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# İSTANBUL SABAHATTİN ZAİM ÜNİVERSİTESİ

# SOSYAL BİLİMLER ENSTİTÜSÜ

# YABANCI DİLLER EĞİTİMİ ANABİLİM DALI

# İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

## YEREL KÜLTÜR VE HEDEF DİL ENTEGRASYONUNUN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN OKUMA VE YAZMA BECERİLERİ ÜZERİNE ETKİSİ

## YÜKSEK LİSANS TEZİ

Nuriye Feyza Harman

İstanbul

Haziran, 2015

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# THE EFFECTS OF THE LOCAL CULTURE AND THE TARGET LANGUAGE INTEGRATION ON STUDENTS' READING AND WRITING SKILLS IN AN EFL CONTEXT

# YÜKSEK LİSANS TEZİ

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**İstanbul**

**Haziran, 2015**

Sosyal Bilimler Enstitüsü Müdürlüğüne,

Bu çalışma jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

| | | |
|---|---|---|
| Başkan | Yrd. Doç. Dr. Emrah GÖRGÜLÜ (Danışman) | ...*Görgülü*... |
| Üye | Yrd. Doç. Dr. Özlem ZABİTGİL GÜLSEREN | ............ |
| Üye | Yrd. Doç. Dr. Dilek UYGUN GÖKMEN | ............ |

Onay

Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

Prof. Dr. Bülent ARI

Enstitü Müdür V.

i

*To*
*my parents*

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At the very outset of this thesis, I would like to extend my sincere and heartfelt obligation towards the personages who have helped me in this endeavor.

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**Nuriye Feyza HARMAN**

**Yüksek Lisans, İngiliz Dili Eğitimi**

**Tez Danışmanı: Yrd. Doç. Dr. Emrah Görgülü**

**Haziran – 2015, 186 Sayfa**


Bu çalışma öğrencilerin yerel kültürlerinin hedef dil öğretimi ile bütünleştirilmesinin, İngilizcenin yabancı dil olarak öğrenilmesi üzerine olumlu bir etki yapıp yapmadığını incelemektedir. Bu soruya cevap bulabilmek için gerçekleştirilen çalışma, yerel kültür ve hedef dil entegrasyonunun Türkiye'de İngilizceyi yabancı dil olarak öğrenen öğrencilerin yeterlilik seviyeleri üzerindeki etkilerini araştırmayı hedeflemektedir. Ayrıca, bu çalışma üniversite İngilizce hazırlık sınıfı öğrencilerinin kültür ve dil öğretimine ilişkin fikir ve tercihlerini belirlemeyi de amaçlamaktadır. Bu sebeple araştırma iki kısımdan oluşmaktadır. İlk kısım iki yabancı dil okuma yazma sınıfında uygulanan deneysel bir çalışmayı içerir. Bu sınıflardan biri, dil öğretiminde içerik bakımından öğrencilerin kendi kültürlerinden (yerel kültür) ve İngilizcenin anadil olarak konuşulduğu ülkelerin kültürlerinden (hedef kültür) yararlanan deney grubunu, diğeri ise sadece hedef kültürden faydalanan kontrol grubunu temsil etmektedir. Araştırmanın ikinci kısmı katılımcıların dil öğreniminde kültürün rolüne ilişkin fikirlerinin tespitini kapsamaktadır. Nicel ve nitel veri elde etme aşamalarında deneysel tasarım, ön test-son test, anket ve röportajlar kullanılmıştır. Ön test-son test ve anket sonuçları betimsel istatistik ve t-testleri aracılığıyla, yapılandırılmış görüşmeler ise ise içerik analiz yöntemi ile analiz edilmiştir. Elde edilen sonuçlar deney grubunun çalışma sonunda kontrol grubundan daha başarılı olduğunu ve yerel kültür entegrasyonunun İngilizceyi yabancı dil olarak öğrenen üniversite hazırlık öğrencilerinin İngilizce okuma ve yazma yeterlilik seviyeleri üzerinde istatiksel

açıdan önemli bir etkisi olduğunu ortaya koymaktadır. Anket ve görüşme sonuçları ise öğrencilerin İngilizce derslerinde daha çok yerel kültür öğeleri görmek istediklerini, öğrencilerin İngilizcenin anadil olarak konuşulduğu ülkelerin kültürlerini öğrenme ve yerel kültürün aşinalığına ihtiyaçları sebebi ile ders kitaplarında hem yerel kültür hem hedef kültür içeriğine yer verilmesi gerektiğini göstermektedir.

**ABSTRACT**


**THE EFFECTS OF THE LOCAL CULTURE AND THE TARGET LANGUAGE INTEGRATION ON STUDENTS' READING AND WRITING SKILLS IN AN EFL CONTEXT**


**Nuriye Feyza HARMAN**

**Master's Thesis, English Language Teaching**

**Supervisor: Assist. Prof. Emrah GÖRGÜLÜ**

**2015 – Page 186**


This study investigates whether integrating the local culture of learners into learning English as a foreign language has a positive impact on the language development of learners. In order to address this question, the present study mainly aims to enquire into the effects of the integration of the local culture and the target language on the proficiency levels of EFL learners in Turkey. Furthermore, the study intends to elicit the opinions and preferences of the university English preparatory school students with respect to culture and language teaching. The study thus consists of two parts. The first part involves the experimental study in two EFL reading and writing classrooms. In the experimental group, the cultural content of learning and teaching materials was taken from the learners' own culture (local culture) as well as the culture of countries where English is spoken as a first language (target language. On the other hand, the other group used merely the target culture as content of the teaching material. The second part involves the investigation of the participants' opinions of the role of culture in learning English. So as to obtain quantitative and qualitative data, an experimental design, pre- and post-tests, a questionnaire and structured interviews were used. The results of the experimental study and questionnaires were analyzed through descriptive statistics and t-tests. In addition, the data obtained from the interviews were analyzed through content analysis. The results revealed that the participants in the experimental group were more successful than those in the control group at the end of the study, which provides strong and

convincing evidence that there is a significant impact of the local culture integration on the proficiency levels of university preparatory class students of EFL in connection with reading and writing skills. The findings of the questionnaire and the interview suggest that learners prefer to have more local culture related content in their English classes and they report that both local and target cultures should be located in the course books since they feel the necessity of learning about inner cycle countries' knowledge, also they need the familiarity of topics regarding their local culture.

# ABBREVIATIONS

| | |
|------|------|
| C1 | Mother Culture |
| C2 | Target Culture |
| CEFR | Common European Framework Reference |
| CPT | The Cambridge Placement Test |
| FL | Foreign Language |
| EIL | English as an International Language |
| EFL | English as a Foreign Language |
| ELF | English as a Lingua Franca |
| ELT | English Language Teaching |
| FL | Foreign Language |
| L1 | First Language /Mother Language |
| L2 | Foreign Language |
| Ss | Students / Participants |
| T | Teacher / Researcher |
| TLC | Target Language Culture |

# 1. INTRODUCTION

*"To speak a language is to take on a world, a culture."*

Frantz Fanon

This section introduces the study. It starts with the aims of the study. The background of the study, significance and limitations are presented in this chapter. The research questions and the definitions of technical terms are also introduced.

## 1.1. OBJECTIVE OF THE STUDY

The fundamental relationship between language and culture tends to be an incontrovertible fact. Culture is an essential part of the languages, the past and the present of humanity. According to Liddicoat et al. (2003), understanding the nature of the relationship between language and culture is central to the process of learning another language. In actual language use, it is not the case that it is only the forms of the language that convey meaning. Indeed, it is language in its cultural context that creates meaning: creating and interpreting meaning is done within a cultural framework. In language learning classrooms, learners need to engage with the ways in which context affects what is communicated and how. Both the learner's culture and the culture in which meaning is created or communicated have an influence on the ways in which possible meanings are understood. This context is not a single culture as both the target language and culture and the learner's own language and culture are simultaneously present and can be simultaneously engaged. Learning to communicate in an additional language involves developing an awareness of the ways in which culture interrelates with language whenever it is used.

Quite recently, considerable attention has been paid to language teaching and culture. Many educators and professionals argue that it is not feasible to teach language without teaching culture; the role of the language teacher has been described as that of a "professional mediator between foreign languages and culture" (Byram and Risager 1999, 58). Vernier et al. (2008) consider the teaching of culture as a fifth skill for language learners that "enhances students' overall learning experience." Kramsch (1993) argues that the role of culture in language teaching is even more

central, calling it not just a fifth skill, but rather something that is "always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them".

The significance of the English language both in Turkey and in the world may raise some questions about how English is taught and whether it is learned effectively. Language teaching and learning have many diverse components that require comprehensive research, thus this study specifically aims to investigate and compare the effects of the cultural component of language teaching. "Why can't Turks speak English yet?" (Sak, 2012)  is a common question to which language teachers, students, administrators, curriculum designers, policy makers seek to find a proper and satisfying answer. After years of instruction most students fail at becoming proficient English speakers. The inevitability of this failure might be related to the fact that learners may not internalize the necessity to learn English, or they may have prejudices against the inner cycle countries such as Britain or the United States of America, or since they are constantly taught using elements from the target culture, they may not relate themselves to the language they learn (Kachru, 1994).

This study is thus concerned with culture and language along with classroom applications of culture in addition to English language teaching from an intercultural perspective. It is an attempt to address and reanalyze the issue of culture, language teaching and learning by highlighting how cultural factors might have an impact on second language learning and teaching. The main objective of this study is to give a comprehensive account of teaching culture in English language learning classrooms and to open up an issue that needs to be highlighted, namely, integrating foreign language teaching with the local culture. The present research aims to concentrate on the interrelationship between language and culture as well as target and local cultures and to offer a description of culture that should be taught in English language learning classrooms.

Even though the efficiency of teaching culture as a fifth skill in addition to reading, writing, listening and speaking has been improved in recent years, most improvements have been achieved by minimizing the research in the attitudes of teachers towards culture teaching or by including merely students' opinions and

preferences related to culture. Nonetheless, it is possible to further improve the foreign language teaching and culture studies by conducting an experimental study in which local culture and international culture are integrated into language teaching. With this goal, this work seeks to find the differences in the outcomes of a class that is taught with merely international culture and another class that has studied English with local culture and international culture synthesis.

As for the method of the study, two classes were chosen to conduct the study. The students who participated in the study were randomly located in two groups. The random assignment process resulted in two groups that shared equal characteristics at the beginning of the experiment. In one class, the control group, materials that only represent the target culture were used; in the other class, which was determined as the experimental group, materials that reflect both the target and local culture were used. Local culture integration was used as the intervention for the experimental group while the control group did not receive any treatment rather than the usual international culture-related content. Prior to the experiment, students were given a questionnaire in order to elicit their opinion about the role of 'culture' in learning English as a foreign language. Additionally, participants were given a demographic information questionnaire to perceive their cultural background. Following the questionnaire, a pre-test aiming to find out the proficiency level of the participating students was applied. At the end of the teaching process, a post-test was given to the participants to see whether there was a significant difference between the two tests.

## 1.2. BACKGROUND OF THE STUDY

In the age of globalization where worldwide integration is experienced in all areas of knowledge the English language has an international status. This world language is learned, taught and spoken by millions throughout the world, as if there are almost no boundaries across different cultures. For the multicultural and multilingual societies, there is an indispensable need for re-interpreting traditional perceptions related to language teaching and learning since the notion, which claims that languages come with certain cultural dynamics attached may be expiring contemporarily.

The relationship between language and culture has always been a concern for L2 teachers and educators. Whether the culture of the target language should be incorporated into L2 teaching has been a subject of debate throughout the history of language teaching. The relationship between English as an International Language (henceforth EIL) and culture was first recognized by Smith (1976) who proposes a number of assumptions regarding the issue. These assumptions are as follows:

a. Learners of an international language do not need to internalize the cultural norms of native speakers of that language,

b. The ownership of an international language becomes "de-nationalized" and

c. The educational goal of learning an international language is to enable learners to communicate their ideas and culture to others.

The role of culture in language teaching is something that needs to be reassessed with reference to the teaching of EIL. McKay (2003) argues that culture plays a significant role in language pedagogy in at least two ways. First, cultural knowledge often provides the basis for the content and topics that are used in language materials and classroom discussions. Secondly, pragmatic standards are frequently based on particular cultural models. Which culture to use in both areas of language teaching needs to be carefully considered with reference to the teaching of an international language.

Cortazzi and Jin (1999) distinguish three types of cultural information that can be used in language textbooks and materials:

1. Source culture materials that draw on the learners' own culture as content. In the Turkish case, this would mean using materials mostly based on Turkish society and culture, and thus enabling learners to familiarize with the materials.

2. Target culture materials that use the culture of a country where English is spoken as a first language. In this case, students would have materials about different aspects of life in native-English speaking countries, such as the United States of America, Great Britain and Australia.

3. International target culture materials that use a great variety of cultures in English and non-English speaking countries around the world. For instance, students in Turkey might have a class in English where the focus is on the traditional clothes of Japan.

Scholars have provided different ideas and reasons for which culture to teach in language learning classrooms. Canale and Swain (1980) maintain that it is necessary to teach about the target culture in social studies classes so that students are not only taught how to meet their communicative goals, but are also taught, "the socio-cultural knowledge of the second language group that is necessary in drawing inferences about the social meanings or values of utterances". Similarly, Byram (1997) and Byram and Fleming (1998) state that the target language culture should be taught in English Language Teaching (ELT) in order to help learners to acculturate into the culture of English speaking countries.

On the other hand, some scholars emphasize the importance of local culture in language teaching. Since a person is shaped by one's culture and local setting, according to Sowden (2007), we can assume that the importance of cultural context in language teaching will grow as learning becomes more learner-centered. It is in conjunction with this shift of emphasis away from teaching and towards learning that there seems to be a growing awareness of the role-played by culture in the classroom. It is not only learners that come with their own culture in the classroom, teachers also bring their own culture. This is particularly true if the language teacher is not local. Sowden (2007, p. 305) alerts the teacher "to be aware not only of the cultures of their students and their environment, but also of the cultures that they themselves bring to the classroom".

Furthermore, a third view by Kramsch and Sullivan (1996) states clearly that 'local culture' in TEFL should be taught. They draw attention to the discussion of the appropriate pedagogy by stating that the interpretation of authenticity could be fine for ELT in the UK or USA, but the moment English texts are used in real-life contexts other than those of their original producers, authenticity of language use becomes problematic, that is what is authentic in London might not be authentic in Hanoi. They suggest that instead of authentic language, an 'appropriate' pedagogy

that takes into account both the global and local needs of learners of English might be better.

As they put it, appropriate pedagogy must be a pedagogy of appropriation and it should prepare learners for both local and global contexts. The English language will enable students of English to do business with native and non-native speakers of English in the global world market and for that they need to master the grammar and vocabulary of standard English. But they also need to retain control of its use. Appropriate pedagogy considers the way to prepare learners to be both global and local speakers of English and to feel at home in both international and national cultures.

Moreover, the fourth view by Alptekin (2005), Jenkins (2005) and Seidlhofer (2005) maintains that since English is a lingua franca, it should be taught in a culture-free context. The idea supports the implementation of a culture-free curriculum for foreign language teaching, protecting the cultural integrity of the 'non-native speaker'. The 'supporters' of this view are against the idea of taking a monolingual/mono cultural view of ELT as a norm spreading from the 'centre' to the 'periphery'.

Lastly, Phyak (2011) comes up with another idea regarding the use of culture in a language class by integrating some of the ideas mentioned above and he advises the teachers to use both target and native culture giving priority to local culture. McKay (2003) justifies the reason for local culture amalgamation by mentioning the learners' need to talk about their own culture when they talk to people from other cultures. She argues that the language teaching and learning assumptions of the local community should be taken into consideration especially with regard to the choices of the target language, target culture, and culture of pedagogy. As long as the needs of learners are considered, global and local reasons to learn English come to light. According to Brown (2012), in addition to communicating globally for education, global information or promoting internationalism, language learning has local reasons as well. These are "communicating locally with compatriots who speak other mother tongues, working locally with foreign tourists, gaining advantage over other local people in business deals, speaking with friends or family members who speak English, acquiring the prestige locally by speaking English." For both local

and global purposes, in an EIL framework, integrating target language with local culture flavors, yet not underestimating target culture might fulfill the needs of learners.

This study argues for an approach that is in favor of the idea which promotes the use of both target and local cultures in language teaching, aiming to reinterpret the culture perception of communicative language teaching method and integrate the local culture with the target language. According to Sowden (2007), when we learn a new language, we need to adopt the culture of the target language to a certain extent because the cultural aspect comes amalgamated with the target language. But what about the learners? The learners have their own set of cultural experiences and objectives of using a language. They have their own cultural amalgamation which has to be addressed during target language learning process to make it meaningful and relevant to the learners. We can assume that integration of local culture and context is inevitable while learning a target language. Similarly, Barfield and Uzarski (2009) argue that in order to truly make a language like English a global one, and for all the cultures to feel that they are also a part of this global phenomenon, integration of local culture and context is important. So, at the end, every individual language community can feel the ownership of global English through integration and assimilation. In the same way, Ariffin (2009) points out that the use of home culture can facilitate learners to apply their background knowledge in reading comprehension, express their feelings and ideas when writing essays, and overcome the problem of students having to write in a genre that is absent from their culture.

### 1.3. RESEARCH QUESTIONS

Basically, this study will seek to find answers to a number of questions. There are two main research questions and two sub-questions, which constitute the branches of these main questions. The first main question aims to find out whether the integration of local and target culture have a positive impact on language learners' academic success. Therefore the first question is;

1. Is there a significant difference in the proficiency levels between the learners who are taught in accordance with the local culture ecology and the target

culture and those who learn the target language solely based on the target culture?

The sub-question, which is "Is there a significant difference between the academic success of the experimental group who received the local culture oriented reading and writing class and the control group who received the target culture oriented reading and writing class during and at the end of the study?" aims to find out the development levels of the participants at the time and end of the treatment.

The second of these main questions is related to the attitudes of university preparatory school students towards the cultural content of their EFL classes. Thus the first question to be addressed is;

2. What are the attitudes, opinions and preferences of university preparatory school students about the local and target culture in their language learning process?

The sub-questions of the second main research question encapsulates the following questions:

a. What are the participants' reasons for learning English?

b. How often Grammar, Reading, Listening, Writing, Speaking, Vocabulary and Culture of the language aspects are included in their English lessons?

c. What should be done to make English lessons more effective according to participants?

d. What should the characteristics of teachers be in terms of culture?

e. What should course books include in terms of cultural content?

of the first research question is related to the development of the participants during and at the end of the experiment.

The aim of these two main questions is to come up with a model of language teaching in which the target language and the local culture are amalgamated and learners might internalize the essence of language learning more efficiently.

## 1.4. HYPOTHESES OF THE STUDY

In this context, the expected outcomes of the study, namely, the hypotheses of the research are the following:

1. Courses that involve elements of local culture are more interesting and attractive for the intended audience and students will have more elements to relate to while learning a second language.

2. If learners are taught with a language curriculum that is relevant to the local linguistic ecology, there might be a difference between their proficiency levels and the levels of those who are taught with the culture of inner cycle countries.

3. The academic success of the learners that are taught English as an international language in a way that respects the local culture of learning is much higher and students are able to learn locally yet think globally.

## 1.5. THE SIGNIFICANCE OF THE RESEARCH

In the field of English Language Teaching, the review of current literature reveals that there are only a few studies that combine students' opinions and preferences for local, target and international culture. However, most of the previous studies are limited to the opinions of language learners or teachers and do not take into account an experimental study that would present the findings of the effects of the instruction by integrating the local culture and the target language. In addition, another component that makes the present study unique is the fact that it integrates reading and writing skills with local culture content and aims to see the effects of this amalgamated instruction. Therefore, this study will contribute to the field of English Language Teaching by proposing certain ideas for material development and production in ELT. Such an investigation of these areas will ultimately contribute to the development of language instruction in foreign language learning classes since experimental culture studies are still lacking in the field. Moreover, the findings of the present study aims to put forth suggestions related to the content for both the Ministry of Education and the private publishing houses while designing language learning materials.

## 1.6. LIMITATIONS OF THE STUDY

The study has several limitations requiring further research to be brought about. The first limitation stems from the number of the participants. The current study takes only two classes of learners in an English preparatory school of a university as participants and as such, the results cannot be generalized to a larger population, albeit being a good representative. In order to make a more comprehensive assumption, it should be replicated with different learners who have different levels in different schools or universities. Thus the outcomes of the current study should be interpreted by taking individual differences and one particular single research setting into account.

Secondly, it is not possible to state a single definition of language proficiency because proficiency is a multi-dimensional entity including the abilities of reading, writing, speaking and listening. Accordingly, the measurements used in the current study handles the term proficiency in a very general and limited way and it encapsulates reading and writing skills specifically.

Another limitation is the length of time in which the study was conducted. The current experiment lasted for 8 weeks and hence, the findings of a longer study would be different.

