communication. We use it to express ourselves, our thoughts and opinions, to communicate with others and to know the world better. The importance of language has always been realized and it has been studied since time immemorial.

Two thousand years ago Greek philosopher Aristotle studied the issue of language. He defined "speech" as a kind of articulated "voice", and according to him the basic difference between "voice" and "speech" was the process of articulation which is created

by the tongue. Based on this biological information, he claimed that speech does not belong to human beings only, some other species also have this ability. And the degree of ability to use speech specifies the difference between human beings and these animals. According to Aristotle's view, the ability to using "language" to point out the right and the wrong can be performed only by human beings. On the other hand animals can only make voice to express their feelings. The reason of this difference is the different faculties of the soul. Animal speech originates from sensation faculty, while human language is based on higher faculty of soul, thinking faculty. It is essential to use the mind and intellect to control the vocalization perfectly for a perfect human language ability. (Qui, 2014: 194)

The word "language" has different definitions in dictionaries, as well. According to Oxford Online Dictionary (through the net), language is "the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way." On the other hand, in terms of linguistics, Edward Sapir (1921) writes the following words about speech:

> *Speech is not a simple activity that is carried on by one or more organs biologically adapted to the purpose. It is an extremely complex and ever-shifting network of adjustments in the brain, in the nervous system, and in the articulating and auditory organs tending towards the desired end of communication... Physiologically, speech is an overlaid function, or, to be more precise, a group of overlaid functions. It gets what service it can out of organs and functions, nervous and muscular, that have come into being and are maintained for very different ends than its own* (1921: 7).

And he defines language as "… a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols".

While Sapir defines the term "language" as above in 1921, 91 years later, in 2012 Tallerman and Gibsonwrite (2012: 2) define it with similar words to Sapir's:

"Language" is not a monolithic entity, but rather a complex bundle of traits that must have evolved over a significant timeframe, some features doubtless appearing in species that preceded our own. Moreover, language crucially draws on aspects of cognition that are long established in the primate lineage, such as memory: the language faculty as a whole comprises more than just the uniquely linguistic features.

Also, Chomsky (1957: 13) has a different definition of language. According to him language is "a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements".

18th century English philologist, phonetician and grammarian Henry Sweet defined language as the expression of ideas. As stated in his study, language is the combination of speech and sounds and this combination gives us words. Words are linked to make sentences and this combination lead to "ideas into thoughts" (cited in Allowed, 2012). Kramsch (1998: 3), defines language as a principle which people conduct their social lives. He states that when the language is used for communication, it is bound up with the concept of culture in various and complex ways. According to Brown (2000: 5), language is the combination of discretionary symbols, which are vocalic, written, or gestural. And it allows people from any community to communicate with the other in a frame of reason. Whitman (1885) claims that "language is not an abstract construction of the learned, or of dictionary-makers, but is something arising out of the work, needs, ties, joys, affections, tastes, of long generations of humanity, and has its bases broad and low, close to the ground".

The definitions above clearly show that language is an active phenomenon which has various definitions depending on the time and the context. Also, it has a close relationship with culture itself and they both feed each other. The following section will explain the relationship between the two.

2.4. The Relationship between Culture and Language Learning

The inseparable relationship between language and culture and the fact that they feed each other cannot be denied. Brown (2000: 64) describes the relationship between the two. Accordingly to his word, a language and a culture are indispensable parts of each other. It means that the two are tangled so it is impossible to separate them without wasting the importance of either language or culture. On the relationship between the two, Nida (1998: 29) states that both are two symbolic systems. Everything we might say in language has designative, sociative, denotative or connotative meanings. Every language we speak carries different meanings because languages are related to culture and culture has larger scale than language. The dual relationship between language and culture clearly shows that neither of them can exist without the other. Although there are lots of different definitions for the concept of culture, it is clear from the above statements that language and culture have a strong relationship which cannot be ignored.

The issue of including culture into language learning has been a controversial issue for years. There are completely different ideas about it. One of them states that English is a lingua-franca, so its culture should not be involved in English language teaching process. This view supports the application of a culture-free curriculum for foreign language teaching, protecting the cultural unity of the 'non- native speaker' (Kachru, 1986; Canagarajah, 1999 cited in Bayyurt, 2006). Robinson and Nocon (1996) high-light the importance of living in the target culture and state that culture learning in the classroom is only "cognitive boundary crossing". In other words, it causes learners' previous experiences to be left unexamined and unchallenged. Otherwise stated, because the foreign language classroom does not pay attention what the learners already know and believe, it is impossible for FL classes to become a proper place for teaching culture. (cited in Gonen, 2012). This view asserts that "target culture" should not be taught together with its language in the countries where English is a foreign language (Kachru, 1985, 1986; Kachru & Nelson, 1996; Canagarajah, 1999 cited in Choudhury, 2014).

On the other hand, the second view on this issue is more popular among researchers, scholars and teachers. Due to this relationship between language and culture, language teachers experience that it is inevitable to teach culture while teaching English. Con-sequently, it is not unforeseen that language and culture are interpenetrated by FL teachers in their teaching process (Stern, 1992). According to this approach, target

culture should be taught to acculturate language learners into the cultures of English-speaking countries (Byram, 1990; Byram & Flemming, 1998). Language without culture is unthinkable, so is human culture without language. Tomalin (2018) states in his article that culture is the fifth language skill. Similar to the classification of Allen et al., Tomalley claims that the following things should be included in the teaching of culture in ELT: Cultural knowledge, the knowledge of culture's institution with capital C, cultural values, which is the intellect of the country and the things people think they are significant, cultural behavior, understanding of daily routines and behaviors with a small c, and cultural skills, which can be defines as the development of intercultural awareness and using English language as a mean of interaction.

Kitao (1991: 285) focuses on the advantages of teaching the target culture in foreign language classes and explains advantages. According to him,

"(1) Learners learn that culture of the target language is the reason for them to learn the target language;

(2) In spite of the fact that course books used in foreign language education have so-called logical examples from everyday life, these examples can be perceived as fictional by the learners. In this regard, learning target languages' culture can help learners associate language forms and its abstract voices.

(3) Cultural studies help learners develop motivation against learning.

(4) Teaching cultural elements in education plays a significant role in general education and foreign language education process of learners. Thanks to cultural studies, learners can learn the target country's history, traditions, geography, cuisine and etc."

Devrim (2010: 7) supports the second view in his article. According to him language and "culture'' are interrelated concepts. So, they should be taught together. Target culture should be taught with its language. In this way, learners can have a better understanding of the language they learn. He states that this view is applicable to expanding circle-inner circle interactions, expanding circle - expanding circle interactions as well as expanding circle –outer circle interactions. Byram (1997) also focused on the importance of culture in the language teaching process. He offers a model of intercultural communicative competence (Figure 2). This figure is for to illustrate the interrelationship between learning - awareness - experience - in the process of language and

culture teaching. Also, it is an exemplification of the role of the teacher and the role of the learner. These two shares one thing in common: development of language. This model identifies five elements: "Knowledge, Attitudes, Skills of interpreting and relating, Skills of discovery and interaction and Political education including critical cultural awareness." Knowledge can be described as process of interaction and it includes learning about social groups, products, practices, etc. Attitudes include curiosity and openness towards the other. On the other hand, readiness consists of cultural values and beliefs and to interaction and involvement with otherness. Skills of interpreting and relating is to identify and explain cultural perspectives and mediate between new cultural contexts. Skills of discovery and interaction are directly related to the capacity to acquire new knowledge of a culture and the ability to manage this knowledge and skill in daily communication. Finally, critical cultural awareness can be defined as the ability to evaluate the perspectives and practices local culture and others. (cited in Atay et al, 2009).

Figure 2.1: Byram's FL Intercultural Communicative Competence Model
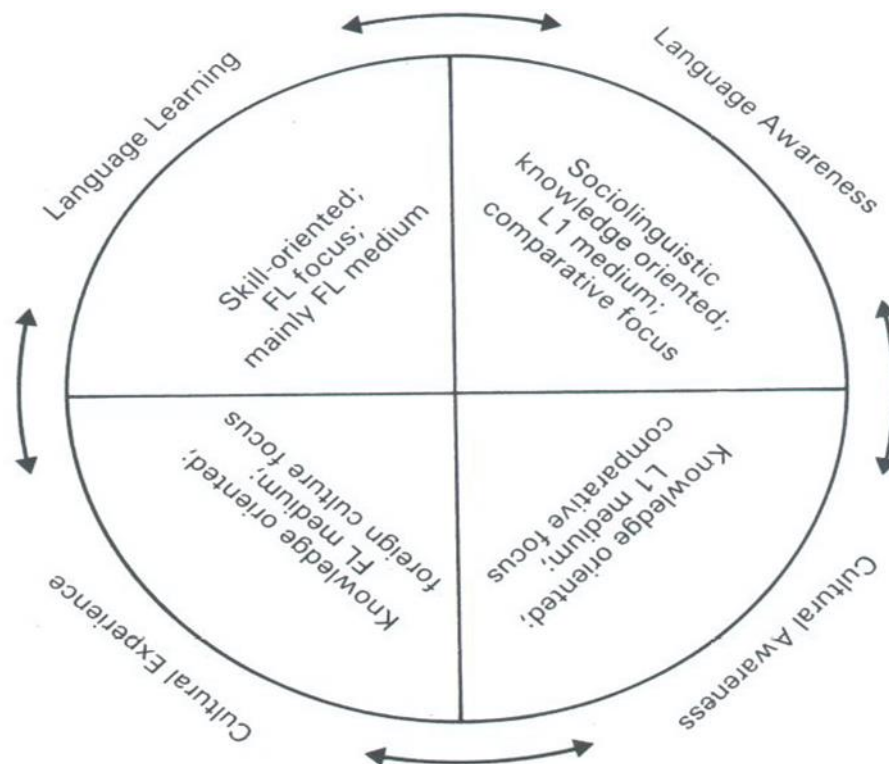
About the role of culture in language teaching McKay (2003) argues that culture plays an important role in language pedagogy in at least two ways. First, cultural knowledge often provide contents and topics to use in the class for different activities. Second, pragmatic standards are generally based on particular cultural models. While teaching an international language, deciding which culture to use is needed to be done really carefully.