## 1.7. DEFINITIONS OF THE TERMS

The following terms employed in this study are used with the meanings given in the corresponding definitions:

Culture: The set of practices, codes and values that mark a particular nation or group: the sum of a nation or group's most highly thought of works of literature, art and music. A difference is sometimes made between "High" culture of literature and the arts, and small "c" culture of attitudes, values, beliefs, and everyday lifestyles. Culture and Language combine to form what is sometimes called "Discourses", i.e. ways of talking, thinking, and behaving that reflect one's social identity. The cultural dimension of language learning is an important dimension of second language studies. Education is seen as a process of socialization with the dominant culture. In foreign

language teaching the culture of the language may be taught as an integral part of the curriculum.

Local Culture: The collective behavior patterns, communication styles, language, beliefs, concepts, values, institutions, standards, symbols, and other factors unique to the community of the learner.

Target Language: A language that a nonnative speaker is in the process of learning. For the present study, target language is English as a foreign language for Turkish learners.

Target Language Culture: The culture of the countries where English is spoken as the native language, such as the United States of America, the United Kingdom and Australia.

Culture Teaching: In this study, it refers to integrating cultural content into language classes and teaching about cultural contents such as geography, history, literature, art and so forth.

English as a Foreign Language: English which is taught in a country where it is not the shared language as the medium of communication in written or spoken forms by people in that country. In EFL classes English is taught as a subject, and exposure to English is typically limited to school setting.

English as an International Language: The concept of the English language as a global means of communication in numerous dialects.

## 1.8. STRUCTURE OF THE THESIS

The chapters in the remainder of this thesis are arranged as follows: Chapter 2 provides a broad overview of the relevant literature, with an overview of the spread of English around the world and in Turkey, which is followed by the concept of English as an international language. The chapter also includes the traditions and current practices in teaching English as an international language. It continues with the

information about the views related to language and culture and locally defined English as an international language. The literature review part ends with a discussion of empirical studies on culture learning and teaching. Chapter 3 is devoted to the methodology introducing the participants, instruments, data collection procedures and data analysis. After the methodology, results are delineated and this section is followed by tChapter 4 with the discussion of the results and ends with the implications for future research. In Chapter 5, which is the conclusion, the summary of the entire thesis, i.e. the process of the research, the null hypotheses and the actual findings are presented.

# 2. LITERATURE REVIEW

*"It is everywhere. Some 380m people speak it as their first language and perhaps two-thirds as many again as their second. A billion are learning it, about a third of the world's population are in some sense exposed to it and by 2050, it is predicted, half the world will be more or less proficient in it. It is the language of globalization--of international business, politics and diplomacy. It is the language of computers and the Internet. You'll see it on posters in Cote d'Ivoire, you'll hear it in pop songs in Tokyo, and you'll read it in official documents in Phnom Penh. Deutsche Welle broadcasts in it. Bjork, an Icelander, sings in it. French business schools teach in it. It is the medium of expression in cabinet meetings in Bolivia. Truly, the tongue spoken back in the 1300s only by the "low people" of England, as Robert of Gloucester put it at the time, has come a long way. It is now the global language."*

"A World Empire by Other Means: The Triumph of English,"

*The Economist*

In this chapter, the spread of English in the world and in Turkey will be reviewed. The traditional and current practices related to English as an International Language will be presented. The phases that English Language Teaching has gone through and Communicative Language Teaching Method will be discussed in order to shed light on the present study's methodology. As for the remaining sections of the chapter, the issues to be discussed are language and culture, locally defined EIL, EIL teaching materials and empirical studies on "culture" learning and teaching.

With the development of globalization and informatization, it is an undeniable fact that more and more people from different countries are communicating and exchanging ideas with each other by one language, that is English.

As the need for global communication increased throughout the world, so did the need for a global language. In the present day, English has a significant place all over the world. It is generally agreed that it is a lingua franca and a common language that does not belong to a group of nations any more. The prevalence and universality

of the English language required its teaching and learning to be extensive throughout the world and made it the language of communication of the globe.

## 2.1. THE CONCEPT OF CULTURE

In his definition of the anthropological concept of "culture", Tylor (1881) states that culture or civilization, taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.

The word "culture" in its social, intellectual, and artistic senses is a metaphorical term derived from the act of cultivating the soil. The important modern development of the concept of "culture" took place between the late eighteenth and the late nineteenth centuries. Broadly, the concept was developed in four ways, all of which still affect its meaning. First, "culture" came to mean "a general state or habit of the mind" with close relations to idea of human perfection. Second, it came to mean "a general state of intellectual and moral development in a society as a whole." Third, it came to mean "the general body of the arts and intellectual work. Fourth, it came to mean "the whole way of life, material, intellectual, and spiritual, of a given society. Culture comprises those aspects of human activity, which are socially rather than genetically transmitted. Each social group is characterized by its own culture, which informs the thought and activity of its members in myriad ways, perceptible and imperceptible (Passmore, 1972)

In human history, culture in its broadest sense is something, which is socially rather than genetically transmitted. It is something which children learn by virtue of their being brought up in one group rather than another, and, in its totality, it is that which distinguishes one human group from another. To human culture belong language, customs, morality, types of economy and technology, art and architecture, modes of entertainment, legal systems, religion, systems of education and upbringing, and much else besides; everything, in other words, by virtue of which members of a group endow their activities with meaning and significance even from the brief list of elements comprising a culture, it will be evident that there is no clear criterion for identity in the case of human culture. Cultures are characteristically permeable, evolving, open to influence from outside and inside in unpredictable ways, liable to be

divided into subcultures, and to generate offspring with their own lives and development. And while individuals from a given culture are formed by it in all sorts of ways, conscious and unconscious, theoretical and practical, individuals are not prisoners within their cultures, but can affect them, react against them and contribute to their development (Loughney, 1998).

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 succeeding generations' (Goode, Sockalingam, Brown, & Jones, 2000).

Culture in general can be defined 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" (Bates & Plog, 1991, p. 7). According to this definition, every single society has its own culture and members of every society are all aware of these social rules and teach these rules to their offspring to make their culture propagate. As opposed to this static notion of culture, some other scholars define culture as a more dynamic idea. According to Corbett (2003), culture constantly shifts and changes. As Bayyurt (2006) puts forward, culture cannot be attributed to one nation state (e.g. Britain, the USA, Germany, New Zealand) as in those nation states there may be highly diverse populations and local groups engaging in different cultural practices. This encompasses ethnic groups (e.g. the Hispanic population in the USA), as well as people of different generations and age groups.

Kramsch (1998) associates culture with "the membership in a discourse community that shares a common social space and history, and common imaginings" (p. 10). Sowden (2007) defines it as "a body of social, artistic, and intellectual traditions associated historically with a particular social, ethnic or national group" (pp. 304-305). This could be either British or French culture according to this definition. Considering the definitions given above, it is possible to draw the conclusion that every society has a culture that shows different features.

Sowden (2007) notes that culture used to mean that body of social, artistic, and intellectual traditions associated historically with a particular social, ethnic or national group. One could talk confidently of French culture, the culture of the Marsh Arabs, or British working-class culture. Now this term is used much more broadly. In his analysis of the expatriate teaching situation, Holliday (1994:29) argues that the typical teacher in that context will be involved in a variety of cultures: those of the nation, of the specific academic discipline, of international education, of the host institution, of the classroom, and of the students themselves. To be effective, expatriate teachers must take account of all these cultures and how they influence the attitude and study styles of their students. Instead of trying to impose cultures of their own, they must work with the cultures that they encounter. Sowden (2007:305) enunciates:

> "Of course, teachers need to be aware not only of the cultures of their students and their environment, but also of the cultures that they themselves bring to the classroom, whether they are nationals or expatriates. This is not just a question of the historical and social baggage that, for example, an American or a metropolitan from New Delhi, inevitably carries with them, but of the particular attitudes and practices that they have developed as individuals."

Kramsch (1993) affirms that learning another language necessarily involves learning about the cultures with which it is associated. She says (1993: 8): 'If language is seen as a social practice, culture becomes the very core of language teaching'. However, this does not mean that the learner should merely take on board wholesale all that these other cultures offer or represent. Instead there should exist a 'border zone' between the target language cultures and local cultures (represented by both teachers or a teacher and learners or by learners alone), which all parties can meaningfully inhabit and within which everyone can interact on equal terms. Effective language learning will take place in this way, whatever the formal requirements of the syllabus, when teachers and learners "are constantly engaged in creating a culture of a third kind through the give-and-take of classroom dialogue".

## 2.2 LANGUAGE AND CULTURE

The connection between language and culture has always been a concern of L2 teachers and educators. Whether the culture of the target language is to be incorporated into L2 teaching has been a subject of rapid change throughout language teaching history. The relationship between EIL and culture was recognized quite early by Smith (1976) who proposes several assumptions regarding the relationship between an international language and culture. Among these assumptions are:

a. learners of an international language do not need to internalize the cultural norms of native speakers of that language,

b. the ownership of an international language becomes "de-nationalized" and

c. the educational goal of learning an international language is to enable learners to communicate their ideas and culture to others.

In terms of the inseparability of language and culture, (Jian, 2000) points out that it is commonly accepted that language is a part of culture, and that it plays a very important role in it. Some social scientists consider that without language, culture would not be possible. Language simultaneously reflects culture, and is influenced and shaped by it. In the broadest sense, it is also the symbolic representation of people, since it comprises their historical and cultural backgrounds, as well as their approach to life and their ways of living and thinking. Brown (2000:64) describes the two as follows: 'A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.' In a word, culture and language are inseparable. Nida (1998: 29) holds the view that 'Language and culture are two symbolic systems. Everything we say in language has meanings, designative or sociative, denotative or connotative. Every language form we use has meanings, carries meanings that are not in the same sense because it is associated with culture and culture is more extensive than language.' Jian (2000) exemplifies the relationship between language and culture with metaphors saying that some people say that language is the mirror of culture, in the sense that people can see a culture through its language. Another metaphor used to symbolize language and culture is the iceberg.

The visible part is the language, with a small part of culture; the greater part, lying hidden beneath the surface, is the invisible aspect of culture.

As Baker (2012) cites, the cultural dimension to language has always been present in language pedagogy (Risager 2007), even if it is not always explicit. Given the closely intertwined nature of culture and language, it is difficult to teach language without an acknowledgement of the cultural context in which it is used. Indeed, culture has been a component of our understanding of communicative competence from early conceptions with Hymes' (1972) emphasis on the importance of sociocultural knowledge. More recently, intercultural communicative competence, underpinned by the notion of critical cultural awareness (Byram 1997), has extended the role of culture in successfully preparing language learners for intercultural communication. However, with the English language now used as a global lingua franca in a huge range of different cultural contexts, a correlation between the English language and a particular culture and nation is clearly problematic.

The role of culture in language teaching is an approach that needs to be reassessed with reference to the teaching of EIL according to McKay (2003), she argues that culture plays a significant role in language pedagogy in at least two ways. First, cultural knowledge often provides the basis for the content and topics that are used in language materials and classroom discussions. Secondly, pragmatic standards are frequently based on particular cultural models. Which culture to use in both these areas of language teaching needs to be carefully considered with reference to the teaching of an international language.

Currently, most textbooks include source culture themes ignoring the status of English throughout the world. To make it easier for learners to communicate their ideas successfully, they need to be supported with local culture materials so that they could have a good grasp of the target language and adopt it as their own language. Matsuda (2003), argues that teaching materials can improve EIL users' representation by incorporating World Englishes, suggesting that textbooks can include more main characters from the outer and expanding circles and assign these characters larger roles in chapter dialogues rather than what they currently have, since the presence of characters from outer and expanding circle countries makes the inclusion of cultural topics and pictures from those countries easier.

Language and culture are so intricately interwoven that isolating one from another is not possible. For instance, Wei (2005) enunciates 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. The place of culture in language teaching has been discussed in various ways at different times. Consequently, different people have expressed their opinions regarding the role of culture in the language class. Sysoyev and Donelson (2002) state that the possibility of incorporating culture into L2 curriculum began in the 20th century with the advent of the communicative approach to language teaching. The communicative approach assumes that the objective of language teaching is to enable learners to communicate with native speakers of the target language. Yet, one of the major criticisms against communicative language teaching (CLT) is that it ignores the local sociocultural context.

Kumaravadivelu (2012) notes the necessity of breaking the dependency on center-based (also known as Inner-Circle-based) methods, center-based cultural competence and center-based textbook industry (p. 18-21). According to him, "center-based methods (audiolingual or communicative) promote the native speaker's language competence, learning styles, communication patterns, conversational maxims, cultural beliefs, and even accent as the norm. The native speaker is deemed to possess these norms autogenetically and L2 learners have been accultured to accept them as markers of native-like competence they should aspire to achieve." In this study, the cultural beliefs that inner-circle based methods establish through textbooks by embodying Western cultural values, beliefs, and attitudes will be questioned and put to the test by adding local elements with supplementary materials into the content of the lesson plans. This idea was recently explored by Kumaravadivelu (2012). He 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." Yet, present study aims to integrate local culture with the target language through the use of communicative language teaching promoting the output of learners as much as possible.

## 2.3. THE SPREAD OF ENGLISH

Language spread is "an increase, over time, in the proportion of a communication network that adopts a given language or language variety for a given communicative function" (Cooper, 1989). As García (2011) points out, languages coexisting with cultures can spread. The examples are obvious as Greek culture and language spread through Mediterranean, just like throughout the Roman Empire, Roman influence and Latin were widely popular and the spread of Islam as a new world religion accompanied the spread of the language of the Koran, Arabic.

Most historical changes have been accompanied by the spread of a culture, and consequently of a language, usually that of the more powerful or high-status group. In some cases, the language of the more powerful has been forcefully imposed; in others, participation in the new sociocultural context has simply demanded the adoption of the new language or language variety in order to enjoy socioeconomic benefits or to achieve political integration; at other times, the need is communicative because the new messages that the new cultural context creates cannot simply be transmitted in the old way, and a new way of communicating is needed. (Garcia and Otheguy, 1989)

Various answers have been provided to the question "Why or how has English become global?". In other words, how English has spread has been the object of intense disagreement. Some have argued that English happened to be in the right place at the right time (Crystal, 2003); others have proposed that English spread just came along with globalization (Kumaravadivelu, 2006) and colonialism (Pennycook, 1994). Others have focused on the role that English language teaching profession has had in spreading English (Canagarajah, 1999; Phillipson, 1992). Yet, other scholars have pointed to voluntary language choice as the explanation for the spread of English, while Kaplan (2001) has looked at the accidental confluence of forces following World War II.

Many scholars portrayed the spread of English from Britain to America, Canada, Australia, and New Zealand as a first language, and to Africa, and south Asia as a second language. Some authors support the idea that the spread of English is a neutral process (Crystal, 2003; Strevens, 1992; Kachru, 1992); some others

(Philipson, 1992; Pennycook, 1994) see it as a political and economic act. After the United Kingdom became a colonial power, English served as the lingua franca of the colonies of the British Empire. In the post-colonial period, some of the newly created nations that had multiple indigenous languages opted to continue using English as the lingua franca to avoid the political difficulties inherent in promoting any one indigenous language over the others. As a result of the growth of the British Empire, English was adopted in North America, India, Africa, Australia and many other regions – a trend that was reinforced by the emergence of the United States as a superpower in the mid-20th century.

Brutt-Griffler (2002) argues that one of the central features of any international language is that it spreads not through speaker migration but rather by many individuals in an existing speech community acquiring the language, as Brutt-Griffler terms "macroacquisition". According to McKay (2003), the spread of English due to macroacquisition has several crucial implications for English as an international language curriculum development:

1. Many learners of English today will have specific purposes in learning English.

2. Many L2 speakers of English will be using English to interact with other L2 speakers rather than with native speakers.

3. Many current learners of English may desire to learn English in order to share information with others about their own countries for such purposes as encouraging economic development, promoting trade and tourism, and exchanging information.

English spreads because it has increasingly become synonymous with globalization and with the economic and technological progress that accompanies it. English has also been widely disseminated, however, because as English has spread across cultures, cultures and languages have spread across English, enabling people to appropriate it differently to express global and local messages. Consequently, many different forms of English are spreading (García, 2011). English has succeeded in shedding its Anglo-American identity. As it has spread, it has gained new speakers

and spawned new nativized English varieties (Kachru, 1992) that include hybrid translanguaging practices (Chew, 2007).

Language spread is not a new phenomenon, but it is a highly complex one. As the study of language spread has expanded and demanded a multidisciplinary and multidimensional level of analysis, the numbers of languages that are spreading have contracted. In this first decade of the twenty-first century, English is not the sole language that is spreading. But, increasingly, the focus is on English, as it spreads not only around the Global South (which had been gaining English speakers since the days of colonization) but also significantly throughout the Global North. English has not only spread through cultures, but cultures have spread across English (Garcia and Otheguy, 1989).

## 2.4. THE SPREAD OF ENGLISH IN TURKEY

When the current status of English in the world is taken into consideration, among the other cultures English has become prevalent, Turkey receives its share as well. Selvi (2011) reviews of the historical development of English during the Ottoman era, stating that military, economic, and political regression prompted the Ottoman Empire to adopt the "European Model" in all aspects of life, Westernization as their ultimate goal and Western languages as a sign of advancement in the society (p.184). For example, during the 18th Century, French became the language of trade and diplomacy. Then, in 1830, a trade agreement between the Americans and the Ottomans was signed. Under capitulations during the years between 1820 and 1923, many foreign owned private schools were founded. In 1924 a Western foreign language became a requirement for a degree.

According to Doğançay-Aktuna (1998), "It was for the sake of 'modernisation' and 'westernisation' that English was readily accepted and adopted by Turkish governments and gained precedence over other foreign languages in Turkey." (p.27) Bayyurt (2006) states that especially in the 1950s, after World War II, English became the preferred foreign language taught in primary schools, secondary schools, and higher education institutions.

For the case of Turkey, in Doğançay-Aktuna (1998)'s words:

"The actual spread of English in Turkey seems to have started in the 1950s due to the increasing impact of American economic and military power. English slowly began to compete with French, previously preferred in diplomacy (and used in many other domains — including the education system, arts and literature, and even in the Turkish language reform and purification movement). The developing Turkey felt pressured to gain better access to English in order to improve trade relations and make progress in technology."

As Selvi (2011) mentions, part of the Expanding Circle in Kachru's (1992) concentric conceptualization of Englishes around the globe, English in Turkey has no recognized official status in the State. Nevertheless, English performs an array of functions in different domains in the country in addition to being a medium of international communication with the rest of the world.

Büyükkantarcıoğlu (2004:34), explains the spread of English in Turkey with the following words:

"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."

## 2.5. ENGLISH AS AN INTERNATIONAL LANGUAGE

English is an international language, spoken in many countries both as a native and a second or foreign language. In recent years, the term 'English as a lingua

franca' (ELF) has emerged as a way of referring to communication in English between speakers with different first languages (Seidlhofer, 2005). Defined in this way, ELF is part of the more general phenomenon of 'English as an international language' (EIL) or 'World Englishes'. EIL, along with World English and English as a world language have for some time been used as general cover terms for uses of English spanning Inner Circle, Outer Circle, and Expanding Circle contexts (Kachru 1992). The traditional meaning of EIL thus comprises uses of English within and across Kachru's 'Circles', for intranational as well as international communication. However, when English is chosen as the means of communication among people from different first language backgrounds, across linguacultural boundaries, the preferred term is 'English as a lingua franca'.

English is taught in schools in almost every country on earth. It is a living and vibrant language spoken by over 300 million people as their native language. Now that English has become an international language, as Crystal (1997) points out, "it has penetrated deeply into the international domains of political life, business, safety, communication, entertainment, the media and education. English is spoken by 1.5 billion people around the world. Among these, 329 million are native speakers of English, and 1.2 billion are nonnative speakers with reasonable competence." The emerging number of non-native varieties from different parts of the world has created a conundrum in classifying and standardizing English. Although this does not preclude the participation of English native speakers in ELF interaction, what is distinctive about ELF is that, in most cases, it is a "contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication' (Firth 1996: 240).

As McKay (2003) expresses, English has achieved this status not because of a growth in the number of native speakers but rather because of an increase in the number of individuals in the world today who believe it is to their benefit to acquire English as an additional language.

Despite being welcomed by some and deplored by others, it cannot be denied that English functions as a global lingua franca (Seidlhofer, 2005). However, what has so far tended to be denied is that, as a consequence of its international use, English is being shaped at least as much by its non- native speakers as by its native speakers.

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This has led to a somewhat paradoxical situation: on the one hand, for the majority of its users, English is a foreign language, and the vast majority of verbal exchanges in English do not involve any native speakers of the language at all. On the other hand, there is still a tendency for native speakers to be regarded as custodians over what is acceptable usage. Thus, in order for the concept of ELF to gain acceptance alongside English as a native language, there have been calls for the systematic study of the nature of ELF—what it looks and sounds like and how people actually use it and make it work—and a consideration of the implications for the teaching and learning of the language.

In concern with native speaker and non-native speaker issues, Holliday (2006) calls attention to native-speakerism saying that it is a pervasive ideology within English Language Teaching, characterized by the belief that 'native speaker' teachers represent a 'Western culture' from which spring the ideals both of the English language and of English language teaching methodology. While the adoption of and resistance to the ideology take place to a greater or lesser degree throughout the ELT world, the 'native speaker' ideal plays a widespread and complex iconic role outside as well as inside the English-speaking West. According to Holliday, The impact of native-speakerism can be seen in many aspects of professional life, from employment policy to the presentation of language. An underlying theme is the 'othering' of students and colleagues from outside the English-speaking West according to essentialist regional or religious cultural stereotypes, especially when they have difficulty with the specific types of active, collaborative, and self-directed 'learner-centred' teaching–learning techniques that have frequently been constructed and packaged as superior within the English speaking West.  On the other hand, as Selvi (2011:187) quotes,

> "Non-native English-speaking teachers' (NNESTs) have tended to be conceptualized within E LT along the same lines as N N S in general. The second language acquisition literature traditionally 'elevates an idealized ''native'' speaker above a stereotypicalized ''non-native'', while viewing the latter as a defective communicator, limited by an underdeveloped communicative competence' (Firth and Wagner 1997: 285). "

Since non-native speakers are estimated to outnumber their native speaker counterparts by three to one, the ownership of English is shared by all its speakers, regardless of their "nativeness". As Canagarajah (2005) points out, although the superiority of native varieties has led to a dichotomized approach to language teaching (where professional expertise from the "center" is treated as authoritative), the pluralized approach to English language will encourage multilateral knowledge flow. Local knowledge from the many postcolonial communities can offer valid contributions to pedagogical practice.

Brown (2012) puts forward the term "locally defined EIL", in which the choices of units of analysis, objectives, content, teaching strategies, resources, models, etc. are all based on carefully considered local needs for English including its international uses. He proposes some criteria for a successful selection of a locally defined EIL curriculum such as bilingual teachers as English language and pedagogic models. Bilingual teachers may support learning English efficiently and lowering learners' affective filter, providing them with awareness of linguistic and cultural differences in the various contexts in which English is learned and used, "using global appropriacy and local appropriation" (Alptekin, 2002, p.63). Bilingual teachers can also respect the local culture of learning and promote a sense of ownership and confidence in the local varieties of English and including models of Outer-Circle and Expanding-Circle users of English. Consequently, students might realize that English does not belong exclusively to the Inner Circle.

By so doing, learners might relate themselves to the content of their learning process and may not feel alienated while learning a world language.

In connection with teaching English as an International Language, Baker (2012) points out that globalization affects all English language teachers from their choices of what materials to use, to which variety of English is most appropriate. As Block (2004) highlights, the role of English in globalization is multifaceted and neither exclusively benign nor evil. Furthermore, the extensive use of English in such a diverse range of global settings calls into question our understanding of the ownership and forms of the English language. In particular, the growth in the use of English in the 'expanding circle' (Kachru 1990), in which it is neither an L1 nor an

official L2 within a country, problematizes native speaker-based conceptions of English use.

According to McKay (2012), most learners of English today are adding English to their linguistic repertoire, not replacing their first language with English, as is often the case with ESL immigrant learners. Instead, they are using English alongside their first language, often for limited purposes. At the same time, it is important to recognize that over 5 billion people globally do not speak English as either their first or second language (Graddol, 2006).

Kachru (1985) has drawn attention to the fact that English speakers of the world do not all belong to one country, and he suggests three concentric circles to depict the image of nations. The status given to the English language differs a lot among the countries in the world because some countries use it as their ‑ tongue, some use it officially along with their own mother tongue, whereas some use it so as to keep in contact with the people living outside their countries for the purpose of creating an international contact. Thus, Kachru (1985) classifies the spread of English in three circles: "inner circle, outer circle and expanding circle" (pp. 12-13).

The first circle is called the "inner circle" and illustrates the conventional essence of English. The countries belonging to the inner circle are the USA, the UK, Canada, Australia and New Zealand, where English is the primary language. They are called norm-producing countries. In these countries people learn English as their first language and use it officially in public domains.

The second circle is referred to as the "outer circle", in which the earlier phases of the spread of English and an institutionalization of the English language in non-native contexts are observed. The countries that belong to the "outer circle" used to be under the influence of the colonization processes by the countries in the 'inner circle'. These countries are called norm-developing. The regions where these varieties are spoken form a large speech community with different features. In terms of the use of the English language, the "outer circle" consists of the regions called "un-English" cultural contexts and people living in these countries use the language intranationally and internationally with different levels of competence. English was used by these countries such as India, Pakistan, Nigeria, and South Africa so as to create a nativized

literary tradition. They used English to compose their literature. Additionally, they have their own mother tongues so as to have communication between one another. However, they use English officially as a second language in their countries because they inherited English after the departure of British or American governors who colonized their countries. Therefore, they naturally have some different accents and varieties while using the English language because they have created their own English, which means that the English spoken in the UK and the USA is considerably different from the one spoken in these countries.

The third one, which is "the expanding circle" involves the areas where the language is used for international relations and communication, and taught in educational institutions as a foreign language, but not used for official purposes. These countries are norm-dependent. To illustrate, Turkey, Greece, Germany, France and Russia are all good examples of such countries where English is not used officially but is taught at schools and is indeed used to have an international contact. What is more, students in these countries do not have the opportunity to be exposed to the English language when they go out of the school except for the situations when they come across a foreigner or watch foreign TV channels.

Considering Kachru, Kachru, Nelson, (2009)'s classification, it can be concluded that the English language does not belong merely to the USA or the UK any more. McKay (2003) argues that 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.

For visual representation of these circles, Figure 1 depicts an example, showing the population of nations in the expanding circle, the outer circle and the inner circle.

**Figure 1 Kachru's Model of World Englishes**

### The "Expanding Circle"

| | |
|---|---|
| China | 1, 008.2 mil |
| Egypt | 50.3 mil |
| Indonesia | 175.9 mil |
| Israel | 4.5 mil |
| Japan | 122.6 mil |
| Korea | 42.6 mil |
| Nepal | 18.0 mil |
| Saudi Arabia | 12.9 mil |
| Turkey | 55.82 mil |
| Zimbabwe | 8,9 mil |

### The "Outer Circle"

| | |
|---|---|
| Bangladesh | 107.7 mil |
| Ghana | 12.7 mil |
| India | 810.8 mil |
| Kenya | 22.9 mil |
| Malaysia | 16.9 mil |
| Nigeria | 112.2 mil |
| Pakistan | 109.4 mil |
| Philippines | 58.7 mil |
| Singapore | 2.6 mil |
| Sri Lanka | 16.6 mil |
| Tanzania | 23.9 mil |
| Zambia | 7.3 mil |

### The "Inner Circle"

| | |
|---|---|
| USA | 245.8 mil |
| UK | 57.0 mil |
| Canada | 25.9 mil |
| Australia | 16.4 mil |
| New Zealand | 3.3 mil |

## 2.6. TRADITIONS VS. CURRENT PRACTICES

Intercultural language learning has become an important focus of modern language education, a shift that reflects greater awareness of the inseparability of language and culture, and the need to prepare language learners for intercultural communication in an increasingly multicultural world.

In the past, language teaching meant teaching learners four skills in the target language: speaking, listening, reading and writing. Once learners had acquired enough of these language skills, it was believed that they were ready to access the realm of culture. Culture in this sense was very narrowly perceived (Crozet & Liddicoat, 2000). Traditionally, in language-based subjects, whether they be first or second languages, the work of teaching culture has been seen as a part of the work of teaching literature. In particular, language students were expected to eventually gain an introduction into the canon of literary works valued in the particular society in which the language was spoken. This particular approach to culture starts with the materials produced by that culture and defines culture as the valued artefacts of a particular society. This view of culture was integrated into language teaching through those artefacts, such as novels, plays, poems, etc., which are created using language. Around the beginning of the twentieth century, language teachers began to see that restricting culture to the high culture of a particular society was not the full picture that their students needed to have. In the course of nineteenth century, the purpose of language teaching came increasingly to be viewed as involving teaching about a country and its people (Stern, 1983) Literature was just a part of such an understanding. In addition to literature, people came to see that some knowledge of the history and institutions of the speakers of the language was also important. Since this time, curricula have adjusted to include other elements in teaching for cultural understanding – social institutions, current events, newspapers, television, etc. In this change, have added "popular" and "institutional" culture to "high" culture to present a wider view of culture and the ways in which culture is transmitted through language. Yet, one thing was underestimated within the whole culture concept, which was the cultural basis of the ways in which people communicate. As Kramsch (1993) points out every attempt to communicate with the speaker of another language is a cultural

act. That is, culture exists in every part of communication. It also indicates the necessity to know the sorts of cultural rules used in interactions.

In terms of native speaker models in language teaching, Brown (2012) mentions that, "Traditionally, curriculum developers have assumed that British or American English should be the target language in ESL/EFL curriculum. In the 1980s, other possible models emerged with Kachru (1985)'s concentric circles. At this point, Alptekin (2002) questions the validity of the pedagogical model based on the native speaker based notion of communicative competence. According to him, "with its standardized native speaker norms, the model is found to be utopian, unrealistic, and constraining in relation to English as an International Language.

As for the cultural content of EFL classes, Brown (2012) states that traditionally, British or American cultures have served as the target cultures for ESL/EFL curricula. However the clarity of which culture is referred to is crucial in this sense. In languages there are some subcategories of culture. In Blash's (2011) words, big C culture refers to that culture which is most visible. Some visible forms of culture include holidays, art, popular culture, literature, and food. When learning about a new culture, the big C cultural elements would be discovered first; they are the most overt forms of culture. Little c culture, in contrast, in the more invisible type of culture associated with a region, group of people, language, etc. Some examples of little c culture include communication styles, verbal and non-verbal language symbols, cultural norms (what is proper and improper in social interactions), how to behave, myths and legends, etc. Brown (2012) adds almanac culture to these two subcategories defining it as something dealing with the history, geography, and politics.

Current changes in the nature of English and English language learners require a re-evaluation necessary in terms of the status of English, how English has become an international language and how these features influence language and culture.

## 2.7. ALTERATIONS IN METHODOLOGY

The English language teaching tradition has been subject to tremendous change. There has been some breakthrough in the development of this tradition. A

look back in history demonstrates that before the twentieth century there were some exploration-based language teaching methods. The dramatic change in the importance of English over the past centuries brought about several changes in foreign language education politics throughout the world as well as in Turkey. Several teaching methods have been put forward to teach English in the most effective way from the classical period on, which refers to the era encompassing $16^{th}$ to $17^{th}$ centuries when Latin was the dominant language of education, commerce, religion and government. In the Western world, "foreign" language teaching was equivalent to learning or teaching Latin or Greek since Latin was thought to advance savvy. It was a long-held idea until recently that Latin was crucial for a satisfactory level of education. It was taught through Classical Method medium, the focus of which was on grammatical rules, memorization of vocabulary and of various conjugations, translation of texts, doing written exercises. (Brown, 2000). As different languages started to be taught in educational organizations in the eighteenth and nineteenth centuries, the Classical Method was embraced as the boss means for teaching foreign languages. Little however was given at the time to teaching oral utilization of languages; all things considered, languages were not being taught basically to learn oral/aural correspondence, yet to learn for the sole purpose of being "insightful" or, for picking up a perusing capability in a foreign language. Foreign languages were taught as any other skill was taught due to the fact that there was no theoretical research on second language acquisition or teaching.

Late in the nineteenth century, the Classical Method came to be known as the Grammar Translation Method. It was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better. Finally, it was thought that foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway. It is broadly perceived that the Grammar Translation Method (GTM) is still a standout amongst the most prevalent and most loved models of language education, which has been somewhat stalwart and impenetrable to

educational changes. Richard and Rodgers (1986:5) maintain that, "it has no advocates. It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory." Concerning culture, GTM was limited to literature and fine arts. Literary language was considered superior to spoken language.

In the history of modern language teaching, François Gouin and Charles Berlitz are the first two reformers whose perceptive observations about language teaching helped set the stage for the development of language teaching methodologies for the century following (Brown, 2000). Upon trying to learn German by living in the isolation of his room in Hamburg and attempting to memorize German grammar books and verb lists without making a conversation, Gouin set about devising a teaching method that would follow the insights of a child learning his first language. In this "Series Method", series of connected sentences that are easy to perceive were taught conceptually without grammatical rules. Nevertheless, this approach to language learning was short-lived and, only a generation later, gave place to the Direct Method, posited by Charles Berlitz. The basic tenet of Berlitz's method was that second language learning is similar to first language learning. In this light, there should be lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammatical rules and syntactic structures. As for culture, the Direct Method claimed that not only art or literature, but also other aspects of culture namely, life style, customs, traditions, institutions, food, daily habits, history, geography, etc. were worth taking into consideration. Also, daily speech was of importance. The Direct Method enjoyed great popularity at the end of the nineteenth century and the beginning of the twentieth but it was difficult to use, mainly because of the constraints of budget, time, and classroom size. Yet, after a period of decline, this method has been revived, leading to the emergence of the Audiolingual Method.

Audiolingualism came about as a result of a number of developments in linguistics, psychology, and politics. In the 1940s, linguists at the University of Michigan and other universities were engaged in developing materials for teaching English to foreign students studying in the U.S. Their approach, based on structural linguistics, relied on a contrastive analysis of the students' native language and the target language, which they believed would identify potential problems in language

learning. Lessons consisted of intensive oral drilling of grammatical patterns and pronunciation. The approach became known variously as the Oral Approach, the Aural-Oral Approach, or the Structural Approach (Richards & Rodgers, 2001). The Audiolingual Method was widely adopted in the U.S. and Canada and served as the principal approach to foreign language teaching in the 1960s. The way the Audiolingual Method sees culture is that culture consists of everyday behavior and lifestyle of the target language community. Culture is presented in dialogues. However, the method's decline in the late 1960s and early 1970s was brought about by two factors. First, linguist Noam Chomsky questioned the theoretical basis for the method, particularly the assumption that external conditioning could account for all language learning (Chomsky, 1959). Second, some language teachers and students experienced frustration with the method's avoidance of grammar explanations, its heavy emphasis on rote memorization and drilling, and its failure to produce conversational ability in the foreign language (Hadley, 2001). These developments led to the eventual abandonment of the method, although some of its practices, such as dialogue learning and pattern drills, continue to be used in some foreign language programs.

The Chomskyan revolution in linguistics drew the attention of linguists and language teachers to the "deep structure" of language, while psychologists took account of the affective and interpersonal nature of learning. Accordingly, new methods were proposed, which endeavored to capitalize on the importance of psychological factors in language learning. David Nunan (1989: 97) referred to these methods as "designer" methods, on the grounds that they took a "one-size-fits-all" approach. To begin with Community Language Learning, in his "counseling-learning" model of education, Charles Curran (1972) was inspired by Carl Rogers's view of education in which students and teacher join together to facilitate learning in a context of valuing and prizing each individual in the group. In such a surrounding, each person lowers the defenses that prevent open, interpersonal communication. This methodology is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages (Curran, 1976). Consequently, the learner is not

thought of as a student but as a client. The instructors of the language are not considered teachers but, rather as language counselors. Knowing the target culture is important to be successful in communication. Culture is integrated with language. Social life style, art, literature, customs, habits should be learnt according to Community Language Learning.

Suggestopedia was another educational innovation. According to Lozanov (1979), people are capable of learning much more than they give themselves credit for. Lozanov created a method for learning that capitalized on relaxed states of mind for maximum retention of material. Music was central to his method. Baroque music created the kind of "relaxed concentration" that led to "superlearning" (Ostrander & Schoroeder 1979:65). The culture, which students learn in this method, concerned the everyday life of people who speak the target language. The use of fine arts was also common.

Like Suggestopedia, the Silent Way rested on more cognitive than affective arguments for its theoretical sustenance. While Caleb Gattegno, its founder, was said to be interested in a "humanistic" approach to education, much of the Silent Way was characterized by a problem-solving approach to learning. The Silent Way capitalized on discovery-learning procedures. Gattegno (1972) believed that learners should develop independence, autonomy, and responsibility. In this method, culture is an inseparable part of language. Language reflects culture. Everyday life, art, literature. etc. should be learnt.

One of the critical junctures of the emergence language teaching methods is Communicative Language Teaching (CLT), which is at present the prevailing method of teaching English. The need for communication has been relentless, leading to the emergence of the Communicative Language Teaching. Having defined and redefined the construct of communicative competence; having explored the vast array of functions of language that learners are supposed to be able to accomplish; and having probed the nature of styles and nonverbal communication, teachers and researchers are now better equipped to teach communication through actual communication, not merely theorising about it (Brown, 2000). Since its inception in the 1970s, CLT has served as a major source of influence on language teaching practice around the world. Many of the issues raised by a communicative teaching methodology are still relevant

today. Communicative language teaching sets as its goal the teaching of communicative competence.

In the 1970s, a reaction to traditional language teaching approaches began and soon spread around the world as older methods such as Audiolingualism and Situational Language Teaching fell out of fashion. The centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence. While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs, and so on. What was needed in order to use language communicatively was communicative competence (Richards, 2006).

In relation to alternating methodologies, Kramsch (1993:2) maintains:

"With the ebb and flow of EFL methodologies, to reach the ultimate ideal language learning environment, language teaching has tended to swing between what it views as opposite extremes: grammatical vs. functional; teacher centred vs. student centred classrooms, cognitive versus experiential learning, learning based vs. acquisition based pedagogies."

Correspondingly, Canagarajah (2005) points out that it is important to realize that rather than focusing on a single language or dialect as the target of learning, teachers have to develop in the students the competence in a repertoire of codes to manage postmodern communication. Although joining a new speech community was the objective of traditional language learning, now we have to train students to shuttle between communities by deploying relevant codes. Furthermore, in a context of diverse norms and conventions in the system of English language, it is important to understand the relativity of notions of correctness. If what is nonstandard in one community could be standard in another, it is more important to teach students how to negotiate appropriate usage for the different contexts. He illustrates the changing priorities in the teaching of English in the following manner

**Figure 2 Shifts in Pedagogical Practice**

| FROM: | TO: |
|---|---|
| "target language" | repertoire |
| Text and language as homogeneous | Text and language as hybrid |
| Joining a community | Shuttling between communities |
| Focus on rules and conventions | Focus on strategies |
| Correctness | negotiation |
| Language and discourse as static | Language and discourse as changing |
| Language as context-bound | Language as context-transforming |
| Mastery of grammar rules | Metalinguistic awareness |
| Text and language as transparent and instrumental | Text and language as representational |
| L1 (mother language) or C1 (mother culture) as problem | L1 or C1 as resource |

Communicative Language Teaching more or less catered for the mentioned needs of the learners and teachers. Nevertheless, some doubt was casted on the appropriateness of the CLT method, in terms of its cultural appropriateness in different contexts and the appropriateness of its native speaker norms to teach English as an international language throughout the world (Alptekin, 1993; Canagarajah, 1999; Ellis, 1996; McKay, 2002). According to the notion of authenticity, which is one of the key techniques of CLT; authentic materials should be implemented in foreign language classrooms. Nevertheless, since authentic materials are loaded with native speakers' culture, language learners of outer or expanding circle countries will not be fully engaged and they will remain as foreigners. As McKay (2003) points out, if CLT is viewed as an approach, it is clear that some of its assumptions are not appropriate for the teaching of English as an International Language, particularly its dependence on native speaker models to inform a definition of authentic materials and cultural appropriateness. On the other hand, CLT's emphasis on actual language use, meaningful tasks, and learners' personal experiences could well be productively applied to teaching of EIL. Sowden (2007:304) claims that although different new methods have appeared to offer an initial advantage over previous or current ones, none has finally achieved overwhelmingly better results. Even the Communicative Approach, which has done so much to restructure how we as language teachers view our activities, has had its detractors and has not proven more obviously successful

than other methods in the past. There has indeed been methodological fatigue, leading many to the pragmatic conclusion that informed eclecticism offers the best approach for the future.

CLT was first used largely in English speaking countries to help non-English speaking immigrants learn English and adjust to their new country. As a result, CLT emphasizes the importance of oral skills and group work and assumes the presence of a largely English social and cultural environment. Three factors are at work here, which raise questions as to whether CLT is appropriate in other contexts. The first is the assumption of a largely English environment. In most countries of the world, this is simply not the case. English is clearly a foreign language, and the extensive out-of-class English exposure simply cannot occur. The second is the related emphasis on oral skills. In some countries, such as Turkey, Chile, China, and Korea, for example, the focus on speaking and listening may simply not be appropriate to the needs of learners. In these contexts, an emphasis on reading and writing skills might be better since for instance, in Turkey Student Selection and Placement System requires an examination score based on reading, vocabulary and grammar skills. The third is the emphasis on group work. In some cultural contexts, this may be appropriate. In others, it may not, and may even prove counter-productive.