Considering earlier statements and expressions of scholars about the relationship between language and culture, it would not be so wrong to say that language and culture are so closely bounded that isolating one from another seem impossible. Wei (2005) states that language is both a means of communication and a carrier of culture. In other words, it is a mirror of culture and the existence of a culture largely depends on the language used by people. Due to this relationship between the two, language teachers experience that it is inevitable to teach cultural information while teaching English. Consequently, it is not so surprising that these concepts, culture and language, are interpenetrated by foreign language teachers in their teaching practice (Stern, 1992).

English has become an international language for everyone in the world. According to Nunan (2005: 66), "a critical point of no return has been reached in that the number of English users is developing at a faster rate as a language of international communication than as a language of intra-national communication" (p.66). So, which norms should be taken into consideration in the process of teaching/learning English as a foreign language? As it is evident that there is an inseparable relationship between language and culture, how should teachers or learners integrate culture(s) into language classes without turning it into a barrier? How culture will be reflected in English language classes?

2.5 English as an International Language

The history of teaching English to the speakers of other languages dates back to 15th century. In those years, English was taught for trading and commercial interests, supporting and strengthening empire, facilitating everyday life of refugees and migrants. Then, learners of English wished primarily to communicate with the native speakers.

They started to learn it as a foreign or second language. However, worldwide developments and changes and the increase of American economic domination have changed the status of English (Jenkins, 2000)**.**

The spread of English started with the British Colonization and got to its top through the dominant economic power of United States in the world. The rise of the United States during the 20th century, particularly after World War II, caused the leading position of English in the world. At the end of 19th century, the time of colonization drew to a close and English continued to rise as a lingua franca. With the economic and political power of U.S English has entered into people's lives and turned into a global language all around the world.

Now English is an international language, spoken by millions of people in many countries both as a native and a second or foreign language. As stated in Seidlhofer's article in 2015, 'English as a lingua franca' (ELF) has come up as a term to refer the communication in English language among speakers with different native tongues .This definition has made ELF a part of 'English as an international language' (EIL) or 'World Englishes'. The traditional meaning of EIL thus comprises uses of English within and across Kachru's 'Circles', which was mentioned in the Introduction chapter.

English is taught almost in every country on earth. It is also spoken by over 300 million people as their native tongue. As Crystal (1997) states that English has invaded the international domains of politics, business, communication, entertainment, the media and education. According to the number he gives, there are 1.5 billion people around the world who speak English. Among them, only 329 million are native speakers of the language, and 1.2 billion are nonnative speakers.

The issue of English being an international language has been studied by different researchers. McKay (2003) claims that English has become lingua franca not because of an extension of the native speakers but rather because of an increase in the number of non-natives in today's world who believe that it is to their benefit to learn English as an additional language.

Kachru (1983: 215) states that "English has 'blended itself with the cultural and social complex' of the country and has thereby become 'culture-bound' in it." Therefore, he argues, the norms of English in the countries where English is the native tongue cannot

criticize New Englishes. Contrarily, the form and function of new Englishes must be discussed according to 'the context of situation which is appropriate to the variety, its uses and users'.

Holliday (2005) discusses the social and political aspects of teaching EIL from a critical perspective and he also discusses the issues which are about the power and the ownership of English and native-speakerism. On the other hand, Phan (2008) concentrates on the identity of EIL teachers, challenges native speakers' assumptions about English, and delegates non-native English speakers throughout introspection.

Considering Kachru's classification, which was mentioned in Chapter 1, it can be concluded that the English language does not belong solely to the USA or the UK anymore. McKay (2003) argues it with these words:" current changes in the nature of English and English language learners warrants a re-evaluation of two widely accepted notions of ELT curriculum development, namely, that the goal of English learning is gaining native speaker competence and that native speaker culture should inform instructional materials and teaching methods" (S.L,McKay, 2003)

2.6 Teachers' Perspectives on Teaching Culture in FL Classes

English is undoubtable the most widely spoken language in the 21st century. As a lingua franca, it is spoken all over the world by hundreds of millions of people. People use it for a variety of purposes such as academic education, business relations, diplomacy, entertainment and cross-cultural communication with foreigners. Since it became everyone's language, the way of teaching it has been changing day by day. New methods and approaches have emerged and been used by teachers. Instead of old-school methods and techniques, fresh ideas have showed up in the field. The term intercultural language learning has emerged as one of the newest concepts lately. The term intercultural language has brought with its competence. Byram (1997: 71) defines intercultural communicative competence as follows: "the ability to interact with people from another country and culture in a foreign language". On the other hand, Liddicoat, Papademetre, Scarino and Kohler (2003: 46) describe it as:

> *Intercultural language learning involves developing with learners an understanding of their own language(s) and culture(s) in relation to an additional*

language and culture. It is a dialogue that allows for reaching a common ground for negotiation to take place, and where variable points of view are recognized, mediated, and accepted. Learners engaged in intercultural language learning develop a reflective stance towards language and culture, both specifically as instances of first, second, and additional languages and cultures, and generally as understandings of the variable ways in which language and culture exist in the world.

Since culture plays an important role in language learning process, the bond between culture and language cannot be denied. However, language teachers have completely different ideas on this issue. Including culture in language has always been a debate between teachers. As it has been discussed in the previous part, there are 2 sides; the ones who support the inclusion of culture into the syllabus and the ones who do not. The perception of the teachers varies so the ways of teaching the foreign language vary as well. These variations affect the process of learning the language for students.

As it was stated many times before, language and culture are connected and cannot be separated from each other. This statement agreed by many scholars and researchers. For example, Gao (2006), Tang (2009) and Xu (2009) are strongly agreed that 'language is culture' and these two terms cannot be separated in FL learning. Also, Shemshadsara (2012: 96) supports the idea that teaching culture plays a significant role in most L2 education. Teachers who support this idea prefer integration of language and culture in FL classes. There are also some studies on this issue. One of them was carried out by Genc & Bada in 2007. Their study aimed to show how culture classes are preferred by experts in language learning and teaching. There were thirty-eight participants in this study. (10 males and 28 females, aged between 21-25). They were third-year student-teachers, studying at ELT department at Çukurova University in Turkey. One of the objectives of the study was to develop participants' awareness of TC. The results revealed that 70% of the ELT students had such awareness. Moreover, 75% of the students showed a positive attitude towards TC.

However, teaching of culture in FL classes can be seen as a problem. This view is perceived by some teachers whose ideas are based on studies from different researchers. According to Sárdi (2002), English stands for many cultures or countries such as America, Canada, Australia, and etcetera. Even though the mother tongue of these

countries is English, this does not mean that they share the same, common culture. From this reason teaching English does not need to pay attention to the TC. Besides, Gray (2000) mentions the problem that most ELT course books focus on the target culture and it may alienate learners from their local culture. This leads to demotivation and, as a result, learners may give up language learning. However, there are not many studies carried out with teachers to support this view.

2.7 Culture as a Barrier in Language Teaching/Learning

Learners of English language are not homogenous. They have different cultures, different lifestyles and different socio-economic backgrounds. Their linguistics and socio-linguistics skills and backgrounds vary. However, the way they learn English is not different. English is taught via the same textbooks, materials and method. Mostly, learners learn it from British/American sources and British/American culture-based materials. English is taught all around the world regardless of how different learners are from each other. However, how does the ignorance of learners' different cultures affect the process of learning and teaching?

Language and culture are the two faces of a coin. Language education researchers who have carried out some research on it have made different categorizations on this topic. Kramsch (1995), for instance, discusses three different "links" between language and culture: universal links, national links, and local links. Universal links indicate that culture can be shared by different language speakers across social and national boundaries. National links stand for the cultures that are disconnected by these national boundaries. Local links are based on the culture which is expressed via the words and actions of language speakers in everyday life. On the other hand, Cortazzi and Jin (1999) categorize three types of cultural information that can be showed in language lessons: the target culture, the local culture and the international culture. The target culture in our context is British/American culture. The local culture is the learners' own culture, which is Turkish culture here. The international culture consists numerous cultures from numerous parts of the world.

Many researchers claim that culture and language are indissociable elements. Language is a key that opens the door of culture, and it is an access that sheds light on the

culture of a given society (Byram and Flemming, 1998). Parallel to this idea, Brown (1994) stated that language is the mirror of culture in the sense that, people can see culture through its language. So, they aren't disconnected, but support and feed each other mutually. Similarly, Mitchell and Myles (2004: 235) claim that language and culture are not disconnected, but they are acquired together. Because one supports the development of another. As these statements show both culture and language affect and are affected by each other. As cited in Kiet Ho (2009), the relationship between them is expressed in such terms as linguaculture (Friedrich, 1989), languaculture (Risager, 2005) language and culture (Liddicoat et al., 2003) or culturelanguage (Papademetre and Scarino, 2006: 64).