Therefore, the current study aims to reinterpret the common assumptions of CLT by integrating the local and target cultures with the target language in the Turkish context. As Alptekin (2002) puts forward, "A new notion of communicative competence is needed, one which recognizes English as a world language. This would encompass local and international contexts as settings of language use, involve native-nonnative and nonnative-nonnative discourse participants, and take as pedagogical models successful bilinguals with intercultural insights and knowledge. As such, it would aim at the realization of intercultural communicative competence in English language teaching."

## 2.8. LANGUAGE TEACHING AND CULTURE

Language, as Valdes (1986) maintains, is an agreement among human beings to communicate their thoughts, and for language to be understood it has to be placed in a cultural context. Language always reflects human nature, and it is created and

changed by human beings and their cultures. Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs (National Standards in Foreign Language Education Project, 1996, p. 27). As long as humans share the same code, understanding each other appears straightforward and simple. Where it has experienced challenges is in the teaching of culture. The qualities and practices instilled in a classroom have the ability to reconfigure language relations in the more extensive society. In this manner, the importance of incorporating culture into second language teaching emerges evidently.

Cultural awareness is an approach to conceptualizing the kinds of knowledge, skills and attitudes needed to undertake successful intercultural communication, which explicitly recognizes the cultural dimension of communicative competence. It can be defined as a conscious understanding of the role culture plays in language learning and communication (in both first and foreign languages). Intercultural awareness (Baker, 2012) is a conscious understanding of the role culturally based forms, practices, and frames of understanding can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in real time communication.

In the context of intercultural learning, it is important to be aware of different subcategories of culture, such as "little c" and "big C" culture. While the latter one is also called "objective culture" or "formal culture" referring to institutions, big figures in history, literature, etc., the first one, the "subjective culture", is concerned with the less tangible aspects of a culture, like everyday patterns. Similarly, in another definition, 'Big C', refers to formal culture, including the formal institutions (social, political, and economic), the great figures of history, and those products of literature, fine arts, and the sciences that were traditionally assigned to the category of elite culture (National Standards in Foreign Language Education Project 1996: 44); while 'little c', refers to daily living studied by the sociologist and the anthropologist: housing, clothing, food, tools, transportation, and all the patterns of behavior that members of the culture regard as necessary and appropriate (National Standards in Foreign Language Education Project: ibid.). As Yuen (2011) cites, Bennett, Bennett,

and Allen (2003: 243) refer to 'Big C' and 'little c' as 'objective culture', which includes institutions, artifacts, and everyday behaviour; the world view maintained by the members of a group or society, such as values and beliefs, can be described as 'subjective culture', which is more conceptual in contrast to the tangible 'objective culture'. For instance, churches and going to church can be viewed as part of the objective culture of a place, where the belief in God can be included in the subjective culture.

Also, it is crucial to differentiate between "culture-specific" and "culture-general" approaches when intercultural learning is concerned. "Culture-specific" approaches mainly aim at the achievement of competence in a particular target culture (C2) and are closely connected to specific language learning (L2). Competence in both C2 and L2 is usually thought to generate culturally appropriate behavior in a particular cultural context. "Culture-general" approaches, on the other hand, are not targeted on a particular culture. Instead, they are concerned with "universal categories" which function as general characteristics of cultures in general. These categories can be used to make cross-cultural comparisons, for example. Thus, "culture-general" approaches provide a cognitive framework for cultural analysis.

It has been argued that since English is used as an international language, the cultural content of ELT materials should not be limited to native English-speaking cultures and that when teaching English is viewed as teaching an international language, the culture should become the world itself (Alptekin 2002: 62; McKay 2003: 139–40).

According to Bada (2000: 101), 'the need for cultural literacy in ELT arises mainly from the fact that most language learners, not exposed to cultural elements of the society in question, seem to encounter significant hardship in communicating meaning to native speakers.' Without the study of culture, teaching the target language is incomplete. Language study seems senseless to the learners of English as a foreign language (EFL) if they know nothing about the people who speak the target language or the country in which the language is spoken. The relation between language and culture has always been a concern of language two (L2) teachers and educators. Whether culture of the target language is to be incorporated into L2 teaching has been a subject of rapid change throughout language teaching history. In

the course of time, there have been positive and negative views as to the inclusion of culture in language teaching programs (Sysoyev & Donelson, 2002).

The thought of advancing local culture is fundamentally gotten from the issues of local culture limitations in EFL contexts. By and large, instructors of English have neglected to coordinate learners' local cultures in English Language Teaching. It happens in the nation where English is taught as a foreign language -in other words, in expanding circle countries- such as Turkey, Iran, and Indonesia. Generally, the educators in those nations accept that teaching English means teaching foreign culture as well. It is not a marvel why then local cultures and learners' identities have reduced from the context of ELT procedure (Zacharias, 2012). The awareness of enhancing the local cultures through ELT process seems vague. It is simply because English teachers tend to focus primarily on foreign cultures of the target (English) language rather than to integrate their local cultures into ELT practices. Studies supporting the presence of local cultures in EFL classes have proven that target languages spoken by Non-Native Speakers (NNS) should match with the localities where learners are learning English since it is to show the identities through local cultures acts in the world of modernization (Anderson & Lightfoot, 2002).

The importance of local culture in language learning and the possibility of having detrimental outcomes of teaching with target culture content was acknowledged by Alptekin (1993). As he points out,

"Widdowson (1990) refers to socially acquired knowledge as 'schematic knowledge', which he contrasts with 'systemic knowledge'. The latter, in his view, is the knowledge of the formal properties of language, involving both its semantic and syntactic systems. In native language learning, the child's schematic and systemic knowledge are said to develop concurrently, each supportive of the other. However, as Widdowson states, the foreign language learning experience is quite different: 'Here learners have already been socialized into the schematic knowledge associated with their mother tongue: they are initiated into their culture in the very process of language learning.'"

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However, for EFL environments, learners might be obliged into having the schematic knowledge of target culture countries by target culture oriented materials. This compelling could cause negative results in language learning and teaching.

## 2.9. EIL TEACHING MATERIALS

As Richards, (2015) states, "Textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom." They do not only provide learners with knowledge, but also shape learners' beliefs about the target language. In this respect, they own a crucial linguistic as well as cultural role. According to Matsuda (2002), traditional ELT teaching materials tend to focus on the "standard" varieties from UK and the US since the EFL curricula almost exclusively focus on these Inner-circle (Kachru, 1985) varieties of English. Multiple legitimate varieties of English are rarely represented in ELT textbooks with the assumption that English is the language of Inner Circle, particularly that of the US and the UK. Matsuda emphasizes this problematic issue by stating, "one problem of such representation is that it is incomplete and may result in a limited and skewed understanding of who speaks English and for what purposes. Such a limited perception of the English language may lead to confusion or resistance when students are confronted with different types of English users (e.g., users from Outer Circle). Another dimension of Inner Circle based textbooks' problem is the representation of cultures. English is now mixed with a variety of cultures and traditionally textbooks have not represented national or regional cultures extensively. Yet, today's use of EIL cannot be restricted to exchanges between native and non-native speakers of English. In Matsuda (2002)'s words:

> "Culture is not limited to traditional and often stereotypical- culture, such as "sushi" for Japan and "soccer" for Brazil. Any beliefs and practices in which the students' experience is situated e.g. school, family, community also constitute local culture. From this perspective, any materials that engage students to explain local culture, to critically reflect upon what they take for granted, and to work on skills to describe local culture in English can be legitimately incorporated into EIL classrooms."

Considering the needs of learners who belong to the Outer and Expanding Circles, the present study aims to propose an English language teaching model in which the core textbook is supplemented with local culture flavors and elements.

## 2.10. EMPIRICAL STUDIES ON 'CULTURE' LEARNING AND TEACHING

Although there is a great deal of discussion related to the inclusion of 'culture' in the field of English language education, there are not many experimental studies regarding the topic. In most cases, studies conducted in Turkey and around the world focus on the views of learners or teachers related to culture integration in EFL classes rather than carrying out an action research experimenting the effects of culture inclusion on learners' proficiency levels. Çamlıbel (1998) carried out a study to find out about EFL teachers' everyday classroom behaviors and attitudes towards integrating target language cultural information into their English lessons. The aim of the study was to explore the EFL teachers' definition of "culture" and what role they allocate to target language culture in their classrooms, their opinions towards integrating the target language culture into 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 and behaviors. Findings indicated that teachers in four groups were uniform in that they defined culture mostly in the sociological sense, followed by semantic, aesthetic and pragmatic definitions. They all reported that they integrated 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 by Yılmaz (2006) aimed to examine students` opinions of the role of culture in learning English as a foreign language. An instrument was investigated to find out about students' opinions. The other aim of the study was to explore whether there were similarities and differences among high school students regarding their opinions of the role of 'culture'. The results of the analysis suggested that the regions of Turkey in which the research was done differed in three aspects. It was also revealed that most of the students agreed with the idea of teaching `target language culture' along with English. However, a considerable number of students disagreed or partially agreed with the idea.

Similarly, Danacı (2009) pursued another research study to discover high school ninth grade students' awareness of and preferences for the cultural content of the EFL textbooks. Most of the students having participated in the interviews stated that they liked the textbook that they were using, target language culture and international culture were represented in the textbook while local culture was not, they would like to change the book and add topics about the local culture. In sum, this study suggested preparing ELT textbooks and materials for a specific group of learners by taking their local culture and preferences into consideration.

On a different basis, Tunçel (1988) engaged in a study in which an English proficiency test and a culture test were used both as the pre-test and post-test aimed to investigate the attitudes of FL learners towards the target language culture and their native language culture, and knowledge of FL learners about the target language culture. The research was carried out with the control group who were taught through teacher presentations and the experimental group were taught through audio-visual materials. Totally fifty participants who were 36 students in an English teacher training department in Turkey attended the study. The data gathered from the culture tests were analyzed in terms of correct ranking. The results of this study asserted that in teaching the target language culture effectively audio- visual materials have a considerable positive effect. However, no significant difference was found in terms of the learners" attitudes towards the target language culture, knowledge about attitudes and knowledge of target language culture.

Tsou (2005) carried out another experimental study in which the combination of an anthropology process and task-oriented approach were applied to conduct the culture lessons. Culture instruction was implemented within two elementary EFL classrooms for one semester to find out the possible effects of culture instruction on foreign language learning. When culture lessons were integrated into EFL instruction, students' language proficiency was significantly improved. In addition, they had better interests in language learning. These findings indicate that experimental studies on language and culture in language learning classrooms are still lacking and little attention has been paid to the results of teaching with local and target culture processes. Several studies indicated that culture and language are interrelated; nevertheless, there are still some interesting and relevant problems to be addressed.

Given all the discussions about the relationship between language and culture, integration of culture in language learning course books and students' attitudes to culture in language learning above, this study aims to conduct a study in order to find out whether integrating local culture would enhance the proficiency levels of Turkish learners of English by integrating the local culture with the target language so as to enable learners to relate themselves to the target language and better explain themselves in the target language.

# 3. METHOD

*"Culture is the name for what people are interested in, their thoughts, their models, the books they read and the speeches they hear, their table-talk, gossip, controversies, historical sense and scientific training, the values they appreciate, the quality of life they admire. All communities have a culture. It is the climate of their civilization."*
Walter Lippmann

In this chapter, the experiment method and the administration of the experiment are presented. The aim of the study accounts for the reasons for the present study's conduction. The design section informs how the study took place and the participants section gives information about the selection of participants and their background. The instruments used in the current study are presented afterwards and the data collection procedures are explained in the section named "Data Collection Procedures" and the last section "Data Analysis" displays the analysis and evaluation of the data collected in the study.

## 3.1. THE EXPERIMENT METHOD

### 3.1.1. The Aim of the Study

The aim of the current study is to investigate the effects of local culture integration in reading and writing classes and to identify university prep school students' awareness and preferences of the cultural content of their English classes. The study consists of two parts. The first part involves the investigation of the participants' opinions of the role of culture in learning English, aspects of language covered in English language classes, characteristics of teachers, course books as well as demographic information related to participants such as their gender, age, class, place of birth, their parents' highest level of education and jobs, participants' foreign language education, social activities that they have been involved. The second part includes the conduction of the study in two foreign language-learning classrooms. One, which was the experimental group, drew on the learners' own culture (source

culture) as well as the culture of countries where English is spoken as a first language (target culture) and the other used merely the target culture as content.

### 3.1.2. Research Questions

In this study the following research questions were addressed:

1. Is there a significant impact of the local culture integration on the proficiency levels of university preparation class students of EFL in terms of reading and writing skills?

2. Is there a significant contribution of target culture oriented language teaching materials on the development of English Language proficiency levels of students at university?

3. Is there a significant difference between the academic success of the experimental group who received the local culture oriented reading and writing class and the control group who received the target culture oriented reading and writing class during and at the end of the study?

4. What are the attitudes, opinions and preferences of university preparatory school students about the local and target culture in their language learning process?

   a. What are the participants' reasons for learning English?

   b. How often Grammar, Reading, Listening, Writing, Speaking, Vocabulary and Culture of the language aspects are included in their English lessons?

   c. What should be done to make English lessons more effective according to participants?

   d. What should the characteristics of teachers be in terms of culture?

   e. What should course books include in terms of cultural content?

### 3.1.3. Pilot Study

In consideration of testing out the practicability of the research design, a pilot

study, which is a small-scale exploratory and preparatory study, was administered before the main study. The results of the pilot study were used to determine the pre-test and post-test categories and the perceptions of the students were used as a guide for the questionnaires. The 21 students of an English preparatory summer school at a private university in Istanbul participated in the pilot study. The participants were taught reading and writing for 4 weeks with intercultural language teaching materials as well as local culture flavored reading texts. In addition to reading; students were also taught academic writing with topics from both the intercultural context and local topics to which students could easily relate themselves. The researcher aimed at exploring the ideas of the participants of the pilot study, related to concepts such as;

1. The meaning of culture

2. The cultural elements in textbooks and which culture or country they belong to

3. Whether the cultural elements included in textbooks relatable or not

After the analysis of the students' evaluations of these concepts, eight different categories emerged. These categories were: definition of 'culture', ideas about 'culture', elements of Turkish culture, elements of English culture, elements of American culture, elements of foreign culture, elements of other cultures and preferences for 'culture' in ELT textbook. These categories were used as a basis of the main study.

### 3.1.4. Design

Based on both qualitative and quantitative grounds, the ultimate aim of the study is to compare the effects of teaching English with local culture integration in one class and teaching English with target culture integration in another class. The participants for the present study were the students at the English preparatory classes of a foundation university in Istanbul in the 2014-2015 academic year. A true experimental study was applied and one the many variants of which, the pretest-posttest control and experimental group design was selected as shown in Table 1.

**Table 1 The Design of the Study**

| Group | Pre-test | Treatment | Post-test |
|---|---|---|---|
| *Experimental group = E* | O | X | O |
| *Control Group = C* | O | | O |

According to Cohen, L., Manion, L. and Morrison, K. (2007), a true experimental design includes one or more control groups and one or more experimental groups, random allocation to control and experimental groups, pretest of the groups to ensure parity, post-test of the groups to see the effects on the dependent variable, one intervention to the experimental group(s) isolation, control and manipulation of independent variables and non-contamination between the control and experimental groups. In this respect, two classes were chosen to conduct the study. Students were randomly located in two groups. The random assignment process resulted in two groups that should share similar characteristics at the beginning of the experiment. In one class, which was determined as the control group, materials that only represent the target culture were used; in the other class, which was determined as the experimental group, materials that reflect both the target and local culture were exploited. Local culture integration was used as the intervention for the experimental group while the control group did not receive any treatment other than the usual international culture related content.

Prior to the study, the participants were given a questionnaire (see Appendix A) in order to obtain their opinion about the role of 'culture' in learning English as a foreign language. Additionally, participants were given a demographic information questionnaire (see Appendix B) to perceive participants' cultural background. Following the questionnaire, a pre- test aiming to find out proficiency levels of the participating students was applied. Following these procedures, two classes were taught reading and writing skills with two different materials mentioned above. At the end of the eight-week period, the students were given post-tests in order to see the effects of both cultural content on proficiency levels of students in both groups and whether the cultural content would help the students on their achievement test. As a result, all of the mentioned components make the present study a true experimental one.

As for the sampling strategy, convenience sampling was applied due to the fact that convenience sampling is the strategy that is selected for a case study or a series of case studies (Cohen, L., Manion, L. and Morrison, K. (2007). Since the present research is a case study, convenience sampling was the most effective strategy for the nature of the experiment. Since convenience sampling does not represent any group apart from itself, the present study does not seek to generalize about the wider population. A case study is a specific instance that is frequently designed to illustrate a more general principle (Nisbet and Watt, 1984), it is 'the study of an instance in action'. The single instance is of a bounded system, for example a child, a clique, a class, a school, a community. It provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles. Indeed a case study can enable readers to understand how ideas and abstract principles can fit together. As Robson (2002: 183) remarks, case studies opt for analytic rather than statistical generalization, in other words, they develop a theory, which can help researchers to understand other similar cases, phenomena or situations. Case studies are set in temporal, geographical, organizational, institutional and other contexts that enable boundaries to be drawn around the case; they can be defined with reference to characteristics defined by individuals and groups involved; and they can be defined by participants' roles and functions in the case (Hitchcock and Hughes 1995: 319 cited in Cohen (2007 et al.).

So as to collect the data for the research, one of the classes was assigned as the control group and one was assigned as the experimental group. 4 of the 40 students were eliminated from the study due to the fact that they were international students and would cause validity problems throughout the study. Therefore, a total of 36 students, 18 in the control group and 18 in the experimental group participated in the study. As a requirement of the system of the university, the students of this study took a placement test of Cambridge University, after they had registered in the university since it was compulsory for all students who were going to study a major of which the medium of instruction is English. Students whose scores were sixty or more took the proficiency test. By doing so they aimed to be exempted from studying at the English preparatory school. The Cambridge Placement Test (CPT) is a comprehensive, international assessment of English ability that covers all the key language-learning skills. Results are mapped to the Common European Framework of Reference for

Languages (CEFR) – the international standard for describing language ability. At the end of the test, students were classified into levels according to the results they got.

**Table 2. CEFR Levels According to Scores of CPT**

| Score | CEFR Levels |
|---|---|
| 90-100 | C2 (Mastery) |
| 75-89 | C1 (Effective proficiency) |
| 60-74 | B2 (Vantage) |
| 40-59 | B1 (Threshold) |
| 20-39 | A2 (Waystage) |
| 10-19 | A1 (Breakthrough) |
| 0-9 | Pre-A1 |

### 3.1.5. Participants

The participants of the study were composed of 36 students from the English Preparatory School at a foundation university in İstanbul. The participants of this study comprised B1 level (Threshold) students who were at the intermediate level at the time of the study. These 36 students were randomly distributed into two different classes. Before they took the pretest, information about their ages, genders and their educational and cultural background data was collected. The demographic information questionnaire yielded information about the characteristics of the students. The questionnaire consisted of three parts, which are respectively personal information, foreign language education and social activities, and subcategories can be listed as education background of their family, interest in foreign art and media, contact with native speakers of English.

Table 3 below shows the age distribution of the control and experimental groups.

**Table 3. Age Distribution in the Control Group**

| | | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|---|
| Experimental group | Valid | 17.00 | 1 | 5.6 | 5.6 | 5.6 |
| | | 18.00 | 9 | 50.0 | 50.0 | 55.6 |
| | | 19.00 | 3 | 16.7 | 16.7 | 72.2 |
| | | 20.00 | 2 | 11.1 | 11.1 | 83.3 |
| | | 21.00 | 1 | 5.6 | 5.6 | 88.9 |
| | | 23.00 | 1 | 5.6 | 5.6 | 94.4 |
| | | 24.00 | 1 | 5.6 | 5.6 | 100.0 |
| | | Total | 18 | 100.0 | 100.0 | |
| Control group | Valid | 18.00 | 4 | 22.2 | 22.2 | 22.2 |
| | | 19.00 | 4 | 22.2 | 22.2 | 44.4 |
| | | 20.00 | 6 | 33.3 | 33.3 | 77.8 |
| | | 21.00 | 4 | 22.2 | 22.2 | 100.0 |
| | | Total | 18 | 100.0 | 100.0 | |

N=37

As it can be seen in Table 2, 9 (50 %) of the students in the experimental group were 18 years old; 3 (16,7 %) of them were 19;  2 (11,1 %) of them were 20; 1 (5,6 %) of them was 21, 1 (5,6 %) of them was 23 an d 1 (5,6 %) of them was 24 years old. The mean of age in the experimental group was 19,11 ($\bar{x}$ =19,11). As for the control group, 6 (33,3 %) of the students were 20 years old; 4 (22,2) of them were 19; 4 (22,2) of them were 21 and 4 (22,2) of them were 18 years old. The mean of age

in the control group was 19,55 ($\bar{x}$ =19,55). The gender distribution of the participants can be seen in the tables below (Table 3 and 4).

**Table 4. The Gender Distribution in the Control Group**

|       |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | male   | 11        | 61.1    | 61.1          | 61.1               |
|       | female | 7         | 38.9    | 38.9          | 100.0              |
|       | Total  | 18        | 100.0   | 100.0         |                    |

N=18

As it can be seen in Table 4, 11 (61,1 %) of the students in the control group were male and 7 (38,9 %) of them were female. Table 5 shows the gender distribution of the students in the experimental group.