Although learning a foreign language means learning a new culture as well, cultural barrier can be an obstacle in learning a foreign language. These cultural barriers are thought as those traditions which becomes obstacles in the process of teaching/learning completely different languages such as body languages, religious beliefs, etiquette and social habits are remarkably important. (Mirdehghan et al., 2011, cited Hossain, 2016). When learners have these barriers, it prevents them from learning the language effectively and it may also lead to an offensive attitude against the language itself. Macionis and Gerber (2010) believe that the acquisition of a foreign language passes through different stages. In the honeymoon phase, the learner sees the differences between the native language and the foreign one in a romantic way. However, when the differences start to appear, unpleasant feelings of frustration and anger show up.

In different stages of language acquisition, culture might turn into a barrier and it becomes a challenging obstacle during the learning process. As it was stated above, when learning or teaching a language, culture is a cornerstone which cannot be ignored by either learners or teachers. However, integrating target culture into foreign language education could be seen as a "form of assimilation promoted by the domination of its culture – especially when the language itself is dominant in the world arena" (Önalan, 2005: 216). Students may feel some threat to their own culture at this point. According to Hinkel (2005: 153), "most students are quite willing to add their own version of the foreign language culture (and of a novel way of learning it) to their cultural portfolio and in doing so they perceive little threat to their cultural identity". As a result of this, foreign language teachers may intentionally avoid teaching the target culture or student may have barriers against the target culture and language.

2.8. Language Learning and Motivation

Motivation is one of the keys of success in any field. In language learning as well, it can be seen as one of the most important factors which affect the learning process. There are numerous definitions of the term motivation. Crookes and Schmidt (1991) describe the term of motivation as "learner's orientation regarding the goal of learning a second language". According to Ellliot and Covington (2001, cited in Alizadeh, 2016: 12), motivation is the thing which gives people the reasons for their actions, desires, and needs. Gardner (1985) defines the term as "the combination of attempt plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language". Broussard and Garrison (2004, cited in Alizadeh, 2016: 12) defined motivation as the feature that makes us to do or not to do something. As these definitions suggest, motivation is kind of a tool which help people achieve something. It reveals and triggers the desire of being successful.

According to Brown (2000) and Gardner (1985), there are two basic types of motivation: integrative and instrumental. Integrative motivation consists language learning for personal growth and cultural advancement. Learners like to learn a language to engage successfully with the target language society. They are interested in target culture. On the other hand, instrumental motivation stems from a need to learn the L2 for functional reasons. Learners with an instrumental motivation want to learn a language because of a practical reasons such as getting a high salary bonus or getting into university.

Similarly, Dörnyei (1998) defined the terms intrinsic and extrinsic motivation. Intrinsic motivation refers to the motivation to engage in an activity because that activity is fun. On the other hand, extrinsic motivation refers to the actions which present instrumental aims like earning a reward, making money or passing an exam.

Learners may have any of these motivation types in the process of learning L2. Undoubtedly, the matter of having motivation for learning the target language shapes the whole process. With the effect of instrumental motivation, a negative approach against the owner of English, U.K and U.S specifically, necessarily causes negative thoughts about the cultures of these countries. Politics, religion, historical backgrounds, nationalism, may be some of the reasons of these negative thoughts. Facing the elements of

target culture, which are undesirable to see, creates a damaging learning environment. As a result, demotivation becomes inevitable and this demotivation leads to barriers against the language and its culture.

With the lack of integrative motivation, the possibility of keeping the instrumental motivation alive is low. Considering the learners who are not motivated enough because of the negative thoughts about the target language and target culture, it can be easily seen that the language learning environment is not fully ready. Consequently, acquisition of L2 takes too much time than it needs or else it never becomes real. At the end, failure occurs instead of success.

2.9. Studies on "Culture and Language Learning"

Although there is a considerable amount of discussion related to the inclusion of 'culture' into English language classes, the number of the experimental studies is small. There are a few studies conducted in Turkey that focus on the views of learners or teachers related to the integration of culture in EFL classes. Çamlıbel (1998) conducted a study to figure out about EFL teachers' everyday classroom behaviors and attitudes towards integrating the target culture into English classes. The aim of the study was to explore the EFL teachers' definition of "culture" and what kind of a role they allocate to the target culture in their classrooms, their opinions about combining the target culture and the language itself in their lessons and the differences and/or similarities between native speaker and non-native speaker and experienced and inexperienced EFL teachers in terms of their opinions. Findings showed that all the teachers reported that they integrated the target language cultural information into their lessons and believed in the importance and role of cultural information in teaching English as a Foreign Language.

Another study on the issue by Yılmaz (2006) aimed to reveal students` opinions of the role of culture in learning English as a foreign language. The study aimed to find out about students' opinions. The other aim of the study was to find out whether there were similarities and differences among high school students in regard to their opinions of the role of 'culture'. According to the results of the study, the regions of Turkey where the research was carried out differed in three aspects. Also it showed that most

of the students agreed with the idea of teaching the target culture along with English. On the other hand, a great number of students disagreed or partially agreed with the idea.

Danacı (2009) carried out a study to discover high school students' awareness of the cultural content of the EFL courebooks and their preferences for it. Most of the students who participated in the research stated that they liked the textbook they were using and that the target culture and international culture were pictured in the textbook while target culture was not. They stated that they would like to change the book and add some elements about the target culture.

Given all the discussions about the relationship between language and culture, this study aims to find out how integration of the target culture and local culture into FL classes affect learners of English.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter presents the methodology that the study employed. The chapter will identify the research problem first, and then will present the methodological framework of the study. Finally, the chapter will present the method/s of data collection and analysis of the study.

3.2. The Nature of the Research

This study aims to investigate the views of English preparatory school students from different public and foundation universities on culture, both foreign and Turkish culture, and their views on learning English along with its culture. Considering the aims of the study, it can be said that the study is quantitative and descriptive in nature. According to Burns and Grove (2005: 23), to obtain information with numerical data, quantitative research is the best option because it is the objective and formal way. According to Kane (1984: 23), the first step of a research must be to determine what is happening or what has happened. This procedure, which is called descriptive research, consists of describing attitudes, behaviors, or conditions. Anderson (1990: 120) also states that "any approach which seeks to show data should be referred to as a descriptive method. According to Herbert (1990), descriptive research enables researchers to show certain characteristics of a group as well as finding out the relationships among variables. Accordingly, the design of the methodology of this research is based on the principles of descriptive research.

The study also used an element of survey research, e.g., a Likert scale, which is applied for several information-gathering techniques (Kane, 1984, cited in Varlı, 2005) and some other survey research methods which are commonly used to collect data in descriptive research (Nunan, 1992).

The essence of survey method can be illustrated as "questioning individuals on a topic or topics and then describing their responses" (Jackson, 2011). The survey method has two main purposes: describing certain aspects or characteristics of population and/or testing hypotheses about nature of relationships within a population. Check & Schutt (2012: 160) define the survey method as "the collection of information from a sample of individuals through their responses to questions". This type of research allows for different of methods to engage participants, collect data, and use different methods of instrumentation. A survey research can use quantitative research strategies (e.g., using questionnaires), qualitative research strategies (e.g., one-on-one interview), or both strategies (e.g., mixed methods).

In this study Likert Scale will be used for collecting data. Likert Scale, which was named after its inventor, psychologist Rensis Likert, is a psychometric scale commonly involved in research that employs questionnaires. "A Likert item provides the respondent with an opportunity to evaluate by having it a quantitative value on any kind of dimension, whether subjective or objective, with level of agreement and disagreement. It is the most common approach to scale responses in a survey research.

3.3. Research Design and Methodology

The main aim of the study is to find out how students' foreign language learning process is affected by cultural factors and how their motivations are affected by these foreign culture factors. Briefly, this study measures the influence of cultures, specifically student's own culture and English/American culture, on foreign language learning process.

The issue of integration of culture into EFL classes has been discussed for decades by educators, scholars and researchers of ELT. Although there are various opinions, it has become inevitable to teach cultural elements for English Language teachers.

3.4. The Research Setting

To reflect the views of Turkish students on the effect of cultural factors in the process of learning English, the study will be conducted at different universities, which are located in different regions and cities of Turkey. In addition, the research will be applied in both foundation and public universities. 100 English preparatory school students are expected to participate in the research. All the students who will take part in this study are preparatory school students of 2018/2019 academic year.

This study will be conducted in different universities which are located in different regions of Turkey. Both foundation and state universities from Istanbul, Adana, Trabzon and Erzurum has been selected for the research. Istanbul University, Istanbul Yeni Yüzyıl University, Istanbul Sabahattin Zaim University, Çukurova University, Karadeniz Technical University are the universities where this study was applied. To apply the study, these universities have been chosen cautiously. To reflect the views of Turkish students properly, universities have been specified according to their locations. Choosing universities from different regions helps generalize the findings about the perspectives of Turkish university students.

3.5. The Sampling of the Study

This study mainly focuses on the effects of cultural elements on students in FL classes. It aims to investigate whether the cultural elements of the target language affect students' language learning process. To elicit the proper data, university students who study in the Preparatory Schools in universities were chosen as sample. Accordingly, in order to represent this population, 100 university students from 5 different universities were selected as sample.

To conduct the study, both universities and the students were selected by adopting a convenience-sampling method. According to Cohen & Manion (1994: 211), there are two methods of sampling. One of them shows probability samples. Here, the probability of selection of each respondent is recognized. The other gives nonprobability samples. Here, the probability of selection is unknown. Small scale surveys often resort to

the use of nonprobability samples because, although they have some disadvantages which arise from their non-representativeness, they are far less complicated to apply, are considerably more economic, and can prove perfectly adequate where researchers do not mean to generalize their findings. Convenience sampling is an example of the non-probability samples. This method enables the researcher to choose the sample from a group of people who are already ready and volunteer for the research. (Frankfort-Nachmias & Nachmias, 1992, cited in Varlı, 2001). The reason for using convenience sampling method for choosing the sample was that the universities had been decided beforehand. The Likert scale was distributed to the students who were eager and available to take part in the study at that time.

3.6. Research Instruments

The main data collection tool of the study is a 5-point Likert scale. It was developed by Rensis Likert, a psychologist, in 1932. It measures attitudes by asking people to respond to a series of statements about a topic in terms of the extent to which they agree with them.

The Likert scale to be used to elicit data for the purposes of the study has 2 parts. The first part, "Personal Information" elicited participants' gender and university type. The second part of the scale consists of 17 statements about the subject. The scale is a 5-point scale including S*trongly Agree, Agree, No Idea, Disagree* and *Strongly Disagree* options. The statements were formed in such a way as to elicit in detail the perspectives of the students on the issue.

The 1st statement, "*There is a strong relationship between language and culture"*, aims to find out to what extent students think that there is a relationship between language and culture. The responses given to this statement were expected to reveal whether or not the university students who study in preparatory schools are aware of the strong relationship between two.

The 2nd, 3rd and 4th statements, *"It is important for me to learn English/American culture"*, *"It motives me to learn English/American culture"* and *"It demotivates me to learn English/American culture"*, aim to find out students view about the target culture and the effects of it on their language learning motivation. Here, it is important

to detect the number of the students who think that learning the target culture is motivational or de-motivational in language learning process.

The 5th and 6th statements, *"Learning English/American culture doesn't help me improve my level of English.", "Learning English/American culture helps me improve my level of English."* aim to elicit students' opinions on whether or not learning the target culture helps to improve one's English skills. These questions help to discover the participants' genuine opinions about the place of the target culture in the process of learning English.

The 7th and 8th statements, "*I spend time to learn English/American culture.", "I am willing to learn English/American culture."*, aim to find out whether university students spend time for learning the target culture while they are learning English. For the research purposes, it is important to find out the willingness of the students about the integration of the culture into the lessons. In addition, whether or not they spend time to learn it is important for future analysis.

The 9th statement, *"English/American culture should be taught in English classes"*, aims to unveil the opinions of the students about the integration of the target culture into FL classes. Apart from their awareness about the relationship between language and culture and their willingness for learning the target culture, this statements questions students' general view about the place of the target culture in FL classes.

The 10th statement, *"Teaching culture in English language courses is unnecessary.",* aims to find out about the place of the concept of culture in English language lessons. This statement is important, and it aims to find out the opinions of the participants about not only the target culture but also the other cultures.

The 11th and 12th statements, *"My culture, Turkish culture, is more important than other cultures.", "My culture should be taught in English language courses."*, aims to reveal students' opinions about the local culture. Their point of view about the local culture is important in order to analyze their perspectives on the issue of target culture.

The 13th statement, *"Cultural elements in English course books help me improve my language skills"*, focuses on the place of the cultural elements that exist in English course books from students' points of view. The responses are important to make some generalizations based on the students' points of view

The 14th statement, *"My culture and foreign cultures should be taught together in English language courses"*, aims to find out the opinions of the students about the combining the cultural elements in FL classes. This statement is important because it helps to detect whether or not the students prefer different cultural elements, including their own, in a blended way.

The 15th statement, *"Seeing elements from my culture in English course books motivates me."*, aims to find out whether students find it motivating to see elements of their own culture in English course books. Because motivation of the students in language learning process is one of the primary things which facilitates learning the language, this statement is important for uncovering the students' opinion about the subject.

The 16th statement, *"Language and culture cannot be taught together. They should be taught separately",* aims to find out university students' awareness of language-culture relationship. This statement will reveal students' thoughts about the need or lack of need of blending language and culture   The 17th statement, *"Learning English/American culture doesn't contribute to my learning process, it is waste of time."* aims to find out whether students find the teaching of the target culture unnecessary and useless. This statement is very important in determining the general view of students about the target culture.

As it was explained in Introduction Part, the purpose of the study to find out the University students' perception of culture and its effects on language learning process. This Likert scale was devised to uncover the perspectives of university students on target culture in FL classes. The statements were carefully prepared to elicit students' views about teaching culture in FL classes, to analyze them, to make conclusion about the effects of teaching culture in FL classes, and to make some recommendations.

3.7. Piloting the Study

Pilot work is one of the most important things to have a successfully and effectively set up survey instrument. Hopkins described pilot study as the scaled-down version of the whole study. (1976, cited in Varlı, 2001: 140). This study was piloted on a similar population of twenty university students in a university. The participants were chosen randomly. They were asked to respond to all the statements in the scale.

In consideration of the responses from the participants, required adjustments were made to the items and instructions. Also, to administer it easier and faster, the Likert scale was turned into an electronic questionnaire using Google Forms. This online questionnaire was forwarded to the participants via an e-mail.

3.8. Fieldwork

It took four weeks to collect data for this study. Administering the Likert scale was used as the main element of the data gathering procedure in each university. First, to decide the institutions where the scale would be administered, the possible universities were negotiated. After the negotiations, 5 universities were agreed on. Then, one instructor from each university was contacted and was asked for their help. After obtaining oral permission from the authorities, with the consent of the instructors the scale was sent to the instructors online to be forwarded to the students. The students who volunteered were asked to respond to the statements.

3.9. An Overview of Data Analysis

Microsoft Excel was used to analyze the data. The responses to each statement were analyzed and percentages were calculated. Besides, all the responses for each statement were analyzed in terms of two parameters, which are gender and the university type. In Results Part, there are tables that show the numerical data for each statement. The numbers of the responses and the percentages of responses given to each statement are clearly shown. Also, the analyzed responses in terms of gender and university type are compared and presented in detail.

CHAPTER IV

RESULTS AND FINDINGS

4.1. Introduction

This section illustrates the findings of the study. As presented in earlier chapters, the major question of this study aimed to elicit the perceptions of preparatory students on the effects of cultural barrier in foreign language classes. It aims to discover learners' viewpoints on target culture, and how they are affected by cultural elements in the process of language learning when they study in the preparatory schools of the universities. In order to gather the data, a 5-point Likert scale with 17 questions was administered to 100 students and the responses were analyzed.

4.2. Findings from Demographic Data

Table 4.4.2.1: Demographic distribution of the participants

Characteristics of Participants	Groups	N	%
Gender	Male	44	44
	Female	56	56
University	State	45	45
	Foundation	55	55

The data of the study was collected from 100 students studying at different universities of Turkey. Table 1 shows the demographic data**.**

Table 1 shows that out of 100 participants, 44 were male and 56 were female-Table 1 also shows that the numbers of respondents from state and foundation universities are almost even. Of the participants, 55 were from foundation universities and 45 were from state universities.

Table 4.4.2.2: Gender-based distribution of the participants' responses to Statement 1

Statement 1. There is a strong relationship between language and culture.			
	N		**TOTAL %**
Level of Agreement	**Female**	**Male**	
Strongly Disagree	**3**	**11**	14
Disagree	**4**	**3**	7
No Opinion	**1**	**2**	3
Agree	**17**	**13**	30
Strongly Agree	**30**	**16**	46

Table 4.4.2.3: University-based distribution of the participants' responses to Statement 1

Statement 1. There is a strong relationship between language and culture.			
	N		**TOTAL %**
Level of Agreement	**Ss from State University**	**Ss from Foundation University**	
Strongly Disagree	7	7	14
Disagree	5	2	7
No Opinion	2	2	3
Agree	17	13	30
Strongly Agree	15	31	46

The first statement aimed to elicit the perspective of the respondents on the relationship between language and culture. According to the responses, the majority of the participants (76%) agreed with the idea that there is a strong relationship between language and culture. However, 21% of the participants disagreed with the given statement. Only 3% of them stated that they had no opinion. According to the responses, it can be stated that the majority of the respondents are aware of the relationship between language and culture.

61,7% of 76 respondents who agreed with the statement are female and 38,3% of them are male participants. On the other hand, 39,2% of the participants who disagreed of the statement are female while 60,8% of them are male. It can be deduced from these numbers that female participants tend to see the relation between culture and language more than the male participants. 43.9% of the male participants agreed with the statement study at state universities and 56,1% are from foundation universities. On the other hand, 60,7% of the respondents who disagreed are from state universities while 39,3% of them are foundation from universities. According to the numbers, the idea of there is a strong relationship between language and culture is more common among the students from foundation universities.

Table 4.4.2.4: Gender-based distribution of the participants' responses to Statement 2

Statement 2. It is important for me to learn English/American culture			
	N		TOTAL %
Level of Agreement	Female	Male	
Strongly Disagree	4	11	15
Disagree	8	9	17
No Opinion	5	7	12
Agree	28	12	40
Strongly Agree	10	5	15

Table 4.4.2.5: University-based distribution of the participants' responses to Statement 2

	N		
Level of Agreement	Ss from State Universities	Ss from Foundation Universities	TOTAL %
Strongly Disagree	8	7	15
Disagree	13	4	17
No Opinion	4	8	12
Agree	17	23	40
Strongly Agree	3	12	15

Statement 2. It is important for me to learn English/American culture

The second statement aimed to elicit participants' opinions about learning the target culture. The table shows that 32% of the respondents disagreed with the given statement. More than the half, 55% of the participants stated that it is important for them to learn the target culture. On the other hand, 12% of the participants chose to mark "No Opinion" option. It shows that they are not sure if it is important or not for them to learn English/American culture.

According to the survey, 68,3% of the respondents who agreed with the statement are female and 31,7% are male participants. On the other hand, 36,9% of the participants who disagreed are female while 63,1% of them are male. It can be stated that female participants are more inclined to think that learning the target culture is important.