**Table 5. The Gender Distribution in the Experimental Group**

|       |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | male   | 9         | 50.0    | 50.0          | 50.0               |
|       | female | 9         | 50.0    | 50.0          | 100.0              |
|       | Total  | 18        | 100.0   | 100.0         |                    |

N=18

Table 5, which shows the gender distribution of the students in the experimental group indicates that 9 (50 %) of the students were female and 9 (50 %) of them were male, in conclusion, there was an equal distribution of male and female students.

The students who participated in the study had different backgrounds in terms of the length of time they had studied English before starting the preparatory school at

university. Table 6 shows the length of time the students in the experimental group studied English before university.

**Table 6. The Length of Time for Studying English Before University in the Experimental Group**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | (1-3) | 1 | 5.6 | 5.6 | 5.6 |
|  | (4-7) | 9 | 50.0 | 50.0 | 55.6 |
|  | (8-10) | 8 | 44.4 | 44.4 | 100.0 |
|  | Total | 18 | 100.0 | 100.0 |  |

N=18

Table 6 demonstrates that, 9 (50 %) of the students in the experimental group have been learning English for 4 to 7 years; 8 (44,4) of them for 8 to 10 years and 1 (5,6 %) of them has been learning English for 1 to 3 years. The following table shows the length of time for studying English before university in the control group.

**Table 7. The Length of Time for Studying English Before University in the Control Group**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | (1-3) | 5 | 27.7 | 29.4 | 29.4 |
|  | (4-7) | 8 | 44.4 | 47.1 | 76.5 |
|  | (8-10) | 3 | 16.6 | 17.6 | 94.1 |
|  | (10-more) | 2 | 11.1 | 5.9 | 100.0 |
|  | Total | 18 | 100.0 | 100.0 |  |

As Table 7 illustrates, 5 (27.7 %) of the participants in the control group have been learning English for 1-3 years. 8 (44.4 %) of them for 4-7 years, 3 (16,6 %) of them for 8-10 years and only 2 (11,1%) of them have been learning English for 10 or more years.

Participants were categorized in terms of their parents' level of education. The students were supposed to choose their parents' highest level of education among doctoral, master's, bachelor's degree or high school, secondary school and primary school. As for the results, in the experimental group, 7 (38,9 %) of the students' fathers were high school graduates; 5 (27,8 %) of them had a bachelor's degree; 3 (16,7 %) of them had a doctoral degree; 2 (11,1 %) of them had a master's degree and 1 (5,6 %) of them was primary school graduate.

**Table 8. The highest level of education of participants' fathers in the experimental group**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | primary school | 1 | 5.6 | 5.6 | 5.6 |
|  | high school | 7 | 38.9 | 38.9 | 44.4 |
|  | bachelor's degree | 5 | 27.8 | 27.8 | 72.2 |
|  | master's degree | 2 | 11.1 | 11.1 | 83.3 |
|  | doctoral degree | 3 | 16.7 | 16.7 | 100.0 |
|  | Total | 18 | 100.0 | 100.0 |  |

N=18

Additionally, in the control group, 7 (38,9 %) of the students' father were high school graduates; 7 (38,9 %) of them had a bachelor's degree; 3 (16,7) of them had a doctoral degree and 1 (5,6 %) was primary school graduate. As for the mothers of the participants in the experimental group; 6 (33,3 %) of them had a bachelor's degree; 5 (27,8 %) of them were high school graduates; 3 (16,7 %) of them were primary school graduates; 2 (11,1 %) of them were secondary school graduates and 2 (11,1 %) of them had a master's degree. Furthermore, 8 (44,4 %) of the students' mothers in the control group were high school graduates; 5 (27,8 %) of them were primary school graduates; 4 (22,2 %) of them had a bachelor's degree; 1 (5,6 %) of them was a secondary school graduate.

Another category that the participants were classified was students' experience abroad. In the experimental group, 11 (61,1 %) of the students had been abroad. In the control group, only 6 (33,3 %) of them had been abroad for education and travelling purposes. In the experimental group, 6 (33%) of the students revealed that they had been abroad for travelling purposes and 5 (27,8 %) of them had been abroad for travelling purposes while the other 7 (38,9) students reported that they had not been abroad before. In the control group on the other hand, 5 (27,8 %) of the students travelled abroad for travelling and only 1 (5,6 %) of them had been abroad for education.

One other classification was students' experience with a native speaker of English teacher and the data in the questionnaire indicates that in the experimental group 10 (55,6 %) of the students had a teacher who was a native speaker of English and in the control group 11 (61,1 %) of the students admitted studying with a native speaker of English. These teachers were from United Kingdom or United States of America. In the experimental group, 2 (11,1 %) of the students had a native speaker English teacher for 1 year; 3 (16,7 &) of them had one for 2 years; 4 (61,1 %) of them for 2 months and the other two students had a native English speaker teacher for 3 years and 5 years respectively. Additionally, in the control group, 9 (50,0 %) of the students for 2 months; 2 (11,1 %) of the students for 3 years; 1 (5,6 %) of them for 2 years and 2 (11,1 %) of them for 2 years learned English from a native speaker of English teacher. The fact that students had encountered with a native English speaker

teacher provided useful information throughout the questionnaire related to the opinions of students in terms of culture and language teaching.

The materials that the students used at the time of the study, was another category in the demographic information questionnaire. For reading and writing classes students were taught with Unlock 3 for B1 written by Carolyn Westbrook and published by Cambridge University Press and Discovery Education. Unlock 3 had an online workbook where the students had the chance of completing relevant exercises during their course work. For main course classes, students used Interchange Level 2 by Cambridge University Press. Interchange had a workbook, a video book and online worksheets.

For social activities part of the questionnaire; participants were supposed to answer questions about their free time activities, reading habits, the kinds of music they listen to and their Internet hobbies. For free time activities; while 6 (33,3%) of the students in the experimental group spent their free time by reading books 9 (50.0 %) of the participants in the control group read books as a spare time activity. Furthermore, 15 (83,3 %) of the experimental group participants were interested in reading foreign authors and similarly 15 (83,3 %) of the participants in the control group stated their interest in reading foreign authors.

As for newspapers, 6 (33,7 %) of the participants in the experimental group read newspapers and 11 (61,1 %) of the participants in the control group read newspapers in their free time. In addition to reading books and newspapers, only 4 (%22,2) of the participants in the experimental group indicated that they read magazines in their spare time and 11 (61,1 %) of the participants in the control group stated that they read magazines as a free time activity.

As for listening to music, 16 (88,9 %) of the participants in the experimental group pointed out that they listened to music in their free time; while in the control group only 9 (50,0 %) of the participants stated that they listened to music. For the kinds of music that the participants listened to, another item existed in the questionnaire. Accordingly, 12 (66,7 %) of the participants in the experimental group listened to foreign pop; 2 (11,1 %) of them listened to local pop; 1 (5,6 %) of them listened to foreign rock; 1 (5,6 %) of them listened to classical music; and 2 (11,1 %)

of the experimental group participants indicated that they listened to other kinds of music such as trance and reggae. As for the control group; 8 (44,4 %) of the participants listened to foreign pop; 4 (22,2 %) of them listened to local pop and 4 (22,2 %) of them listened to classical music. Finally, while 1 (5,5 %) of them listened to foreign rock, the other 1 (5,5 %) of them listened to hip-hop.

Another free time activity that the participants required to indicate was playing video games habits. 7 (38,9 %) of the participants in the experimental group indicated that they played video games when they are free and 10 (55,5 %) of the control group participants stated that playing video games was a hobby of theirs.

In terms of Internet activities, 14 (77,8 %) of the participants in the experimental group indicated that they chatting online was a recreational free time activity for them. All of these 14 (77,8 %) participants in the experimental group pointed out to have had online friends. In the control group on the other hand, 10 (55,5 %) of the participants stated that they liked chatting online. Similarly, in the control group, all of the participants who liked chatting online had online friends with whom they spoke in English.

### 3.1.6. Data Collection Instruments

The present study employed both quantitative and qualitative data collection methods. It was conducted by using the triangulation technique for collecting a wide variety of data. Both quantitative instruments like diagnostic tests and achievement tests and qualitative instruments like questionnaires and interviews were utilized during the study.

There were mainly six instruments used in this research; a written pre-test and a post-test, two communicative writing tasks, one quiz which was applied in the middle of the process, two questionnaires, which are opinions related to culture and demographic information questionnaires that were applied at the beginning of the research, one interview and extensive reading book reports performed by both control and experimental groups.

The pre-test was needed to measure a starting point or the amount of pre-existing knowledge on the course topic and to compare with the starting point of the

post-test. The post-test was also an indispensable component of the data collection procedure because it was used to measure the learning as a result of the experience and to analyze the appropriateness of the learning objectives. Communicative writing tasks were applied so as to compare the participants groups' improvement and measure the degree of change occurring as a result of the treatment. In order to obtain information from participants about their opinions and preferences related to culture and language learning a questionnaire was administered. Participants also yielded a demographic information questionnaire giving personal information about themselves. Moreover, as a follow-up data collection instrument, one-to-one interview sessions were carried out with volunteer participants both from control and experimental groups.

Quantitative and qualitative data used for the present study were collected in the fall of 2014/2015 academic year. A total number of 36 preparatory school students attended the study. The questionnaire was distributed to the participants via print-out. For the interviews, the aim was to gather information about the participants' own opinions related to culture and language learning. The interviews were carried out to gather comprehensive information in relation to the research questions. 10 participants were interviewed individually and these sessions were recorded with the consent of the interviewees. Generally the interview questions were asked to elicit information about the place of culture in foreign language learning.

### 3.1.7. The Pre-Test and the Post-Test

A pre-test (see Appendix D) by Cambridge University Press Test Crafter was utilized for the research. The test consisted of 5 sections; reading, vocabulary, language development, grammar for writing and academic writing skills. There were 50 items in total. The first section of the reading part had 4 items, which were reading for the main idea type of questions. Participants were supposed to read a text and match the main ideas with the paragraphs where they were mentioned. The second section of the first part was about reading for details. Participants were expected to look at the words in bold in 6 questions and find which paragraph of the reading text they could find the answers. The third part was focused on vocabulary and had multiple choice question types. It required students to choose one word among three

to fit both of the given sentences. The fourth part of the pre-test was to test the language development of the participants. There was a box with 5 adjectives in it and below were 5 sentences. Participants were supposed to fill in the blanks of another 5 re-phrased sentences with the comparative forms of the adjectives given in the box. The fifth part of the pre-test was about grammar for writing. There were scrambled words and participants were supposed to put them in the correct order to make sentences. The first word of each sentence had been given. In the sixth part of the pre-test participants were required to choose the best conjunction for the blanks in given sentences.

Before the pre-test was conducted in the real control and the experimental groups, it was piloted with a similar group of 22 students. The piloting of the test helped the researcher decide on the timing to conduct the test. Moreover, thanks to the pilot study, lesson plans were re-edited and the instruments acquired their ultimate shape.

After these necessary changes were made and pilot study was conducted, the test was applied to both the control and the experimental groups at the beginning of the treatment for diagnostic reasons just to see the present levels of the students being aware of the fact that they could not have been able to know the words that were in the pre-test or could comprehend the text to the full extent.

The posttest was given to both groups at the end of the treatment as well to see whether the method that was applied during the treatment was efficient or not. The exact same tests were not given to avoid the practice effect, which is an influence from previous experience. If the participants had taken the exact same test, they may have learned a pattern or become familiar with the questions or they may have looked up some of the answers and had a chance to remember more.

### 3.1.8. The Communicative Writing Task

The students were given two writing tasks to diagnose their level before the treatment and to be evaluated to see whether they were able to internalize and utilize the new words and topics that they learnt during the study communicatively. The tasks consisted of one question, which required the students to write an essay about

unplanned urban expansion. They were encouraged to be coherent and to use the new words they had studied during the term (See Appendix E). The writing task was given to both groups at the beginning and at the end of the treatment along with the post-test.

### 3.1.9. The Questionnaires and the Interview

Two questionnaires (see Appendix A and Appendix B) were given to the participants both in the experimental and the control group at the beginning of the study to find out the ideas of the participants about the content of the classes and their expectations about their future English language education. The questionnaires were adapted by the researcher for this research from another study carried out by Yılmaz (2006). Interviews (see Appendix C) were conducted at the end of the research both in the experimental and control groups to find out the ideas of the participants about the content of the classes and their expectations about their future English language education.

To start with the first questionnaire, it aimed at eliciting the opinions of the participants of the role of culture in learning English; their ideas related to culture in general, local culture, target language, target culture and the importance of culture in language teaching and learning. By doing so, the students' attitudes towards language learning materials were determined to the most extent. Understanding the reasons of the learners for learning English, language teachers, policy makers, and publishing houses could respond to the needs of the students more effectively. Some students learn English for education in the U.K or U.S, some learn for education in other countries where English is the native language, and some learn for education in countries where English is a foreign language. Moreover, in the first questionnaire; participants were also expected to point out the aspect of language covered in English language classes. For this item; whether culture of the language was included or if it was, to what extent it was taught in the lessons was sought to be discovered. Participants were also asked to give their opinions about how English lessons would be more effective. Were they interested in grammar and writing exercises or did the information about target language culture appeal their interests? Teachers are doubtlessly one of the most crucial components of the learning-teaching cycle and for

this reason, the questionnaire had an item where participants needed to define characteristics of their English teachers. Questions were as follows;

1. "From which country would you like your English teachers to be?"

2. "Should your teacher be able to speak your native language or be familiar with Turkish culture?"

3. "What is your opinion about English language teachers from your own country?"

By asking these questions, participants' expectations of their English language teachers' cultural and linguistic background were elicited. Another section in the first questionnaire asked the participants' preferences about the contents of their course books. Would the students be interested in life and culture in their countries or in the U.S.A or U.K or in other countries where English is the native language, or an official language or a foreign language? Would "issues about science, technology, societies, politics, world history, American or British literature, literatures of other countries where English is the native language or the official language or a foreign language" attract their attention? Getting the answers to these kinds of questions, the researcher aimed to be able to address the specific needs of students in language learning classrooms. Participants were also asked about which culture they think of when they hear "English language". They were also expected to reveal their opinions about their interests related to language and culture. In short, all of the items in the questionnaire served for a specific purpose.

Next, the demographic information questionnaire was given to the participants for two reasons. Firstly, there is a clear link between the information about the participants and findings, since the former informs the latter. Being aware of the cultural background of the participants and their families allows a better understanding related to the findings of the research. Secondly, collecting and reporting data could transmit the necessary message so that readers might be able to account for similarities and differences across studies. In the demographic information questionnaire, students were expected to provide personal information about themselves such as their gender, age, class, place of birth, their parents' highest level of education and their parents' jobs. Also, they were expected to give background information about their foreign language education, such as how long

they have been learning English, whether there is anybody in their family who speaks/learns English, if they have been abroad, which languages they have studied during their education, which course books they studied in their English classes, whether they had a native English speaker teacher. Additionally, the questionnaire demanded information about participants' social activities. To illustrate, their free time activities, reading and listening habits, the authors they prefer, their favorite movies, singers or bands. Miscellaneous types of demographic information questionnaire yielded a report about the participants' culture experience.

Finally, an interview, which aimed at revealing participants' ideas about culture and language learning, was applied. These questions included whether participants like the content of their reading writing course books, participants' opinions related to culture teaching, their ideas about intercultural teaching, local culture and target cultures.

### 3.1.10 The Quizzes

There were two quizzes, which were given to the participants both in the control group and the experimental group during the study. These quizzes each included 1 short reading text and 1 short writing assignment related to both experimental and control group's reading and writing classes' content. (see Appendix F)

### 3.1.11. Book Reports

During the study, participants were required to read staged readers and write book reports (see Appendix H) related to the readers that they had read both in the control group and the experimental group. The readers were compatible with B1 level and were about 70 pages long on average.

The book reports that the participants were supposed to complete after reading a book aimed to elicit information about the book's title, author, illustrator, main characters, when and where the story took place, what happens in the beginning, in the middle and in the end etc. Participants were also expected to give their own opinions related to the end of the book and their predictions pertaining to the events after the story ends. At the end of the book report, participants were required to fill in

a vocabulary chart in which they could write the words that they learnt recently from the book by writing the definition, synonym and antonym of the word and by using that word in a sentence.

The participants in the experimental group were asked to read books that are related to Turkish culture which were published by the Ministry of Culture and Tourism of the Turkish Republic. On the other hand, the students in the control group were expected to read books from Cambridge English Readers. The books that the experimental group read were Turkish Epic Stories, Turkish Language, Democracy and Development in Turkey, Turkish Hospitality, The Republic of Turkey, Major Cities in Turkey, Legends of Anatolia, Turkish Customs and Traditions, A Brief History of Turks and Geographical Highlights of Turkey. These readers reflected Turkish thought, society and spirit of Turkey and included local cultural elements as their name suggests, which were originally written with the aim of improving the knowledge of Turkish children living abroad and also help them with English. The story books that focused on the local culture were composed of elements such as the stories of Dede Korkut, a Turkish popular poet narrator of 14th or 15th century who wrote down the first Turkish tales, or the Legend of Oguz Khan, who is the legendary character thought to be mighty Hun Emperor Mete between B.C. 209-244. In the control group, however, books that had no specific cultural intentions were read. The authors were from around the world but particularly from the United Kingdom and the United States of America. The chosen books for the control group participants were as follows:  Little Women, Pride and Prejudice, Jane Eyre, Railway Children, Wuthering Heights, Black Beauty, Berlin Express, Alice in Wonderland, Crime and Punishment, Great Expectations. These books generally focused on life in England, or the United States and contained elements from the Inner Circle Countries.

## 3.2. ADMINISTRATION OF THE EXPERIMENT

### 3.2.1. Data Collection Procedure

In this study, both quantitative and qualitative instruments were used as it exploited the triangulation technique (Selinger and Shohamy, 1989). Eight steps were

followed throughout the data collection procedure. Table 6 depicts these steps and time amount spent for each one of them.

**Table 9. The Overall Design of the Study**

|  | Procedure | Duration |
|---|---|---|
| Pre-treatment | Pilot study preparation | 2 weeks |
|  | Pilot study | 4 weeks |
|  | Making changes | 1 week |
| Treatment | Questionnaire + Pre-test | 1 week |
|  | Implementation of the treatment | 8 weeks |
| Post-Treatment | Post-test + writing tasks | 1 week |
|  | Interviews | 1 week |

As Table 9 displays, the first step was the pilot study preparation. It lasted 2 weeks during which the course books, the readers, the topics, which were going to be included in the study, were determined. The pilot study lasted 4 weeks, which was conducted with 22 English preparatory school students. In the end, the framework of the main study was determined. Before the treatment started, the pre-test was shown to the English language instructors and they were asked to evaluate the suitability of the test for B1 level students. After necessary changes were made, students were given the pre-test and a questionnaire which aimed to elicit their opinions related to language and culture and another demographic information questionnaire which collected some personal information from the participants. At the end of the pre-test and the questionnaires, the treatment started and lasted 8 weeks. Since the students were divided into two groups as the control group and the experimental group, their lesson plans were different. While intercultural language teaching methods were used in the control group, the experimental group received the instruction with local culture

related materials in addition to the intercultural language teaching methods. (See Appendix G). Both groups studied the reading and writing course during the study at English Language Preparatory School of a private university. The students were studying "Unlock" as the course book written by Carolyn Westbrook and published by Cambridge University Press and Discovery Education. The control group studied the book without any changes, whereas in the experimental group, the researcher/instructor adapted it with local culture elements by adding some tasks, reading and writing topics from another book which was More Reading About Turkey written by John Dyson and published by Orient Express. The treatment continued for 8 weeks. In the middle of the treatment 1 quiz was given to both groups which tested their reading and writing skills in a brief way. Each group had reading and writing classes for 200 minutes per week during the study. In total 8 weeks, the treatment was conducted for 1600 minutes. After the eight-week-treatment, students were given a post-test along with a writing task and they participated in interviews.

### 3.2.2. Data Analysis

The data collected throughout the study were analyzed both quantitatively and qualitatively.

### 3.2.2.1 Quantitative Data

In terms of the quantitative data analysis, SPSS 22 for Mac was used. For the questionnaires, besides the frequency counts, means and percentages, which form the descriptive analysis aspect of the study were also performed. The results of the test scores were compared between the groups and within the groups. First of all, the differences between the pre-test scores of the control group and the experimental group were measured by independent t-test so as to see whether there was a significant difference between two groups at the beginning of the treatment.

Next, an independent t-test was performed to investigate whether there was a significant difference between post-test scores of the control group and the experimental group. Finally, the pre-test and the post-test scores of each group were compared through paired samples *t*-test to analyze whether there was any significant

difference within the groups at the end of the experiment and so as to see the effects of local culture integration in reading and writing classes.

### 3.2.2.2. Qualitative Data

The qualitative data for the present study included one-to-one interviews conducted with 10 participants. 5 of the interviewees were in the experimental group and the other 5 were in the control group. Each interview was transcribed verbatim. For the data derived from the interviews, discourse analysis and coding were employed. Discourse analysis is a research technique by which meaningful connections among patterns of language across texts are created. By using this technique, the relationship between the language and its social and cultural contexts are examined, and possible inferences about what other language users intend to convey as a representative of their varying worldviews are made. For coding, distinct concepts and categories in the data were observed, which would form the basic units of the analysis. The data was broken down into first level concepts or master headings and second level categories or subheadings. Codes to distinguish concepts and categories were used. For example, if interviewees consistently talked about American culture, each time an interviewee mentioned American culture or something related to American culture, the same code was used. In this manner, American culture became a concept and related things (examples, etc) became categories.

# 4. RESULTS AND DISCUSSIONS

*"Learning a foreign language not only reveals how other societies think and feel, what they have experienced and value, and how they express themselves, it also provides a cultural mirror in which we can more clearly see our own society."*
*–Chancellor Edward Lee Gorsuch*

In this section, the results of the study are presented under the following sub headings including the results of the pre-test and the post-test scores, the quiz scores, questionnaires and interviews. The results will be presented with the research questions given in the introduction section and the chapter will end with the discussions of each result.

## 4.1. RESULTS

### 4.1.1 Quantitative Results

#### 4.1.1.1 The Results of the Pilot Study

Prior to the experiment, in order to determine the framework of the main study, a group of participants were taught reading and writing skills for four weeks during a summer school term. During this period, participants were taught using both intercultural and local target culture materials and their opinions were elicited related to the inclusion of culture in their language learning classrooms. Participants of the pilot study were given a pre-test so as to elicit their level before the intervention and a post-test at the end of the study to see if any progress was taken and whether culture inclusion is effective in language teaching and learning or not. Since there was only one group of participants, there were no control or experimental groups. Each participant level of reading and writing skills were measured before and after the pilot study. As a result, participants' before and after scores were evaluated to see if the method was effective. The results of the paired sample t-test scores of the participants are displayed below:

**Table 10. Results of the Paired Sample T-test Scores of the Pilot Study**

| Test | $\bar{x}$ | sd | T | df | p |
|------|------|------|------|------|------|
| Pre-test | 78,57 | 5,94 | | | |
| Post-test | 82, 09 | 12,10 | 1,231 | 20 | 0,233 |

N=22

As seen in Table 10, the results illustrate that the pre-test scores were lower than the post-test scores and participants improved their reading and writing skills during the pilot experiment. However, there was not a statistically significant difference between their scores t(20)=1,23, p=0,233. Since the p value is more than ,05, this shows that the difference is not significant.

### 4.1.1.2. The Results of the Pre-Test Scores

The pre-test scores of the control group and the experimental group were compared through the independent samples t-test so as to see whether the groups were similar in terms of academic level or not at the beginning of the study. The questions included reading and writing skills to be taught during the study. They were used in the pre-test to see if any of the participants had learned them before they started the English preparatory school at university. The results are presented in Table 11 as the following.

**Table 11. The Results of the Independent Samples t-test for the Pre-Test Scores across groups**

| Test | Groups | $\bar{x}$ | sd | T | df | p |
|------|------|------|------|------|------|------|
| **Pre-test** | Control | 71,88 | 3, 72 | | | |
| | Experimental | 75,38 | 6,50 | 1,980 | 34 | ,056 |

N=36

Table 11 illustrates that the control group and the experimental group were much alike regarding level since there was not a significant difference between their pre-test results with t(34)=1,98, p=,056. Since the p value is less than .05, both groups were approximately at the same level in terms of their reading and writing skills before the treatment and that could be a base for a safe and stable commencement for such an experimental study. Therefore, the pre-test was used as a diagnostic instrument right up front.

### 4.1.1.3. The Results of the Post-Test Scores Across Groups

An independent-samples t test was conducted to evaluate the hypothesis that students' reading and writing proficiency levels would be higher if their classes are integrated with local culture as well as international culture as opposed to the class contents which only focus on target culture. The post-test scores of the control group and the experimental group were compared through the independent samples t-test to investigate whether there was a significant difference in terms of reading and writing level between the groups or not. The results of the independent samples t-test are displayed in Table 12.

**Table 12. The Results of the Independent Samples t-test for the Post-Test Scores across Groups**

| Test | Groups | $\overline{x}$ | sd | t | df | p |
|---|---|---|---|---|---|---|
| **Post-test** | Control | 75,11 | 4,01 | | | |
| | Experimental | 85,89 | 6,35 | 6,086 | 34 | ,000 |

N=36

The independent t-test results show that there is a significant difference in the scores for the control class with intercultural teaching content (M= 75.11, Sd= 4,013) and experimental group with local culture teaching content (M=85.89, Sd= 6,35) conditions; t=(34)=6,08, p=,00. The post-test scores were used in order to answer Research Question 1, "Is there a significant impact of the local culture integration into the instruction on reading and writing skills of university preparatory class students of

EFL?" and also Research Question 2, "Is there a significant difference between the academic success of the experimental group who had the local culture integrated classes and the control group who were taught using intercultural teaching materials?" These results suggest that local culture integration really does have an effect on the improvement of reading and writing skills of Turkish EFL learners.

### 4.1.1.4. The Results of the Pre-test and Post-test Scores Within Groups

In order to see whether the control group and the experimental group improved in terms of reading and writing skills during the study, the pre-test and the post-test scores of each group were compared performing the paired samples t-test. The results of the pre-test and the post-test scores within groups are shown in Table 13 and 14.

**Table 13. Paired Samples t-test Results of the Experimental Group**

| Tests | $\bar{x}$ | Sd | t | df | P |
|---|---|---|---|---|---|
| Pre-test | 75,38 | 6,50 | -6,525 | 17 | ,000 |
| Post-test | 85,88 | 6,35 | | | |

N=18

As Table 13 illustrates, the paired sample t-test was conducted for the experimental group to evaluate whether a statistically significant difference existed between the mean reading and writing skills achievement scores before and after a local culture oriented English language learning course. Assumption testing indicated no gross violation of assumptions. The results of the paired sample t test were significant, t(17)=-6,525, p=,00 indicating that there is a significant increase in reading and writing achievement scores from the pretest (M=75,38, SD=6,50, N=18) to the post-test (M=85,88, SD=6,35, N=18). Table 14 shows the results of the paired samples t-test results of the control group.

**Table 14. Paired Samples t-test Results of the Control Group**

| Tests | $\bar{x}$ | Sd | t | df | P |
|---|---|---|---|---|---|
| Pre-test | 71,88 | 3,72 | -4,555 | 17 | ,000 |
| Post-test | 75,11 | 4,01 | | | |

N=18

Table 14 shows that the control group performed significantly better at the post-test than they did at the pre-test t(17)=-4,555, p=,000, which means that the students succeeded in reading writing skills achievement test without receiving any local culture oriented language teaching materials. However, the range of the mean scores of the experimental group is much bigger than the range of the mean scores of the control group.

To sum up, it is revealed that, like the students in the control group, the students in the experimental group were more successful in reading and writing skills when their pre-test and post test scores were compared, yet the range of the experimental group participants' scores is much more statistically significant.

So far, 4 t-tests were conducted on the same dataset. Since four tests were conducted on the same data set, significance value, which is, 0,005 with 95 % confidence interval should be divided into four. This procedure is called Bonferroni Adjustment, which is a method used to counteract the problem of multiple comparisons. This Bonferroni correction is done to decrease the likelihood of conducting a statistical error called Type I Error (Huck, 2000). Thus, the significance level should be determined as .0125 for t-tests conducted so far. However, significant results had extremely significant values (i.e., .000), meaning that even the Bonferroni Adjustment does not change the results.

These several analyses above can actually be summarized through a single analysis, which is called 2 X 2 mixed design analysis of variance (ANOVA). The analysis had one between-groups variable (control vs. experiment groups) and one within group variable (Pre-test vs. Post-test) and checks the correctness of three hypotheses summarized below:

- The experiment group differs from the control group.

- Students' performance on the pre-test differs from their performance on the post-test.

- The experiment and control groups differ in terms of their progress from pre-test through post-tests.

For 2x2 Mixed Design Analysis of Variance, the null hypothesis is that there is no statistically significant change between the control group and the experimental group in their reading and writing scores before and after the study. The analysis was conducted to evaluate the effect of local culture integration into language teaching. Table 15 shows whether the control and the experimental groups' achievement scores have a significant difference or not after the intervention in the experimental group.

**Table 15. The Results of the Pre-test Post-test Scores of Control and Experimental Groups**

|  | Experimental Group | | Control Group | |
| --- | --- | --- | --- | --- |
| Time | *M* | *SD* | *M* | *SD* |
| Pre-test | 75,38 | 6,5 | 71,88 | 3,7 |
| Post-test | 85,89 | 6,3 | 75,11 | 4,0 |

As seen in Table 15, a 2x2 Mixed Design ANOVA was conducted with support (control and experimental groups) as the between subjects factor and time (pretest and posttest) as within subjects factor. The results showed a significant main effect for support, $F(1,34)=21,61$, p<0,05 partial $\eta^2=,38$. The experimental group (M=85,89) received significantly higher scores than the control group (M=75,11, SD=4,0). There is also a significant main effect of time, Greenhouse-Geisser adjusted F(1,34)=17,14, p<,005 partial $\eta^2=,33$.

In brief, as seen in Table 16, the mixed design ANOVA revealed that;

1. The two groups differed from each other. (F=21,61; p<0,01).

2. The pre-test and post-test scores differed from each other at a statistically significant level. More specifically, groups' average on posttest was significantly higher than their average on the pretest. (F=60,93;p<0,01)

3. Control and experimental groups differed in terms of their progress from pretest through posttest. (F=17,14;p<0,01)

**Table 16. Summary of 2x2 Mixed Design ANOVA**

| | Type III Sum of Squares | Df | Mean Square | F value | Sig. |
|---|---|---|---|---|---|
| BETWEEN GROUP VARIABLES | | | | | |
| Group | 917,347 | 1 | 917,347 | 21,61 | ,000 |
| WITHIN GROUP VARIABLES | | | | | |
| Time | 847,347 | 1 | 847,347 | 60,93 | ,000 |
| Time * Group | 283,347 | 1 | 283,347 | 17,14 | 0,000 |

**4.1.1.5. The Results of the Quiz**

The quiz included a short reading passage and 5 fill in the blanks type vocabulary and 5 multiple-choice type reading comprehension questions. Two groups were compared through the independent samples t-test to answer the following research question: "Is there a significant difference between the academic success of the experimental group who received the local culture integration and the control group who received the target culture in learning reading and writing throughout their English reading lessons during the implementation of the study?" Table 17 shows the control and experimental groups' results of the t-test scores.

**Table 17. The Results of the Quiz Scored of Control and Experimental Groups**

| Test | Groups | $\bar{x}$ | sd | Se $\bar{x}$ | t | df | P |
|------|--------|-----------|-----|--------------|-----|-----|-----|
| **Quiz** | Control | 53,74 | 2,984 | ,684 | -12,59 | 37 | ,000 |
| | Experimental | 64,21 | 2,109 | ,471 | | | |

As Table 17 indicates, there is a significant difference between the scores of the control group and experimental group students in the quiz that they took in the middle of the study, t(37)=-12,59, p=,000. Local culture integration contributed to the level of achievement and the quiz results were an evidence of it.

### 4.1.1.6. The Results of the Questionnaires

The results of the questionnaires were analyzed both quantitatively and qualitatively. Students' opinions of the role of culture in learning English were analyzed and the following results were found.

### 4.1.1.6.1. Reasons for Learning English

To start with, participants were asked about their reasons of learning English. 50 % of the experimental group participants and 38.9 % of those in the control group illustrated that they learn English for education in the United Kingdom or the United States. Likewise, 50% of the experimental group students and 44.4 % of the control group reported to learn English to communicate with Americans or the English. Respondents to the survey in the experimental group revealed a percentage of 55.6 to communicate with people from other countries where English is a foreign language and in the control group a proportion of 38.9 learn English with the same reason. Both groups remained almost identical with percentages 50 and 48.7 respectively learning English to find work after graduation and to use the Internet. The percentage of getting informed about American or British culture was not found to be very high. Only 16.7 % of the experimental group and 11.1% of the control group found it to be very important. Most of the experimental group respondents did not show a high interest in getting informed about the British or American literature. Only 27.8 % of

the experimental group found it important but 50 % of the control group respondents learn English for British or American literature. Most importantly, generally speaking, respondents to the survey do not find it important to get informed about the literature of other countries where English is spoken as a foreign language. They remained identical with their answers that they found it very important with the percentage of just 5,6 in both groups.

### 4.1.1.6.2. Aspects of Language Covered in English Language Classes

Respondents were asked how often the language skills are included in their English lessons. While 44.4 % of the experimental group members think sometimes grammar is included, in the control group the same percentage of respondents think so. For reading, 55,6 % of the experimental group thinks it is always included in their lesson. In the control group however, the percentage of the members who think it is sometimes included account for just under a third of the whole group. Moreover, 61,1 % of the experimental group and 55,6 % of the control group think that listening is always included in their lessons. Most importantly with respect to the theme of the study, participants revealed their opinions about culture of the language. Table 18 shows the frequencies and percentages accordingly.

**Table 18. Results of How Frequent Culture is Included in Lessons in the Experimental Group**

|  |  | Frequency | Percent |
|---|---|---|---|
| Experimental | Often | 7 | 38.9 |
|  | Sometimes | 4 | 22.2 |
|  | Rarely | 7 | 38.9 |
|  | Total | 18 | 100.0 |

N=18

In the experimental group, 38,9 % of the participants think that culture is often included in their language learning classrooms. According to 22,2 % of them culture is sometimes covered and for 38,9 % of the participants culture is rarely taken into consideration while they learn English.

**Table 19. Results of How Frequent Culture is Included in Lessons in the Control Group**

|  |  | Frequency | Perccent |
|---|---|---|---|
| control | always | 3 | 16.7 |
|  | often | 3 | 16.7 |
|  | sometimes | 2 | 11.1 |
|  | rarely | 10 | 55.6 |
|  | Total | 18 | 100.0 |

N=18

As seen in the Table 19, 38,9 % of the experimental group participants think culture is often included in their lesson, 22,2 % of them think sometimes and %38,9 of them think it is rarely given place to during their classes. On the other hand, in the control group, 16,7 % of the participants think it is always included, 2 % of them think sometimes, 55,6 % think it is rarely included in their English language learning classes.

Additionally, respondents were asked about their suggestions to make English lessons more effective. 55,6 % of the experimental group members think grammar activities should be more frequent. In the control group on the other hand, 22,2 % of the respondents strongly agree with the grammar activities, 22,2 % of them strongly disagree with the idea. 77,8 % of the experimental group think that more speaking activities should be carried out in order to make the lessons more effective and in the control group 44,4 % of the participants think so. In addition, 61,1 % of the experimental group members are for the idea that reading activities should be increased and in the control group 61 % of the students think so. As for the information about target language culture, 55,6 % of the experimental group members are not sure whether to add it more to the lessons or not and in the control group only a third of the group agree with the idea.

### 4.1.1.6.3. Characteristics of Teachers

As for the characteristics of the teachers, the experimental group mostly prefers to have a teacher from the United States, and the control group from the United Kingdom. The number of the participants who want a teacher from their own country is 8 in total of the both experimental and control groups out of 36. For the local culture knowledge, 22 out of 36 students in total agree with the idea that their teacher should be able to speak their native language. 24 out of 36 think that the teacher should be familiar with Turkish culture and similarly 26 out of 36 agree with the opinion that the teacher should be familiar with target language culture. Finally, 22 out of 36 participants think it is important for their teacher to be a native speaker of English.

In terms of teachers from participants' own countries, both the experimental and the control groups, 23 participants think local teachers understand the difficulties students face while learning English better than native speaker English teachers. 11 of the students think that local teachers teach English better than native English teachers. 21 of the students agree with the idea that they can learn target language culture by comparing and contrasting it with their country's culture. Similarly 21 of them think local teachers can inform students about target language culture. Generally speaking, there is a positive attitude towards the teachers who are from the students' own countries and who can speak students' native languages.

### 4.1.1.6.4. Course Books

Regarding the course books that the students use, students' opinions vary. Figure 3 shows the number of the participants in each group who think course books should include given themes.

As seen in Figure 3, the participants admitted that they want to see local culture materials, themes and topics in their classes. Similarly, they are interested in getting to know about target culture as well.

**Figure 3 Results of the Students' Course Book Preferences**

| | Experimental Group | Control Group |
|---|---|---|
| Life and culture in my country | 11 | 11 |
| Life and culture in the U.S.A and U.K | 12 | 10 |
| Life and culture in other countries where English is the native language | 11 | 13 |
| Life and culture in countries where English is an official language | 8 | 8 |
| Life and culture in countries where English is a foreign language | 8 | 10 |
| Issues related to science | 13 | 11 |
| Issues related to technology | 15 | 11 |
| Issues related to societies | 17 | 10 |
| Issues related to politics | 10 | 11 |
| Issues related to world history | 9 | 10 |
| American and British literature | 9 | 8 |
| Literature of other countries where English is the native language | 9 | 8 |
| Literature of other countries where English is the official language | 8 | 7 |
| Literature of other countries where English spoken as a foreign language | 8 | 8 |

## 4.2. Qualitative Results

### 4.2.1. The Results of the Interviews

For the present study, 10 interviews were conducted in either the researcher's office or in the classroom where the study took place to give a detached space and an agreeable climate not quite the same as the classroom environment. An interview, which had a structured organization comprising of 10 open-ended inquiries was led with participants. The point was to assemble data about university preparatory school students' own conclusions about the concept of culture, the significance of culture in foreign language learning, the favored topics and issues, the cultural items occurring in reading material and the productivity of course books as far as exhibiting culture, et cetera. The interview questions directed to each interviewee are as follows:

1.  Do you find your reading and writing course book interesting?

2.  Do the topics included in the book attract your attention?

3.  Which cultures do you think are included in the book?

4.  What do you think universal culture means?

5.  What comes to your mind when you hear "local culture"?

6.  What comes to your mind when you hear "target culture"?

7.  Are there any examples in your course book related to local culture?

8.  Are there any examples in your course book related to target culture?

9.  What do you think of the Turkish culture content in our lessons?

10. Which one do you think is more interesting: local culture or target culture?

As the inquiries were outlined in a semi-structured organization, the members were requested to provide answers as they wish. Meetings were led in Turkish and

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English. Some participants felt more comfortable speaking in Turkish and some preferred to speak in English. As Cohen & Crabtree (2006) point out, a semi-structured interview is a qualitative research method in which the interviewer and the interviewee come together under formal conditions. The interviewer follows a list of predetermined questions including some extra probing questions in case the interviewer may need to further probe when the interviewee does not understand or talk much. As the questions are mostly open-ended, discussions might occur. Thus, the interviewee is allowed to feel free to express his/her own opinions in his own terms.

To answer the research questions of this study, the interview was applied to 10 participants to investigate their attitudes and opinions regarding culture in their foreign language learning classrooms. The interviews were applied so as to provide collaborative confirmation of the quantitative data from the questionnaire and the interviews were analyzed through the content analysis method. Codes were generated for participants' responses and categories were formed. The answers of all participants involved in the study were transcribed and the information was systematically analyzed and interpreted. Table 20 presents the background of participants chosen for the interviews.

**Table 20. Distribution of 10 Interviewees With Respect to Their Background Information**

| Participant Code | Age | Study Group | Gender | The length of time for English learning | Experience abroad / reason |
|---|---|---|---|---|---|
| **P1** | 18 | Experimental | female | 5 years | No |
| **P2** | 18 | Experimental | male | 8 years | yes / education |
| **P3** | 18 | Experimental | male | 6 years | yes / travelling |
| **P4** | 19 | Experimental | female | 8 years | No |
| **P5** | 20 | Experimental | female | 4 years | yes / education |
| **P6** | 18 | Control | male | 5 years | yes / travelling |
| **P7** | 19 | Control | female | 6 years | No |
| **P8** | 18 | Control | female | 2 years | No |
| **P9** | 20 | Control | male | 3 years | yes / travelling |
| **P10** | 18 | Control | male | 6 years | yes / travelling |

N=10

As can be observed from Table 20, all the interviewees are 18-20 years old. Out of 10 participants 5 of them were from the control and 5 of them were from the experimental group. Namely, P1, P2, P3, P4 and P5 were chosen from the experimental group, while P6, P7, P8, P9 and P10 were chosen from the control group of the study. They all had 2 to 8 years of experience in English learning and 3 out of 5 participants in both groups had some experience abroad either with educational or travelling reasons.

### 4.2.1.1. The Results of the Interview Question 1

**Do you find your reading and writing book interesting?**

The purpose of the first interview question was to find out how participant students feel about their reading and writing lesson and course book. Participants provided varying answers to this question as seen in Table 21.