31,2% of the respondents who agreed with the statement study at state universities and 68,8% are from foundation universities. Also, 64,9% of the participants who disagreed are from state universities while 35,1% of them are from foundation universities. Ac-

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cording to these numbers, learning the target culture is more important for the partici-
pants from foundation universities when they are compared with the participants from
state universities.

Table 4.4.2.6: Gender-based distribution of the participants' responses to Statement 3

Statement 3. It motivates me to learn English/American culture.			
	N		**TOTAL %**
Level of Agreement	**Female**	**Male**	
Strongly Disagree	5	12	17
Disagree	9	10	19
No Opinion	12	7	19
Agree	26	10	36
Strongly Agree	3	5	8

Table 4.4.2.7. University-based distribution of the participants' responses to Statement 3

Statement 3. It motivates me to learn English/American culture.			
	N		**TOTAL %**
Level of Agreement	**Ss from State Universities**	**Ss from Foundation Universities**	
Strongly Disagree	9	8	17
Disagree	15	4	19
No Opinion	4	15	19
Agree	14	22	36
Strongly Agree	3	5	8

Table 4.4.2.8: Gender-based distribution of the participants' responses to Statement 4

Statement 4. It demotivates me to learn English/American culture.			
	N		**TOTAL %**
Level of Agreement	**Female**	**Male**	
Strongly Disagree	13	9	22
Disagree	27	10	37
No Opinion	7	8	15
Agree	3	10	13
Strongly Agree	5	7	12

Table 4.4.2.9: University-based distribution of the participants' responses to Statement 4

Statement 4. It demotivates me to learn English/American culture.			
	N		TOTAL %
Level of Agreement	Ss from State Universities	Ss from Foundation Universities	
Strongly Disagree	4	18	22
Disagree	16	21	37
No Opinion	9	6	15
Agree	11	2	13
Strongly Agree	5	7	12

Statement 3 and 4 aimed to find out how learning English/American culture affects students' motivation. According to the results, 45% of the participants stated that learning the target culture is a motivating tool for them in the process of learning.

English while 36% of them stated that it is not motivational. Also 19% of the participants chose "No Opinion" option. On the other hand, *Table 4* shows that 25% of the participants stated that learning the target culture demotivates them while 60% did not think it demotivates them. 15% of them stated that they had no opinion.

60,8% of the participants who disagreed with statement 3 are male participants and in *Statement 4*, 64,45% of the respondents who agreed with the idea of demotivation of learning the target culture are male participants as well. According to the numbers, male respondents tend to think that learning the target culture doesn't motivate them; on the contrary it demotivates them in the learning process.

61% of the respondents who disagreed with statement 3 are from state universities while 39% are from foundation universities. According to these numbers, it can be

deduced that students who study at state universities get demotivated by English/American culture more than students from foundation universities.

Table 4.4.2 10: Gender-based distribution of the participants' responses to Statement 5

Statement 5. Learning English/American culture doesn't help me improve my English level.			
	N		**TOTAL %**
Level of Agreement	**Female**	**Male**	
Strongly Disagree	18	13	31
Disagree	19	8	27
No Opinion	5	4	9
Agree	10	8	18
Strongly Agree	3	11	14

Table 4.4.2.11: University-based distribution of the participants' responses to Statement 5

Statement 5. Learning English/American culture doesn't help me improve my English level.			
	N		
Level of Agreement	Ss from State Universities	Ss from Foundation Universities	TOTAL %
Strongly Disagree	11	20	31
Disagree	14	13	27
No Opinion	5	4	9
Agree	8	10	18
Strongly Agree	7	7	14

Statement 5 aimed to find out whether or not the participants think that learning target culture helps them improve their English level. 33% of them agreed with the idea of learning English/American culture does not help to improve English level. 69% of the participants disagreed with the statement and 9% of them stated that they had no opinion.

64,3% of the participants who stated that they disagreed with the given statement are female students. On the other hand, 61,5% of the respondents who stated that learning the target culture doesn't help them improve their level are male. According to the numbers, while female participants find the target culture helpful, male participants think that it isn't beneficial for learning English.

When the participants from different universities are compared, percentages of the responses are really close. 57% of the respondents who study at state universities stated that learning the target culture help them improve their English level while 59% of the respondents who are from foundation universities thought so. The majority of the participants, no matter at which university they study, disagreed with Statement 5.

Table 4.4.2.12: Gender-based distribution of the participants' responses to Statement 6

Statement 6. Combining language and culture helps me improve my English level.			
	N		TOTAL %
Level of Agreement	Female	Male	
Strongly Disagree	1	8	9
Disagree	5	6	11
No Opinion	6	5	11
Agree	24	12	36
Strongly Agree	20	13	33

Table 4.4.2.13: University-based distribution of the participants' responses to Statement 6

Statement 6. Combining language and culture helps me improve my English level.			
	N		TOTAL %
Level of Agreement	Ss from State Universities	Ss from Foundation Universities	
Strongly Disagree	4	5	9
Disagree	7	4	11
No Opinion	6	5	11
Agree	18	18	36
Strongly Agree	10	23	33

In statement 6 the participants were asked if combining language and culture helps them improve their English level. The majority, 69%, agreed with the given statement. 11% stated that they had no opinion while 20% disagreed with the statement.

In this statement, 76% of the female participants and 55% of the male participants stated that they agreed. Also, almost half of the male participants stated that combining language and its culture isn't useful to improve someone's English level.

40,7% of 69 respondents who stated that they agreed are from state universities while 59,3% of them study at foundation universities. Besides, 64% of the participants who are from state universities and 71% of the participants from foundation universities expressed that combining language and culture help them improve their English level. In general, for both types of universities, more than half of the students agreed with the given statement. However, when they are analyzed separately, the number in foundation universities is a bit more than state universities.

Table 4.4.2.14: Gender-based distribution of the participants' responses to Statement 7

Statement 7. I spend time to learn English/American culture.			
	N		TOTAL %
Level of Agreement	Female	Male	
Strongly Disagree	7	16	23
Disagree	9	8	17
No Opinion	12	8	20
Agree	20	10	30
Strongly Agree	7	3	10

Table 4.4.2. 15: University-based distribution of the participants' responses to Statement 7

Statement 7. I spend time to learn English/American culture.			
	N		TOTAL %
Level of Agreement	Ss from State Universities	Ss from Foundation Universities	TOTAL %
Strongly Disagree	11	12	23
Disagree	8	9	17
No Opinion	10	10	20
Agree	14	16	30
Strongly Agree	3	7	10

Statement 7 aimed to find out the time spent by students to learn the target culture. There is a balance in responses in this statement. 20% of the respondents stated that they had no opinion. However, rest of the participants is divided equally in the options for agreeing or disagreeing.

55% of the male participants expressed that they don't spend time to learn the target culture while 25% of them state the opposite. On the other hand, 48% of the females agreed that they spend time for it while 34% of them state that they do not.

41% of the participants from foundation universities and 31% of the participants from state universities agreed with Statement 7. It can be deduced from these numbers that participants who study at foundation universities tend to spend time to learn the target culture more than the participants from state universities.

Table 4.4.2.16: Gender-based distribution of the participants' responses to Statement 8

Statement 8. I am willing to learn English/American culture.			
	N		TOTAL %
Level of Agreement	Female	Male	
Strongly Disagree	4	15	19
Disagree	9	8	17
No Opinion	10	9	19
Agree	24	6	30
Strongly Agree	10	5	15

Table 4.4.2.17: University-based distribution of the participants' responses to Statement 8

Statement 8. I am willing to learn English/American culture.			
	N		TOTAL %
Level of Agreement	Ss from State Universities	Ss from Foundation Universities	
Strongly Disagree	11	8	19
Disagree	10	7	17
No Opinion	11	8	19
Agree	8	22	30
Strongly Agree	6	9	15

In statement 8, respondents were asked to express their willingness to learn the target culture. According to the numbers, 45% of them stated that they are willing to learn English/American culture while 19% could not decide if they are or not. The rest, 36%, expressed that they are not willing to learn the target culture.

34 of 45 respondents, which is 76%, who stated they are willing to learn the target culture are female respondents while 11, 24%, of them are male. According to the data, female participants have more enthusiasm to learn English/American culture than the males.

68% of the participants who agreed with the given statement are from foundation universities while 32% of them are from state universities. When participants are compared considering their universities, it can be stated that students from state universities are not as willing as students from foundation universities.

Table 4.4.2.18: Gender-based distribution of the participants' responses to Statement 9

Statement 9. English/American culture should be taught in English courses.			
	N		**TOTAL %**
Level of Agreement	**Female**	**Male**	
Strongly Disagree	4	7	11
Disagree	7	14	21
No Opinion	13	12	25
Agree	24	6	30
Strongly Agree	8	5	13

Table 4.4.2.19: University-based distribution of the participants' responses to Statement 9

	N		TOTAL %
Statement 9. English/American culture should be taught in English courses.			
Level of Agreement	Ss from State Universities	Ss from Foundation Universities	TOTAL %
Strongly Disagree	7	4	11
Disagree	11	10	21
No Opinion	10	15	25
Agree	14	16	30
Strongly Agree	3	10	13

Statement 9 aimed to elicit if the target culture should be taught in classes. 25% of the respondents marked "No Opinion" option. 43% of them agreed with the statement. On the other hand, 33% stated that target culture shouldn't be taught in classes.

35% of the participants who disagreed with the statement are female while 65% of them are male. More males than females stated that English/American culture should-n't be taught in courses according to the numbers.