**Table 21. Participants' Answers Given to Interview Question 1**

| How do you like your reading and writing class and course book? | | | |
|---|---|---|---|
| **Categories** | **f** | **Participant's Code** | **%** |
| unattractive topics | 6 | P1, P2, P3, P6, P7, P10 | 60 |
| difficulty of writing essays | 1 | P4 | 10 |
| entertainment of videos and images | 1 | P5 | 10 |
| sufficiency of visual aids | 1 | P8 | 10 |
| amusement of the topics | 1 | P9 | 10 |

As indicated in Table 21, 1 (10 %) of the participants mentioned about the difficulty of writing essays while another participant explained that visual aids such as the videos and images in the book are sufficient and make the classes more interesting. 6 (60 %) students emphasized that the topics are not attractive and interesting.

As one of the students (P1) stated as:

> They are most of the time boring. I feel bored because I don't like writing essays. It's too complicated and I can't think of any ideas even in Turkish. The topics are usually global warming, environment. They are not funny. Always scientific. I'm not interested in science. Social things are more attractive to me. For example, two weeks ago, we talked about weddings in our country

and in the world. I had a lot of ideas about this topic because I love weddings. I like writing about traditions and customs. It's easier. It's more related to my life.

### 4.2.1.2. The Results of the Interview Question 2

**Do the topics in the book attract your attention?**

The aim of the second interview question was to find out about the ideas of the participants related to the topics in their reading and writing book. Miscellaneous responses were given by participants. 5 (50 %) of the interviewees agreed and pointed out that topics tend to be not interesting. They feel that topics do not attract their attention and they cannot motivate themselves to learn. 1 (10 %) participant mentioned about Turkish culture by saying that the topics related to Turkish culture are more interesting because it is an area that they are comfortable with. One participant described her opinions as follows:

> Sometimes, yes. Sometimes, no. As i said, when it's about Turkey, it's interesting. But i don't have enough information about other countries. I never went abroad. So, it's difficult to imagine things in other countries. Writing is already difficult. Unknown information makes it more difficult.

(40 %) of the participants mentioned that the topics appeal to their interests and they have fun during the reading and writing classes.

### 4.2.1.3. The Results of the Interview Question 3

**Which cultures do you think are included in the book?**

Interview Question 3 attempts to find out about participants' awareness of different cultures in their course book. Codes were given to the answers of the participants by using Kachru (1992)'s circles. Table 22 shows the provided answers.

**Table 22. Participants' Answers Given to Interview Question 3**

| Categories | f | Participant's Code | % |
|---|---|---|---|
| **Which cultures do you think are included in the book?** | | | |
| inner cycle countries' culture (American, British) | 7 | P1, P2, P3, P4, P7, P9, P10 | 70 |
| outer cycle countries' culture (Indian) | 2 | P5, P8 | 20 |
| expanding cycle countries' culture (Turkish, Greek, Russian, Japanese) | 1 | P6 | 10 |

Answers of the interviewees indicate that Inner Cycle Countries' culture such as American or British find a bigger place in the course books compared to Outer and Expanding Circle countries. 7 (70 %) of the participants claim that American and British cultures comprise most of the topics throughout the book. On the other hand, outer cycle countries' cultures make up another part of the book according to the participants. Only 1 participant specified that Expanding Cycle countries culture appear in their reading and writing books.

### 4.2.1.4. The Results of the Interview Question 4

**What do you think universal culture means?**

The goal of the interview question 4 was to discover participant opinions related to the definition of universal culture. The question aimed to disclose whether interviewees could differentiate the different types of cultures and what they think about the meaning of universal culture.

All the interviewees agreed and pointed out that they consider universal culture as something that belongs to all people in the world. Most of the participants defined universal culture as the world culture. One interviewee delineates her opinions as follows:

> There are over 200 countries in the world and each of those countries has lots of cultures. But at the same time, in the world there are some unwritten values. They don't differentiate between religion, language or race. This is universal culture.

Another interviewee points out:

> Universal culture is the culture of the world. It belongs to humanity. All people around the world. Not just Turkey for example. Everyone.

### 4.2.1.5. The Results of the Interview Question 5

**What comes to your mind when you hear local culture?**

The reason to direct interview question 5 to participants is to reveal their opinions related to what local culture is according to them. In most cases local culture was defined as Turkish culture or Turkish food, music, dances. Participants described local culture as Turkish etiquette, behaviors, singers, festivals, foods, cinema etc. Some of the interviewees preferred to define the term as follows:

> It refers to some unwritten things, not depending on any rules. It shapes the lifestyle of people on a specific location.

Generally, among the interviewees, it was agreed upon the fact that universal culture refers to a world's culture, not focusing on any local culture.

### 4.2.1.6. The Results of the Interview Question 6

**What comes to your mind when you hear target culture?**

The sixth interview question was designed in order to elicit information about interviewees' opinions about target culture. The responses given by participants are presented in Table 23.

**Table 23. Participants' Answers Given to Interview Question 6**

| What comes to your mind when you hear target culture? | | | |
| --- | --- | --- | --- |
| Categories | f | Participant's Code | % |
| American and English cultures | 7 | P1, P2, P4, P7, P8, P9, P10 | 70 |
| Foreign Cultures | 2 | P3, P6 | 20 |
| Main Culture for Learning | 1 | P5 | 10 |

As Table 23 reveals, 7 (70 %) interviewees consider target culture as American or English cultures, describing that the target culture is the culture of a language that is being learned. 2 (20 %) students consider target culture as foreign cultures and finally 1 (10 %) participant considers target culture as the main culture for learning.

How one of the participants (P1) elaborates on the question is as follows:

> Target culture is like different cultures. Not Turkish culture. For example American, English cultures. We learn their language and sometimes their culture. It's not local. It's something we don't know. Or we know a little.

Moreover, P7 explains the situation as follows:

> I think English culture because we're learning English. It's the culture of English countries.

## 4.2.1.7. The Results of the Interview Question 7

**Are there any examples in your course book related to local culture?**

Interview question 4 was posed to the participants in order to elicit their opinions about local culture integration into language learning classrooms as well as to determine the students' awareness levels of local culture. The answers of the interviewees are depicted in Table 24 below.

**Table 24. Participants' Answers Given to Interview Question 7**

**Are there any examples of local culture in your course book?**

| Categories | f | Participant's Code | % |
|---|---|---|---|
| Only a few examples | 3 | P1, P5, P10 | 30 |
| Only with researcher's inclusion | 2 | P2, P6 | 20 |
| No local culture inclusion | 4 | P3, P4, P7, P9 | 40 |
| Cultures of outer and expanding circle | 1 | P8 | 10 |

## 4.2.1.8. The Results of the Interview Question 8

**Are there any examples in your course book related to target culture?**

Interview question 8 was directed to the participants with the aim of eliciting their ideas related to target culture and to find out the amount of target culture that participants could detect in their course book. The answers of the participants mostly

revealed that the course book and the lesson content focused on American and English cultures in terms of target culture. Participants' examples referred to New York, Washington, American movies, English food, famous places in England, American singers, English weddings, English cities, Indian and Japanese cultures, British animals, American athletes, health and fitness in Australia and so forth.

All in all, participants' responses related to target culture examples in their books showed that the textbook definitely includes elements mainly from the target language culture.

### 4.2.1.9. The Results of the Interview Question 9

**What do you think of the Turkish culture content in your classrooms?**

Interview Question 9 was a further target of trying to understand and evaluate participant students' perceptions of local culture, namely the Turkish culture. The question aimed at eliciting students' opinions of the amount of Turkish culture in their classrooms, whether they like learning English with local culture or not. The participants provided the researcher with varying answers. These responses were about whether Turkish culture inclusion made the classes more attractive or not, if the students thought Turkish culture made the foreign language learning more interesting because they have ideas about it, whether Turkish culture content was sufficient and eventually whether participants thought Turkish culture content was enough and there was no need to increase the amount. The categorized responses can be seen in Table 25.

**Table 25. Participants' Answers Given to Interview Question 9**

| What do you think of the Turkish culture content in your classrooms? | | | |
|---|---|---|---|
| **Categories** | **f** | **Participant's Code** | **%** |
| it makes classes more attractive | 3 | P2, P4, P9 | 40 |
| it is interesting because it's familiar and I have a lot of ideas about it | 2 | P1, P3 | 20 |
| the amount is not enough | 4 | P5, P6, P7, P8 | 4 |
| it's sufficient | 1 | P10 | 1 |

According to Table 25, most of the participants agreed that the inclusion of Turkish culture into foreign language learning classroom make the classes more interesting and attractive and the amount of the inclusion should be increased. 4 out of 10 students asserted that Turkish culture made classes more attractive. P4 responded the question as follows:

> I think they are really funny. I love it when we talk about Turkish culture because I feel more comfortable when we read or write about Turkish culture. It's something I know. It's familiar so it becomes easier for me to talk or write about.

This category is followed by the familiarity of Turkish culture and thus its capability of making the students more motivated and interested. In support of her response, P1made her point as follows:

I think when there is Turkish culture in our lessons, it's more interesting, funny. I can talk or think more when we talk about Turkey. Because it's something i know very well. I was born in Turkey, most of my friends are from Turkey in the university. When we talk about Turkish culture, everyone is interested in the lesson. They talk, they raise their hands. They can write essays more easily.

### 4.2.1.10. The Results of the Interview Question 10

**Which one do you think is more interesting: local culture or target culture?**

Participants were asked to evaluate the culture content of their English classes and to reflect on their reaction to each culture during their language learning process. The purpose of the Interview Question 10 was to find out about the learners' preferences and verify the effects of integrating target language teaching with local culture materials revisiting the research questions of the present study. After analyzing participants' responses, the emerged categories are presented in Table 26.

**Table 26. Participants' Answers Given to Interview Question 10**

**Which one do you think is more interesting: local culture or target culture?**

| Categories | f | Participant's Code | % |
|---|---|---|---|
| Local Culture | 4 | P1, P4, P5, P6 | 40 |
| Target Culture | 2 | P3, P10 | 20 |
| Both local and target cultures | 4 | P2, P7, P8, P9 | 40 |

Table 26 indicates that 4 out 10 interviewees prefer learning English with local culture materials and elements since they feel themselves more comfortable with familiar topics. Similarly, 4 participants pointed out that both cultures are efficient in their learning process and none of them should be excluded from lessons. Only 2 interviewees thought that in their English classes target culture materials should be exploited.

## 4.3 DISCUSSION

In this part, the discussion and interpretation of the results are presented following the order of the results in combination with the research questions.

### 4.3.1 Discussion of the Pilot Study

At the outset of the discussion of the results, the pilot study will be analyzed. For the analysis of the results of the pilot study, a paired sample t-test was applied. Measurements were taken from the same subjects before and after some manipulation, which is in this case, culture integration in foreign language learning classroom. The paired sample t-test determined the significance of the difference between the pre-test and the post-test. The results demonstrated that there was an increase in the scores of the participants before and after the pilot study. The pre-test scores of the pilot study participants were higher than their post-test scores. However, integrating reading and writing classes with local and intercultural components did not have any significantly effective impact on the improvement of participants' reading and writing skills. This could be related to the limitations of time since the pilot study lasted only 4 weeks and the students might not have grasped the whole idea of integrating culture into their learning and teaching environment. Still, the opinions of the students were generally in favor of learning reading and writing skills with the inclusion of local culture since they feel more comfortable and at ease whilst producing the target language using their own culture or anything they are familiar with as content.

In pursuit of the pilot study, for the main experiment to be launched, a pre-test was applied so as to make sure that the academic levels of the participants are similar in the control and the experimental groups. This similarity was crucial and necessary so that any differences that appear in the post-test would be the result of the experimental variable rather than possible difference between the two groups. At this point of the study, where two groups were obtained with random selection, the internal validity of the experimental design was acquired. According to Keppel (1991), assigning the individuals randomly eliminates the possibility of systematic differences among participants and the environment of the experiment that could

affect the outcomes, so that any differences in outcomes can be attributed to the experimental treatment.

### 4.3.2 Discussion of the Research Question 1

Subsequently, with the aim of elucidating the first and the most prominent research question of the thesis, "Is there a significant impact of the *local culture* integration on the proficiency levels of university preparatory class students of EFL in terms of the reading and writing skills?", a sequence of data analysis has been carried out. The results of the independent samples t-test for the post-test scores across groups constitute that there is a statistically significant difference between the control and the experimental groups *(p=,000)*, endorsing the fact that the local culture integration was significantly effective on the improvement of reading and writing skills as the scores of the participants in the experimental group for the post-test were significantly higher than those of the pre-test. This finding illustrated that the students in the experimental group with which the local culture oriented materials had been used during the study benefited from local culture integration in terms of reading and writing skills. Equivalently, the pre-test and post-test scores of each group were examined respectively. Within Groups scores for the pre-test and post-test results were calculated. Similarly, the results indicated a statistical significance. The mean scores of the experimental group, where local culture oriented English language learning took place, increased in a statistically significant way.

### 4.3.3 Discussion of the Research Question 2

Next, in order to answer the second research question, "Is there a significant contribution of *target culture* oriented language teaching materials on the development of English Language proficiency levels of students at university?", the control group participants' pre- and post-test scores were compared by exploiting a within group analysis. The results related to the pre-test and post-test including the communicative writing task scores were analyzed and interpreted. Moreover, the results of 20 questions in the questionnaire, which asked about reasons for learning English, characteristics of teachers, course books and cultural components were analyzed. Finally three questions in the open-ended questionnaire, which asked about the students' opinions, related to target culture were analyzed. The results of the pre-

test and post-tests were analyzed with paired sample t-test and according to the findings, the control group performed significantly better at the post-test than they did at the pre-test t(17)=-4,555, p=,000, indicating that there is a significant increase in reading and writing achievement scores from the pretest (M=71,88, SD=3,72, N=18) to the post-test (M=75,11, SD=4,01, N=18). Considering the increase in both groups' scores, the gap between the diagnostic and achievement test scores of the experimental group is much bigger than the one in control groups' scores. The control group had received intercultural language learning materials and no local culture component was included in their classes. This finding showed that the students in the control group with which the target culture tasks had been used during the study benefited from the instruction in terms of reading and writing skills. The finding was not unexpected since the control group received a certain amount of input during the whole experiment and obviously they improved their reading and writing skills as well even though they did not encounter with local culture elements. If the control group had not indicated any improvements at all, those results would have been unexpected and surprising. The results suggested that there was a significant difference between the pre-test and the post-test scores of the control group. This indicated that the students in the control group benefited from the target culture focused materials as well. However, since the English reading and writing lessons during which the study was implemented aimed to teach the target vocabulary and skills as well, it was usual for the students in both groups to learn these vocabulary items through the tasks.

Concisely, pre-test and post-test analyses reveal that the experimental group differs from the control group. Also, the performance of the participants on the pre-test differs from their performance on the post-test. In addition, experiment and control groups differ in terms of their progress from pre-test through post-test. The pre-test and post-test scores differed from each other at a statistically significant level. The groups' average on the post-test was significantly higher than their average on the pre-test.

**4.3.4 Discussion of the Research Question 3**

Furthermore, to be able to respond the third research question, which is "Is there a significant difference between the academic success of the experimental group who received the local culture oriented reading and writing class and the control group who received the target culture oriented reading and writing class during and at the end of the implementation of the study?", the control and experimental groups' quiz scores and post-tests were analyzed. A quiz was considered necessary within the study since a formative assessment tool was also crucial as a motivating tool for students in terms of their learning experiences, to allow the participants to learn gradually and to enable a long-term retention in terms of cultural learning. The results of the quizzes illustrated that there is a significant difference between the scores of the control group and the experimental group participants in the quiz that they took in the middle of the study, $t(37)=-12,59$, $p=,000$. The experimental group's scores were statistically significant compared to the scores of the control group participants'. Based on the results of the quizzes, it can be concluded that local culture integration must have contributed to the level of achievement and the quiz results tended to be an evidence of it. A post-test was also critical to compare the participants' scores to their pre-test scores to see whether the manipulation was successful in seeing the effects of local culture integration into language teaching. Thanks to the post-test, the amount of knowledge that the participants gained was visible. When the results were analyzed, the null hypothesis, which is "there is no statistically significant change between the control group and the experimental group in their reading and writing scores before and after the study" was rejected.

All in all, the pre-test and post-test results yielded by this research provides strong and convincing evidence that there is a significant impact of the local culture integration on the proficiency levels of university preparatory class students of EFL in connection with reading and writing skills. The findings revealed that local culture integration into language learning classrooms created a big difference for the improvement of learners' reading and writing classes proving the hypothesis of the study right. These results are compatible with Kramsch (1993)'s, who describes the "third culture" of the language classroom—a neutral space that learners can create and use to explore and reflect on their own and the target culture and language. Similarly,

the results of the present research are consistent with Smith (1976) as well, who claims that the educational goal of learning an international language is to enable learners to communicate their ideas and culture to others.

### 4.3.5 Discussion of the Research Question 4

Finally, so as to answer the fourth research question, which is "What are the attitudes, opinions and preferences of university preparatory school students about the local and target culture in their language learning process?", and to obtain more information about the effects of the local culture, the data of a questionnaire and an open-ended interview were also subjected to analysis.

It goes without saying that, the improvement of reading and writing skills efficiently requires the employment of individual work as well as in-class activities. Hence, the students both in the experimental and control groups were given a questionnaire at the beginning of the study and an open ended interview was held with 5 of the experimental and 5 of the control group students in order to disclose their preferences and opinions related to culture and learning relationship.

From the outcome of the investigation of interviews and questionnaires, it is possible to conclude a number of interpretations. Descriptive statistics for the questionnaire items revealed students' opinions on English language learning, specifically their reasons for learning English, content of English language learning classes, characteristics of English language teachers, content of English language learning/teaching textbooks, and cultural elements in English language learning.

Almost half of the participants learn English for education in the United Kingdom or the United States. This finding was not unexpected since American and British universities continue to dominate in the global rankings. Another half of the participants explained the reason of learning English as to communicate with Americans or the English. The findings show that participants have integrative motivation for learning English. As Gardner & Lambert (1972) put forward, learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary bonus or getting into college. Integratively motivated learners on the other hand, want to learn the language so that they can better understand and

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get to know the people who speak that language. Learners in the present research report that they want to learn English to communicate with people from inner cycle countries. This finding suggests that they have integrative motivation to learn English.

In contrast to the interest of the participants in the U.S or the U.K, they do not show a high interest in getting informed about British or American literature. In terms of the culture inclusion in foreign language learning classrooms, results show that culture of the language does not find a tangible place in EFL lessons. The most likely explanation of this result might be the limitations of time or lack of motivation in terms of both teachers and students.

For culture aspect of language teaching, participants believe that both target cultures and local culture should find a place in their foreign language learning classrooms. This result supports Alptekin's (2002) view in which he proposes the following:

> A new notion of communicative competence is needed, one which recognizes English as a world language. This would encompass local and international contexts as settings of language use, involve native–nonnative and nonnative–nonnative discourse participants, and take as pedagogic models successful bilinguals with intercultural insights and knowledge. As such, it would aim at the realization of intercultural communicative competence in ELT.

As for the open-ended interviews, participants reveal valuable data from the aspect of culture and language teaching relationship. Most of the participants consider that the topics are not attractive in reading and writing classes. They report that essay writing requires a lot of knowledge and skills and when the topics are not familiar, this difficulty increases by far. Participants suggest that the familiarity of the topics motivate them into writing more effectively. When the topics relate to information of other countries, learners have problems producing the language since they are not competent in the content let alone reading and writing in another language. The findings of interview question 1 are consistent with Alptekin (1993) who proposes that authentic materials might be difficult to comprehend for those who do not have sufficient schematic knowledge and if learners find it hard to deal with texts, their motivation might be effected in a negative way.

According to the interview results, most of the participants think that inner cycle countries' cultures are mostly included in the book. These results agree with previous scholars such as Pulverness (1999: 6), who proposes that many modern ELT textbooks try to side-step the issue of culture altogether by presenting their target language in 'international contexts' outside the domain of any particular country but these attempts are doomed to failure for a number of reasons. Firstly, the materials generally consist of contrived dialogues written by native speaker authors who, despite feigning to represent other nationalities, cannot possibly dissociate themselves from their own cultures sufficiently to do the job justice and reflect the lexicogrammatical, topical or interactional choices natural for people from different cultures.

In addition, participants report that both local and target cultures should be located in the course books since they feel the necessity of inner cycle countries' knowledge, also they need the familiarity of local culture topics. Learners also feel the necessity of communicating in the target language about their local culture. This finding is consistent with Oller (1995) who point out that Cultural schema or abstract schema involves cultural familiarity which helps readers to reconstruct the text through referring to more culturally relevant scripts. This is probably because different concepts may have different referents in different cultures and may thus generate different expectations on the reader's part. Thus, cultural schema, not dependent on the surface forms utilized in the formation of the text, involves more than a mere literal comprehension of the content of the text. Different studies in the field of foreign language reading research show that cultural familiarity has a significant influence on readers' understanding of written texts (Steffensen et al, 1979; Carrell, 1983). All these studies show that culture schema plays an important role in foreign language reading.