64% of the respondents who agreed with the statement study at foundation universities while 36% of them are from state universities. The data show that more students from foundation universities find necessary to learn the target culture in English classes when it is compared with state universities

Table 4.4.2.20: Gender-based distribution of the participants' responses to Statement 10

Statement 10. Teaching culture in English courses is unnecessary.			
	N		**TOTAL %**
Level of Agreement	**Female**	**Male**	
Strongly Disagree	14	7	21
Disagree	23	7	30
No Opinion	6	9	15
Agree	11	17	28
Strongly Agree	2	4	6

Table 4.4.2.21: University-based distribution of the participants' responses to Statement 10

Statement 10. Teaching culture in English courses is unnecessary.			
	N		**TOTAL %**
Level of Agreement	**Ss from State Universities**	**Ss from Foundation Universities**	
Strongly Disagree	4	17	21
Disagree	16	14	30
No Opinion	10	5	15
Agree	14	14	28
Strongly Agree	2	4	6

In statement 10, respondents' opinions about teaching culture in classes were surveyed. Only 6% of them strongly agreed that teaching culture in English courses is unnecessary. 51% of them disagreed with that idea. 15% expressed that they had no opinion.

71,3% of the participants who disagreed with the given statement are female respondents while 38,7% are male. On the other hand, 63,7% of the participants who stated that teaching culture in English courses is unnecessary are male students. When genders are compared, it is clear that male respondents tend to see culture teaching unnecessary more than females.

When the universities are compared, it is seen that 65% of the participants who disagreed with the given statement are from foundation universities. 55% of the respondents who study at foundation universities chose "Strongly Disagree" or Disagree" options for this statement.

Table 4.4.2.22: Gender-based distribution of the participants' responses to Statement 11

Statement 11. My culture, Turkish culture, is more important than other cultures.			
	N		**TOTAL %**
Level of Agreement	**Female**	**Male**	
Strongly Disagree	4	0	4
Disagree	13	6	19
No Opinion	6	9	15
Agree	19	12	31
Strongly Agree	13	18	31

Table 4.4.2.23: University-based distribution of the participants' responses to Statement 11

Statement 11. My culture, Turkish culture, is more important than other cultures.			
Level of Agreement	**N**		**TOTAL %**
	Ss from State Universities	**Ss from Foundation Universities**	
Strongly Disagree	0	4	4
Disagree	6	13	19
No Opinion	6	9	15
Agree	17	14	31
Strongly Agree	17	14	31

Statement 11 asked if the students think that their own culture is more important than the others or not. Only 4% chose "Strongly disagree" option. 62% stated that Turkish culture is more important than other while 19% disagreed with this statement. 15% of the participants stated that they had no opinion.

All 4 participants who strongly disagreed with the idea are female participants who study at foundation universities. 72,2% of the respondents who disagreed are female participants while only 27,8% are male. The majority who stated that Turkish culture is not more important than other cultures are female participants. However, there is no big difference in percentages for "Agree" and "Strongly Agree" options. 53% of them are female respondents while 47% are male.

On the other hand, 72,2% of the participants who disagreed study at foundation universities while only 27,8% are from state universities. Again, the numbers are almost the same for "Agree" and "Strongly Agree" options. 54,8% from state universities while 45,2% are from foundation universities.

Table 4.4.2.24: Gender-based distribution of the participants' responses to Statement 12

Statement 12. My culture should be taught in English courses.			
	N		**TOTAL %**
Level of Agreement	**Female**	**Male**	
Strongly Disagree	9	5	14
Disagree	13	12	25
No Opinion	21	9	30
Agree	7	6	13
Strongly Agree	6	12	18

Table 4.4.2.25: University-based distribution of the participants' responses to Statement 12

Statement 12. My culture should be taught in English courses.			
	N		**TOTAL %**
Level of Agreement	**Ss from State Universities**	**Ss from Foundation Universities**	
Strongly Disagree	4	10	14
Disagree	12	13	25
No Opinion	12	18	30
Agree	7	6	13
Strongly Agree	10	8	18

Statement 12 aims to elicit if Turkish culture should be taught in classes or not. "No Opinion" is the most preferred option in this statement. According to the numbers, 30% of the participants marked "No Opinion" option. On the other hand, 39% of the respondents disagreed while 31% agreed with the statement.

21 of 30 participants who stated that they had no idea are female respondents. Also, 18 of them study at foundation universities. It is evident that female respondents and students from foundation universities had some difficulties in expressing an idea for the statement.

Table 4.4.2.26: Gender-based distribution of the participants' responses to Statement 13

Statement 13. Cultural elements in English course books help me improve my language skills.			
	N		**TOTAL %**
Level of Agreement	**Female**	**Male**	
Strongly Disagree	4	6	10
Disagree	3	4	7
No Opinion	14	14	28
Agree	23	13	36
Strongly Agree	11	7	18

Table 4.4.2.27: University-based distribution of the participants' responses to Statement 13

Statement 13. Cultural elements in English course books help me improve my language skills.			
	N		**TOTAL %**
Level of Agreement	**Ss from State Universities**	**Ss from Foundation Universities**	
Strongly Disagree	4	6	10
Disagree	5	2	7
No Opinion	14	14	28
Agree	18	18	36
Strongly Agree	5	13	18

Statement 13 aimed to elicit how cultural elements in course books help students improve their language skills. 54% of the participants agreed with the idea that cultural elements are beneficial for improving language skills while 17% stated exactly the opposite. 28% of them stated that they had no opinion.

64% of the participants who stated that cultural elements in course books help student improve their skills are female respondents while 36% are male. 41,4% of the participants who disagreed with this statement are females while 58,6% are male respondents. 59% of females agreed with the statement while 43% of the male students agreed with the given statement. Besides, 12.5% of the females disagreed with the given statement while 23% of the male respondents disagreed. 25% of the females and 34% of the males stated that they had no opinion. According to the numbers, female participants tend to think that cultural elements are helpful to improve language skills.

61,1% of the participants who agreed with the statement are from foundation universities while 38,9% are from state universities. 55,7% of the respondents who disagreed

with the idea that cultural elements are helpful to improve language skills study at state universities while 44,3% study at foundation universities. These numbers show that respondents from foundation universities are bit more inclined to think that cultural elements in course books are helpful to improve language skills.

Table 4.4.2.28: Gender-based distribution of the participants' responses to Statement 14

Statement 14. My culture and foreign cultures should be taught together in English courses.			
	N		TOTAL %
Level of Agreement	Female	Male	
Strongly Disagree	4	3	7
Disagree	6	8	13
No Opinion	11	8	19
Agree	20	21	41
Strongly Agree	14	6	20

Table 4.4.2.29. University-based distribution of the participants' responses to Statement 14

Statement 14. My culture and foreign cultures should be taught together in English courses.			
	N		**TOTAL %**
Level of Agreement	**Ss from State Universities**	**Ss from Foundation Universities**	
Strongly Disagree	3	4	7
Disagree	7	7	13
No Opinion	23	18	19
Agree	18	18	41
Strongly Agree	7	13	20

In Statement 14 respondents' opinions about combining Turkish culture and other cultures in classes were surveyed. 61% of them agreed with the idea. On the contrary, 20% disagreed with the given statement. 19% of them marked "No Opinion" option.

According to the numbers, there is no such a difference between genders in this statement. 61% of both male and female participants stated they think that Turkish culture and foreign cultures should be taught together.

Also, when the universities are compared, the percentages are almost the same. 30% of the participants who study at state universities and 31% of the participants from foundation universities state that they agreed with the statement.

Table 4.4.2.30: Gender-based distribution of the participants' responses to Statement 15

Statement 15. Seeing elements from my culture in English course books motivates me.			
	N		**TOTAL %**
Level of Agreement	**Female**	**Male**	
Strongly Disagree	0	1	1
Disagree	9	4	13
No Opinion	12	11	23
Agree	24	16	40
Strongly Agree	11	12	23

Table 4.4.2.31: University-based distribution of the participants' responses to Statement 15

Statement 15. Seeing elements from my culture in English course books motivates me.			
	N		**TOTAL %**
Level of Agreement	**Ss from State Universities**	**Ss from Foundation Universities**	
Strongly Disagree	1	0	1
Disagree	7	6	13
No Opinion	6	17	23
Agree	22	18	40
Strongly Agree	10	13	23

Statement 15 aimed to elicit how motivating for the students to see elements from Turkish cultures in English course books. According to the numbers, 63% of the respondents agreed with the given statement. Only 1% strongly disagreed while 13% disagreed. On the other hand, 23% of them stated that they had no opinion.

According to the numbers, most of the participants get motivated when they see domestic elements in course books. When the genders and universities are compared, it is evident that percentages are close to each other.

Table 4.4.2.32: Gender-based distribution of the participants' responses to Statement 16

Statement 16. Language and culture cannot be taught together. They should be taught separately.			
	N		**TOTAL %**
Level of Agreement	**Female**	**Male**	
Strongly Disagree	15	8	23
Disagree	17	9	26
No Opinion	12	5	17
Agree	8	11	19
Strongly Agree	4	11	15

Table 4.4.2.33: Gender-based distribution of the participants' responses to Statement 16

Statement 16. Language and culture cannot be taught together. They should be taught separately.			
	N		
Level of Agreement	**Ss from State Universities**	**Ss from Foundation Universities**	**TOTAL %**
Strongly Disagree	7	16	23
Disagree	20	7	26
No Opinion	6	5	17
Agree	4	4	19
Strongly Agree	7	8	15

Statement 16 measures participants' opinions about learning language with its culture. According to the numbers, 34% of the participants stated that they should be learnt separately. On the contrary, 49% disagreed with the statement. 17% of them marked "No Opinion" option.

According to the numbers, 55% of the female and 39% of the male participant stated that they disagreed with Statement 16. On the other hand, 50% of the male participants stated the opposite. It shows that half of the male participants think that language and culture should be taught separately because they cannot be taught together.

According to the survey, 39% of the respondents who study at state universities and 20% of the respondents who are from foundation universities thought that language and culture should be taught separately. 48% of the participants who are from state universities and 51% of the students who study at foundation universities stated that they disagreed with the given statement. According to these numbers, it can be con-cluded that more than half of the participants who are from foundation universities and

nearly half of the participants from state universities think that language and culture can be taught together.

Table 4.4.2.34: Gender-based distribution of the participants' responses to Statement 17

Statement 17. Learning English/American culture doesn't contribute to my learning process, it is waste of time.			
	N		**TOTAL %**
Level of Agreement	**Female**	**Male**	
Strongly Disagree	18	13	31
Disagree	21	7	28
No Opinion	6	5	11
Agree	4	4	8
Strongly Agree	7	15	22

Table 4.4.2.35: University-based distribution of the participants' responses to Statement 17

Statement 17. Learning English/American culture doesn't contribute to my learning process, it is waste of time.			
	N		
Level of Agreement	**Ss from State Universities**	**Ss from Foundation Universities**	**TOTAL %**
Strongly Disagree	10	21	31
Disagree	13	15	28
No Opinion	5	6	11
Agree	5	3	8
Strongly Agree	13	19	22

Statement 17 asked participants whether or not learning the target culture is beneficial for the learning process. According to 30% of the respondents, it is waste of time. 59% of the respondents disagreed with the given statement. 11% of them stated that they had no opinion.

According to the survey, the percentage of the male participants who stated that learning the target culture was waste of time is 59% while 41% of female participants stated the same. On the other hand, 66,1% of the respondents who disagreed with 17th statement are females while 33,9% of them are male respondents. These numbers show that male participants are inclined to think that learning English/American culture doesn't contribute to my learning process, it is waste of time.

According to the university types of the participants, it can be concluded that 68% of the respondents who disagreed with the idea of learning the target culture doesn't contribute to students' learning process are participants from foundation universities. Be-

sides, 61% of the respondents who agreed with this statement are from state universities. When the universities are compared, it is clear that participants who study at state universities tend to think that learning the target culture is not beneficial for their learning process, moreover it is waste of time.

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Introduction

This chapter starts with the summary of the study. Then, it presents the results and discussion by taking the research questions and findings into consideration. Lastly, the implications of the study are presented.

5.2. Summary of the Research

This study aimed to question the perspectives of students who study at English preparatory schools of different universities in Turkey on language and culture relationship. One hundred students participated in the study. A Likert scale with 17 questions was used as data collection tool and Microsoft Excel was used to analyze the findings.

5.3. Summary of the Study

The strong relationship between language and culture was explained in detail in earlier chapters. Many scholars and researchers explain this relationship with various words from different point of views. However, in the end it is clearly seen that the fact there is an inseparable bound between language and culture is undeniable. Byram and Flemming (1998) explain it as follows: Language is a key that opens the door of culture, and it is an access that sheds light on the culture of a given society.

Culture is a fundamental element of a language. The connection between language and culture has constantly been a concern of foreign language teachers and researchers and also learners. Whether target culture is to be integrated into FL classes has been controversial through language teaching history. Since decades, there have been positive and negative perspectives as to the inclusion of culture in language teaching process.

In Turkey the place of target culture, local culture and other cultures in ELT has always been a problematic issue. Although there are different implementations, because of the dominancy of English or American cultures in course books, besides the target culture, the integration of local culture and other cultures becomes nearly impossible for educators. Consequently, motivation and comprehension issues arise for the learners of English. This study aimed to make a contribution to the field of ELT and to fill the gap related to effects of target culture dominancy in teaching English as a foreign language.

Particular attention was paid to general opinions of Turkish university students about the relationship between language and culture, target culture and local culture. This research is a contribution to the ongoing discussion of whether or not including culture in foreign language learning classrooms, which culture to integrate into it and the effects of target culture inclusion in the process of learning English as a foreign language. The main concern of the study was to see the effects of integrating target culture into FL classes.

5.4. Discussion

According to the survey conducted for this study, it is evident that also university students cannot deny this strong relationship between language and culture. According to the answers they gave to Statement 1, it is clearly shown that the large majority of the students are aware of the relationship between language and culture. This study shows that the idea of language and culture are strongly bounded, and they feed each other is recognized by university students who participated.

Although students think that the relationship between two is really strong, the importance of learning the target culture differs from student to student. Only half of the

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students believe it is important for them to learn English/American culture. Most importantly, majority of the students who find it unimportant are males or from state universities. Female participants and students from foundation universities are seen to believe that learning English with its culture is an important tool in the process of FL learning.

When the effects of learning the target culture on students' motivation are examined, a similar result to Statement 2 is seen. Nearly half of the students think learning English/American culture is motivational. These participants are mostly females or students who study at foundation universities. On the other hand, the participants who state that it is a demotivating tool to learn the target culture in English classes are mostly male students or they study at state universities. According to the data gathered from the answers, male students and students from state universities tend to have barriers against English or American culture whey they learn English.

The answers given to Statement 5 support the idea that there is a strong relationship between language and culture. As in Statement 1, the large majority of the students think that learning the target language with its culture is beneficial for the learning process. Similar to the earlier analysis, male students form the large majority of the ones who state that learning the target culture does not improve the level of English. Also, in this statement, obtained data reveal that male students have some negative thoughts about the role of target culture in FL classes.

Because the participants state that they accept the relationship between culture and language, the answers they gave to the relevant statements are parallel to each other. Students think that combining language and culture in FL classes is helpful for their learning process. Even though most of the students have positive thoughts about combining them, also for this statement, most of the positive answers are from females or students who are from foundation universities while the negative one come from male participants or students who study at state universities.

Even though most of the participants are aware of the importance of culture in language learning process, the time they spend on learning the target culture is not affected by these thoughts. 1 out of 5 students cannot express any opinions about the statement while the others are divided equally. Not surprisingly, the numbers show that more than half of the male participants declare that they do not spend time for

learning the target culture. On the other hand, most of the students who are from state universities state that they do not spend time on it, either.

The level of willingness to learn the target culture is not parallel to the general thought about the importance of culture in FL learning process as well. Less than half of the students express that they are willing to learn English/American culture. As before, most of the students who claim that they are willing are female participants or students from foundation universities. Moreover, male students and students from state universities chose mostly the negative options about the statement.

The discussion among scholars/researchers about teaching the target culture in FL classes exists among the university students as well. As some of them have no opinion, more students are positive about the idea. Not surprisingly again, the large majority of negative thoughts are from male students or students from state universities. On the other hand, half of the participants disagree with the idea that teaching culture in FL classes is unnecessary and most of them are female students or students who study at foundation universities. These data also support the general view of male students and the ones from state universities.

The importance of local culture, which is Turkish in this survey, was questioned in the study. Regardless of gender and school, the large majority think that Turkish culture is more important than other cultures. No matter what kind of answers they gave earlier, almost all of the students hold the same opinion with each other for this statement. The idea of the significance of Turkish culture is common among university students. However, 4 students who strongly disagree with the idea of Turkish culture is more important than other culture are female and they study at foundation universities.

Although most of the participants state that they believe Turkish culture is more important than others, the idea of teaching Turkish culture in English classes is not really common. Surprisingly, almost ⅓ of them have no opinion about it and most of them are female participants or they study at foundation universities. Even though the majority of females and students from foundation universities think that Turkish culture is more important, they are not sure if it should be taught in FL classes. It can be concluded that although they believe that their culture is the most important one, they might find it unusual to learn Turkish culture in FL classes.

The importance of culture in FL classes shows itself in all the answers for the relevant statements. More than half of the students think that seeing cultural elements from the local culture in English course books will be beneficial for them in the language learning process. The number of the ones who disagree with this idea is small. However, the number of the students who have no idea is noteworthy for this statement and most of them are male. Most of the female participants and almost half of the male students find it useful to see cultural elements in English course books. As similar to the earlier analysis, most of the positive answers come from females or the students who are from foundation universities. The possible barrier against English/American culture can be seen again among male students and students who are from state universities.

No matter which gender they are and which type of university they study at, most of the participants agree with the idea that other cultures should be learnt together with the local culture in English classes. The study reveals that the students find it useful to learn other cultures together with their own culture. Besides, the data gathered from the answers shows that domestic elements in English course books are motivating for these students. Because they think that local culture is the superior one, seeing things about Turkish culture in FL course books encourage and excite them while they are learning English.

Almost half of the students believe that language and its culture should be taught together. In any case, students are aware of the importance of the relationship between language and its culture.

Although the large majority of the participants think that learning the target culture contributes to the language learning process, the number of the students think exactly the opposite is not small. This study shows that the ones who think that learning English/American culture is not useful, and it is waste of time are mostly male participants and the students who are from state universities. Parallel to the statistics of earlier statements, male participants and students from state universities tend to have negative thoughts about foreign cultures in some point.

The analyzed data reveal that the relationship between language and culture is known by university students. All the answers given by them are consistent and prove that they are aware of the idea that culture cannot be separated from language and they are two different but bounded concepts which always feed and support each other.

The study shows that the local culture matters for university students. They clearly express that Turkish culture is more important than others. Also, when they learn English as foreign language, it motivates them to see local elements in course books. Except from dominant English or American culture, having elements of Turkish culture enhances their interest and level of motivation. As a result of this, the learning the language gets easier for the students who suffer from the process.

Generally, students are aware of the necessity of the target culture and other cultures in English teaching process. They know that it is inevitable for learners to get away from learning cultural elements in FL classes. In spite of this, a number of students frankly point out that they do not prefer spending time to learn these cultural elements. Even though they know the importance of culture in the language learning process, they state that they do not spend time for it. Also, some of them find it de-motivational, which is a vital problem. Moreover, not a small number of students think that learning the target culture during the preparatory year does not contribute to improve their language skills. According to the data given from the students, the study shows that some of the students have some barriers in their minds against to English/American culture and it affects their language learning process in a bad way.

The data clearly points out that the barrier shaped by students against the target culture is mostly common in male students and students from state universities. According to the answers obtained from these students, it would not be wrong to say that male students and students who study at state universities are generally inclined to be negative about English/American culture and its place in English classes. Most of these students imply that having cultural elements belong to English/American culture does not interest them, they do not spend time for it, or they find it de-motivational or waste of time. These are the general thoughts about target culture among these students.

On the other hand, female students and students who study at foundation universities are much more moderate. Their point of view about integrating culture with language learning are highly positive. It would be fair to say that compared with the male students, female students spend more time to learn English/American culture and they are more willing to learn it. The large majority find it motivational for their learning process. Likewise, student who study at foundation universities are more positive than students who are from state universities. When their answers are compared, it is obviously deduced that the barrier which students from state universities have is really rare

among students from foundation universities. They declare that they are willing to learn the target culture and also, they spend time for it.

All these analyses take us to one point. Even it is not true for all the students or most of the students, a remarkable number of students have a barrier against English/American culture. There can be a lot of different reasons of having these barriers. Politics, for example, might be one of the initial reasons. Because of the political stance, students may have negative thoughts in their minds and these negative thoughts might affect their learning motivation and it leads to forming some barriers in the learning process.

Besides, it is highly possible that students may think that their local culture is threatened by dominant cultures in course books. Because they think that Turkish culture must be the superior one, learning English/American culture, spending time with the elements of these cultures and the fact that they have to follow the course books which are full of cultural elements might be the reasons of these feeling of being threatened. The instinct of protection the local one may trigger to create some bias against the language itself.

Besides the ones above, there might be lots of different reasons of creating a barrier against English. However, this study only focuses on finding out if culture can turn into a barrier in the learning process. The reasons of these barriers among Turkish university students can be the research topic of further studies.

What is the role of foreign language teachers at this point? As is also understood from the research study, there is a strict barrier in some students' minds against English/American culture which effects the whole process of learning English. Here, the approach of the teacher is vital. To vanish these barriers, firstly, teachers should be aware of this problem. They should accept that some students will have cultural barriers against target culture. Students should be taught that language and culture cannot be separated and any language is learnt through its culture and the integration of local culture of learners. After, to minimize the barriers, the balance of integrating cultures, target, source or others, into syllabus should be adjusted really carefully. Obviously, teachers cannot do anything about the English/American dominancy in course books however when syllabus and lesson plans are prepared, the fact that learners' needs are essential should not be forgotten. If necessary, local components should be added to vanish the negativeness in learners' minds.

The belief that English is for everyone, not just for the countries in the inner circle is getting more and more popular among researchers of ELT. The term of EIL and World Englishes has become very popular. Now English, as a lingua franca, is spoken all around the world and it is the main common language for people. Because it is thought that English is not English/American people's language, the idea of target culture has started to change. Because English is used for communicating with everyone in the world, not just with native speakers, the cultures of the other countries have been taken into consideration by researchers, educators and learners of ELT and by books publisher to a certain extent. Although majority of the published books include elements of the dominant English/American culture, in some it can be seen the effects of *World Englishes* and *English as an International Language Movements.* Kumaravadivelu (2012) mentioned that "inner-circle based publishing industries have started producing global textbooks with a local flavor and a chief strategy they follow is to produce core texts with a variety of add-ons to meet the demand for a local fit." For instance, Oxford Publishing published a local culture-based book named *Milestones.* In the explanation part of the book the following words can be seen: "Milestones in English is a 5-level course created for Turkey and the Middle East that teaches the language and skills required for academic study". As it is understood from the explanation, the needs of the students from a specific part of the world were realized by publishers from Oxford Publishing and a culture-based course book for Turkey and the Middle East was published. Because it is a book with specific aims, it is full of local elements which are integrated with the target culture. Matsuda (2003), argues that teaching materials can improve EIL users' representation by including World Englishes, suggesting that textbooks can involve more main elements from the outer and expanding circles and give these elements larger roles more than what they currently have, since the presence of characters from outer and expanding circle countries makes the integration of cultural topics from those countries easier.

As a conclusion, minimizing or vanishing the barriers against culture can be possible with some kinds of special arrangements in syllabi, lesson plans and also in course books.

5.5. Implications

The importance place of culture in language classes cannot be denied. Yet, the question that this study focuses on is what kind of an impact integrating the target culture has on students' learning process and whether it leads them to create a barrier against the language.

The existence of the findings of the present study implies that integrating culture might cause a barrier between learners and the language. It might reveal some teaching ideas that could be applied in language learning classes. With the customization of exercises and content, it would be able to plan better cultural perception for learners. Additionally, re-adapting the teaching materials, syllabuses and lesson plans accordingly might result in the success of the students. Integration of some materials including the local culture of the learners such as videos, readings, songs, newspapers, literature and photographs into the FL classes might help teachers and learners vanish the barriers against the target culture dominancy.

Although, the study was conducted in universities, both state and foundation, located in different regions of Turkey, it can be extended. For future studies, it would be recommended to carry out a research study with more students and choosing the universities from each region of Turkey. To reach more conclusive results on the effects of integration of the target language and the local culture on language learning process, the reasons of the current barriers students might have should be researched in detail. This study on focuses on whether Turkish university students have barriers against English/American culture, and it affects their language learning process or not. Yet, a deeper study can be applied for more specific information about the perspectives of the students.

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APPENDICES

Appendix 1. Likert Scale (Original Version)

Bölüm - 1 : Kişisel Bilgiler

1.1. Cinsiyet: ( ) Kadın   ( ) Erkek

1.2. Öğrenim görülen üniversite: ( ) Devlet   ( ) Vakıf

Bölüm - 2 :

		Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
	Sevgili öğrenciler, Bu anket yabancı dil derslerinde kültür öğretiminin dil öğrenim sürecini nasıl etkilediğini ölçmeyi hedefleyen 17 maddeden oluşmuştur. Anketi cevaplarken, lütfen her bir ifadenin karşısında yer alan seçeneklerden size en uygun olanını işaretleyiniz. Unutmayınız ki vereceğiniz cevaplar araştırmamızın sonucunu direkt olacak etkileyecektir, bu sebeple sizden soruları içtenlikle ve samimiyetle cevaplamanız ve hiçbir soruyu boş bırakmamanız beklenmektedir. İlginiz ve katkılarınız için teşekkür ederim.					
1	Dil ve kültür arasında güçlü bir ilişki vardır.					
2	İngiliz/Amerikan kültürünü öğrenmek benim için önemlidir.					
3	İngiliz/Amerikan kültürünü öğrenmek beni motive eder.					
4	İngiliz/Amerikan kültürünü öğrenmek beni demotive eder.					
5	İngiliz/Amerikan kültürünü öğrenmek yabancı dilimi geliştirmeme yardımcı olmaz.					
6	Dil ve kültürü harmanlamak yabancı dilimi geliştirmeme yardımcı olur.					
7	İngiliz/Amerikan kültürünü öğrenmeye vakit harcarım.					
8	İngiliz/Amerikan kültürünü öğrenmeye hevesliyim.					
9	İngiliz/Amerikan kültürü İngilizce derslerinde öğretilmelidir.					
10	İngilizce derslerinde kültür eğitimini gereksiz bulurum.					
11	Kendi kültürümün yabancı kültürlerden daha önemli olduğunu düşünürüm.					
12	İngilizce derslerinde kendi kültürüm öğretilmelidir.					
13	İngilizce ders kitabındaki kültürel öğeler dil becerilerimi geliştirmeme yardımcı olur.					
14	İngilizce derslerinde kendi kültürüm ve yabancı kültürler bir arada öğretilmelidir.					
15	İngilizce ders kitabında kendi kültürüme ait öğeler görmek beni motive eder.					
16	Dil ve kültür iç içe geçmiş biçimde öğretilemez. Ayrı ayrı öğretilmelidirler.					
17	İngiliz/Amerikan kültürünü öğrenmek dil öğrenimime katkı sağlamaz, vakit kaybıdır.					

Appendix 2. Likert Scale (English Version)

Part – 1: Personal Information

1.1. **Gender:** ( ) Female ( ) Male
1.2. **University:** ( ) State ( ) Foundation

Part – 2:

		Totally Disagree	Disagree	No Opinion	Agree	Totally Agree
	Dear participants, **This survey consists of 17 statements aim to reveal the effects of teaching culture in EFL classes. Please choose the best option for you to show your level of agreement or disagreement with the given statement. As your answers will directly affect the results of the study, I kindly request you to choose the best option for each statement sincerely. Thank you for your interest and contributions**					
1	There is a strong relationship between language and culture.					
2	It is important for me to learn English/American culture					
3	It motivates me to learn English/American culture.					
4	It demotivates me to learn English/American culture.					
5	Learning English/American culture does not help me improve my English level.					
6	Combining language and culture helps me improve my English level.					
7	I spend time to learn English/American culture.					
8	I am willing to learn English/American culture.					
9	English/American culture should be taught in English courses.					
10	Teaching culture in English courses is unnecessary.					
11	My culture, Turkish culture, is more important than other cultures.					
12	My culture should be taught in English courses.					
13	Cultural elements in English course books help me improve my language skills.					
14	My culture and foreign cultures should be taught together in English courses.					
15	Seeing elements from my culture in English course books motivates me.					
16	Language and culture cannot be taught together. They should be taught separately.					
17	Learning English/American culture doesn't contribute to my learning process, it is waste of time.					

ÖZGEÇMİŞ

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