All in all, the qualitative and quantitative data analysis and interpretation of the results indicate that integrating the local culture of learners into learning English as a foreign language has a positive impact on the language development of learners and learners prefer language learning materials that are both target and local culture oriented.

# 5. CONCLUSION AND IMPLICATIONS

*"Language is the road map of a culture. It tells you where its*
*people come from and where they are going."*
Rita Mae Brown

## 5.1 CONCLUSION

Culture is a fundamental component of languages. The relationship of language and culture is most visible in the actual use of languages. It is the language in its social and cultural context that makes significance. In recent times, new perceptions of the nature of languages and language competence have been prospered. Languages, in this sense, as the novice awareness suggests, include both cultural exposure and cultural expression. Thus, recently, significant contribution has been paid to language teaching and culture. This contribution enabled the belief, which promotes the inappropriateness of teaching language without teaching its culture become widespread.

The connection between language and culture has constantly been a concern of foreign language teachers and educators. Whether culture of the target language is to be fused into L2 teaching has been a subject of rapid change all through language teaching history. Throughout decades, there have been positive and negative perspectives as to the inclusion of culture in language teaching programs.

In countries where English is taught as a foreign language such as Turkey, integrating learners' local cultures in English Language Teaching is often neglected. Mostly, the teachers in these countries are in favor of the idea that teaching English might mean teaching its culture. It is an undeniable fact that there is a scarcity and limitation in terms of local culture in EFL contexts. Consequently, the local culture of the learners face with constraints in applications. Therefore, motivation and comprehension issues arise for the learners of the language. In the present post-method situation, ELT has gotten to be progressively inclusive in terms of culture. However, the concept is so extensive that the gap related to local culture and its applications in language learning classrooms have not been filled yet.

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This study aimed to make a contribution to the field of ELT and to fill the gap related to local culture in teaching English as a foreign language. It was the main purpose of this thesis to draw attention to the effects of local culture integration on the proficiency levels of students who are learning English as a foreign language. Particular attention was paid to reading and writing skills. This research was a contribution to the ongoing discussion of whether or not including culture in foreign language learning classrooms, which culture to integrate in the process of learning English and the effects of local culture inclusion in learning English as a foreign language. The main concern of the study was to see the effects of integrating local culture into target language teaching. The author's attention was concentrated not only on verifying the hypotheses theoretically but also empirically, which encapsulated an experimental study.

The present study therefore was concerned with the effects of integrating local culture as well as intercultural components into reading and writing classes in an EFL environment; and the opinions and preferences of the participants related to culture's importance in language learning. Hence the aim of this study was twofold based on both qualitative and quantitative grounds. The first aim involved the experimental study where one control and one experimental class participated with an intervention only in the experimental group in order to see the effects of the manipulation. The second aim of the study involved the exploration of the students' level of cultural awareness and contentment as well as their preferences for the cultural content of an ELT textbook. To obtain the quantitative data, prior to the study, the participants were given a questionnaire in order to obtain their opinion about the role of 'culture' in learning English as a foreign language. Additionally, participants were given a demographic information questionnaire to perceive participants' cultural background. Following the questionnaire, a pre-test aiming to find out proficiency levels of the participating students was applied. Following these procedures, two classes were taught reading and writing skills with two different materials mentioned above. At the end of the eight-week period, the students were given post-tests in order to see the effects of both cultural content on proficiency levels of students in both groups and whether the cultural content would help the students on their achievement test. As for the qualitative data, at the end of the experiment, participants from both control and

experimental groups were interviews with open ended questions related to their opinions and preferences of the content of their reading and writing classes and whether they prefer learning English with local culture or target culture oriented materials.

The results of the quantitative data indicate that experimental group differed from the control group, since the post-test scores difference of the experimental group and the control group was statistically significant. Also, students' performance on the pre-test differed from their performance on the post-test, which shows that both groups benefited from the instruction during the study. Lastly, the experiment and control groups differed in terms of their progress from pre-test through post-tests. The results of the qualitative data of the study, namely the findings of the questionnaire and interviews, suggest that learners prefer having more local culture related content in their English lessons and they report that both local and target cultures should be located in the course books since they feel the necessity of learning about inner cycle countries' knowledge, also they need the familiarity of topics regarding the local culture.

The findings suggest that teaching English with local culture as well as international cultures affect the learning outcome affirmatively and motivate the learners substantially. Based on the results, it could be argued that the findings are compatible with those of earlier studies on local culture and target language integration. From the research that has been carried out, it is possible to conclude that courses that involve elements of local culture are more interesting and attractive for the intended audience and students will have more elements to relate to while learning a second language. Furthermore, if learners are taught with a language curriculum that is relevant to the local linguistic ecology, there might be a difference between their proficiency levels and the levels of those who are taught with the culture of inner cycle countries. Finally, the academic success of the learners that are taught English as an international language in a way that respects the local culture of learning is much higher and students are able to learn locally yet think globally.

The present research presented an innovative view of culture teaching and the originality of the solution lies in the fact that the results have been acquired by

experimenting. In the field of ELT, there are only a handful of studies which combine students' opinions and inclinations for local, target or international culture. In any case, a large portion of the past studies does not consider an experimental study that would exhibit the findings of the impacts of the instruction by integrating the local culture and the target language. Hence, this study will add to the field by proposing new ideas for materials development and production in ELT.

## 5.2 IMPLICATIONS

The results, which were revealed through the present study could be related to several implications both for practice and for future research.

### 5.2.1 Implications for Practice

The importance of teaching culture in language classes cannot be denied. Yet, the question that the present study sought was which culture should be integrated in foreign language teaching and whether integrating the local culture of the learners has a positive impact on the learning outcome.

The existence of the findings of the present study implies that integrating culture, specifically local culture, can help learners correlate the intangible aspect of a language with real people and entities. Thus, learning a foreign language with the local culture might help learners elaborate a genuine objective in their learning process. As Alptekin (1993) pointed out, in native language learning, the child's schematic knowledge and systemic knowledge develop concurrently. Given what is known about the facilitating effects of familiar schemas on foreign language acquisition, it is most natural for learners to rely on their already established schematic knowledge when developing new systemic knowledge. As the current study's findings indicate, enabling the schematic knowledge (local culture) of the participants meet with the systemic knowledge (target language) results in the success of the language learners and an increase in their motivation towards learning a foreign language.

As for classroom applications, this study might reveal some teaching ideas that could be employed in language learning classrooms. Just by customizing exercises

and content would be able to plan to lead to better cultural comprehension. Class discussions might begin with discussing about a different culture, yet this might just result in stereotyping or lack of comprehension on the off chance that learners may not relate the same issues to their own particular lives consequently failing to activate their schematic knowledge and end up in failure in systemic knowledge of the language.

In addition, adapting the teaching materials' content by integrating local culture oriented texts, ideas and activities might result in the success of the learners as it did in the present study. Materials such as videos, readings, stories, students' own information, songs, newspapers, realia, interviews, guest speakers, souvenirs, the local literature, photographs, illustrations and surveys might be successfully used in language learning classrooms, including the local culture of the learners into target language learning process.

Moreover, since this study was applied in Istanbul, Turkey, local culture elements such as wedding, transportation, famous people did not pose any difficulty or trouble. Implementing the study in different regions of Turkey where the sub-cultures of local culture are visible might result differently. To overcome any possible challenge, some commonly shared elements of culture could be the common ground for material design and content.

Finally, English Language Teaching departments of universities in Turkey should raise awareness related to culture and language relationship for pre-service teachers. If teacher candidates might be aware of culture integration in language learning classrooms, learning outcomes would be more satisfying.

### 5.2.2 Implications for Future Research

For future studies, it would be recommended to carry out an experimental study in different settings with different types of participants in order to reach more conclusive results on the integration of the target language and the local culture.

To start with, there might be more participants, which will make it possible to generalize the results. Since the present research is an experimental study,

generalizing the findings for different contexts, populations and different components of language is beyond the bounds of possibility.

Moreover, the future studies might take a longer period of time. In this way, the participants might get accustomed to learning through their local culture leaving their traditions behind which mostly encapsulated the target culture. If the students get used to familiar topics, they might easily activate their schemata and be more successful language learners. In order to achieve this in our country, first of all, the philosophies and methodologies of publishing houses may need to be revised; teachers might need to write their own course books, which can easily amalgamate the local culture with the target language. By doing so, the impact of local culture inclusion might be more visible.

In addition, since the focus of the present study was on reading and writing skills and the integration of local culture in teaching these habits, future studies might focus on other skills such as listening, speaking or vocabulary. By doing so, a more decisive conclusion can be obtained.

Furthermore, different cultural content of the classes may require learners to employ different language learning strategies. Further research on learning strategies exploited by learners during reading and writing classes should be conducted.

What is more, the participants of the present study had been chosen from B1-Threshold level, yet future studies focus on beginner levels such as A1, A2 or more advanced levels such as B2 or C1.

Finally, in terms of learning and teaching materials, publishing houses might consider learners' needs in terms of integrating local culture and teachers could include local culture oriented materials into their curriculum.

Focusing on these issues would give valuable information for teachers and material producers in the process of material production and during teaching.

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**APPENDICES**

**APPENDIX A**

**The Questionnaire**

Dear Students,


I'm a Master's student in the English Language Teaching Program of Social Sciences Institute of Istanbul Sabahattin Zaim University. I am writing a thesis, which includes the opinions of the students in terms of language learning, and which aims to explore the effects of local culture related elements on language learning. That's why the opinions you are going to reveal are directly related to the topic of my thesis.

The present questionnaire (Yılmaz, 2006) is composed of six parts. The first five parts are about your opinions related to the learning of English language and the last part is about your personal information.

Your opinions and personal details will definitely be confidential and will only be used for thesis studies.

It is highly crucial that you answer the questions honestly and sincerely. Please answer all the questions in the questionnaire. I would like to thank you very much for allocating your time and helping me.


Feyza Harman

İstanbul Sabahattin Zaim University

Social Sciences Institute

| | Very important | Important | Neither important nor unimportant | Not important | Very unimportant |
|---|---|---|---|---|---|
| Education in the U.K or U.S | 1 | 2 | 3 | 4 | 5 |
| Education in other countries where English is the native language | 1 | 2 | 3 | 4 | 5 |
| Education in countries where English is the official language | 1 | 2 | 3 | 4 | 5 |
| Education in countries where English is a foreign language | 1 | 2 | 3 | 4 | 5 |
| To communicate with Americans or the English | 1 | 2 | 3 | 4 | 5 |
| To communicate with people from other countries where English is the native language | 1 | 2 | 3 | 4 | 5 |
| To communicate with people from other countries where English is the official language | 1 | 2 | 3 | 4 | 5 |
| To communicate with people from other countries where English is a foreign language | 1 | 2 | 3 | 4 | 5 |
| To find work after graduation | 1 | 2 | 3 | 4 | 5 |
| To use the internet | 1 | 2 | 3 | 4 | 5 |
| To get informed about American or British culture | 1 | 2 | 3 | 4 | 5 |
| To get informed about the culture of other countries where English is the native language | 1 | 2 | 3 | 4 | 5 |
| To get informed about the culture of other countries where English is the official language | 1 | 2 | 3 | 4 | 5 |
| To get informed about the culture of other countries where English is spoken as a foreign language | 1 | 2 | 3 | 4 | 5 |
| To get informed about the British or American literature | 1 | 2 | 3 | 4 | 5 |
| To get informed about the literatures of other countries where English is the native language | 1 | 2 | 3 | 4 | 5 |
| To get informed about the literatures of countries where English is the official language | 1 | 2 | 3 | 4 | 5 |
| To get informed about the literatures of other countries where English is spoken as a foreign language | 1 | 2 | 3 | 4 | 5 |

STUDENTS' OPINIONS OF THE ROLE OF CULTURE IN LEARNING ENGLISH

Some of the terms that are used in the questionnaire that you are about the answer are as follows:

1.      The other countries in which the native language is English: Countries such as Canada, Australia and New Zealand.

2.      The countries in which the official language is English: Countries such as Nigeria, India, Malaysia and Singapore

3.      The countries in which English is a foreign language: Countries such as Turkey, Spain and Greece.

A. REASONS FOR LEARNING ENGLISH
1. Please choose the importance levels of the following reasons of learning English.

     Other (please explain):

B. ASPECTS OF LANGUAGE COVERED IN ENGLISH LANGUAGE CLASSES
2. How often are the following language skills included in your English lessons?

|  | Always | Often | Sometimes | Rarely | Never |
|---|---|---|---|---|---|
| Grammar | 1 | 2 | 3 | 4 | 5 |
| Reading | 1 | 2 | 3 | 4 | 5 |
| Listening | 1 | 2 | 3 | 4 | 5 |
| Writing | 1 | 2 | 3 | 4 | 5 |
| Speaking | 1 | 2 | 3 | 4 | 5 |
| Vocabulary | 1 | 2 | 3 | 4 | 5 |
| Culture of the language | 1 | 2 | 3 | 4 | 5 |

     Other (please explain):

3. What should be done for the English lessons to be more effective?

|  | Strongly agree | Agree | Not sure | Do no agree | Strongly disagree |
|---|---|---|---|---|---|
| Grammar activities | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| Speaking activities | 1 | 2 | 3 | 4 | 5 |
| Listening activities | 1 | 2 | 3 | 4 | 5 |
| Reading | 1 | 2 | 3 | 4 | 5 |
| Vocabulary exercises | 1 | 2 | 3 | 4 | 5 |
| Writing exercises | 1 | 2 | 3 | 4 | 5 |
| Information about target language culture | 1 | 2 | 3 | 4 | 5 |
| Pair or group work | 1 | 2 | 3 | 4 | 5 |

## C. CHARACTERISTICS OF TEACHERS

4. From which country would you like your English teachers to be?

| | Strongly agree | Agree | Not sure | Do no agree | Strongly disagree |
|---|---|---|---|---|---|
| My country | 1 | 2 | 3 | 4 | 5 |
| U.S.A | 1 | 2 | 3 | 4 | 5 |
| U.K | 1 | 2 | 3 | 4 | 5 |
| From other countries where English is the native language (e.g. Canada, Australia, etc.) | 1 | 2 | 3 | 4 | 5 |
| From countries where English is the official language (e.g. India) | 1 | 2 | 3 | 4 | 5 |
| From any foreign country (Holland, France, etc.) | 1 | 2 | 3 | 4 | 5 |
| From either my country or a foreign country | 1 | 2 | 3 | 4 | 5 |

Other (please explain):

5. Do you agree with the following opinions related to teachers?

| | Strongly agree | Agree | Not sure | Do no agree | Strongly disagree |
|---|---|---|---|---|---|
| To be able to speak my native | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| language | | | | | |
| To be familiar with Turkish culture | 1 | 2 | 3 | 4 | 5 |
| To be familiar with target language culture | 1 | 2 | 3 | 4 | 5 |
| To be a native speaker of English | 1 | 2 | 3 | 4 | 5 |

Other (please explain):

6. Do you agree with the opinions about English language teachers from your own countries?

| | Strongly agree | Agree | Not sure | Do no agree | Strongly disagree |
|---|---|---|---|---|---|
| They understand the difficulties face while learning English better than native English teachers | 1 | 2 | 3 | 4 | 5 |
| They teach English better than native English teachers | 1 | 2 | 3 | 4 | 5 |
| They have enough information about target | 1 | 2 | 3 | 4 | 5 |
| They can teach target language culture with contrasting it with my country's culture | 1 | 2 | 3 | 4 | 5 |
| They inform us about target language culture | 1 | 2 | 3 | 4 | 5 |

Other (please explain):

7. Do you agree with the following opinions about those who are native English speaking teachers?

| | Strongly agree | Agree | Not sure | Do no agree | Strongly disagree |
|---|---|---|---|---|---|
| They teach English better than teachers from my country | 1 | 2 | 3 | 4 | 5 |
| They teach target language culture better than teachers from my country | 1 | 2 | 3 | 4 | 5 |
| They inform us about their own | 1 | 2 | 3 | 4 | 5 |

| | | | | |
|---|---|---|---|---|
| culture | | | | |

Other (please explain):

8. If you were to choose the English language teachers in your university, which teachers would you choose? (Please rank from 1 to 5, 1 very important – 5 very unimportant)

\_\_\_\_\_ English language teachers whose native language is English

\_\_\_\_\_ English language teachers from my country

\_\_\_\_\_ English language teachers whose native language is English and who can speak my native language

\_\_\_\_\_ English language teachers from my country who lived in countries where English is the native language

\_\_\_\_\_ English language teachers who are the graduates of English language teaching departments


Other (please explain):


D. COURSEBOOKS

9. Should the English language coursebooks include the following content?

| | Strongly agree | Agree | Not sure | Do no agree | Strongly disagree |
|---|---|---|---|---|---|
| Life and culture in my country | 1 | 2 | 3 | 4 | 5 |
| Life and culture in the U.S.A and U.K | 1 | 2 | 3 | 4 | 5 |
| Life and culture in other countries where English is the native language | 1 | 2 | 3 | 4 | 5 |
| Life and culture in countries where English is an official language | 1 | 2 | 3 | 4 | 5 |
| Life and culture in countries where English is a foreign language | 1 | 2 | 3 | 4 | 5 |
| Issues related to science | 1 | 2 | 3 | 4 | 5 |
| Issues related to technology | 1 | 2 | 3 | 4 | 5 |
| Issues related to societies | 1 | 2 | 3 | 4 | 5 |
| Issues related to politics | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| Issues related to world history | 1 | 2 | 3 | 4 | 5 |
| American and British literature | 1 | 2 | 3 | 4 | 5 |
| Literature of other countries where English is the native language | 1 | 2 | 3 | 4 | 5 |
| Literature of other countries where English is the official language | 1 | 2 | 3 | 4 | 5 |
| Literature of other countries where English spoken as a foreign language | 1 | 2 | 3 | 4 | 5 |

Other (please explain):


### E. CULTURAL COMPONENTS

10. Which culture do you think of when you hear 摘nglish language·

_____ American culture

_____ English culture

_____ Culture of countries where English is the native language

_____ Countries where English is the official language

_____ Countries where English is a foreign language

_____ No culture


Other (please explain):

11. Are you interested in the following topics?

| | Strongly agree | Agree | Not sure | Do no agree | Strongly disagree |
|---|---|---|---|---|---|
| To be able to get geographic information about places where English is spoken | 1 | 2 | 3 | 4 | 5 |
| To be able to get historical information about places where English is spoken | 1 | 2 | 3 | 4 | 5 |
| To learn the history of the countries where English is spoken as compared to my country's history | 1 | 2 | 3 | 4 | 5 |
| To learn about the similarities and differences between the cultures of countries where | 1 | 2 | 3 | 4 | 5 |

| English is spoken and my country's culture | | | | | |
|---|---|---|---|---|---|
| To learn and understand values of countries where English is spoken | 1 | 2 | 3 | 4 | 5 |
| To learn about how the people behave in various circumstances in countries where English is spoken | 1 | 2 | 3 | 4 | 5 |

Other (please explain):


12. Do you agree with the following statement? 典he culture of the language should be taught while teaching the language・ Why or Why not? Please explain.

# APPENDIX B

## I. **PERSONAL INFORMATION**

1. Gender: Female ( ) Male ( )

2. Age:_____

3. Class: _____

4. Place of birth: _____

5. Your father's highest level of education:

Doctoral Degree  ( )     High-School ( )

Master's Degree ( )      Bachelor's Degree ( )

Secondary School ( )

Primary School ( )

Your father's job: _____

6. Your mother's highest level of education:

Doctoral Degree  ( )     High-School ( )

Master's Degree ( )      Bachelor's Degree ( )

Secondary School ( )    Primary School ( )

Your mother's job: _____

## II. **FOREIGN LANGUAGE EDUCATION**

7. How long have you been learning English?

1-3 ( ) 4-7 ( ) 8-10 ( ) Other (Please explain)

_____

8. Is there anybody else in your family who speaks/learns English?

Yes ( ) No ( )

  a. If your answer is Yes, does this person help you while you learn English? Yes ( ) No ( )

      i. If your answer is Yes, on which areas do you get help?

_____

9.  Have you ever been abroad?

Yes( ) No ( )

If your answer is Yes, where and with what purposes did you stay there?

_____

_____

11. Which languages have you studied during your education? What do you think your level is in these languages?

| English () | Beginner ( ) | Intermediate ( ) | Advanced ( ) |
|---|---|---|---|
| French ( ) | Beginner ( ) | Intermediate ( ) | Advanced ( ) |
| German ( ) | Beginner ( ) | Intermediate ( ) | Advanced ( ) |
| Spanish ( ) | Beginner ( ) | Intermediate ( ) | Advanced ( ) |
| Arabic ( ) | Beginner ( ) | Intermediate ( ) | Advanced ( ) |
| Japanese ( ) | Beginner ( ) | Intermediate ( ) | Advanced ( ) |
| Other | Beginner ( ) | Intermediate ( ) | Advanced ( ) |

12.Which course books do you study in your English classes?

_____

13. Have you ever had a native English speaker teacher? Yes  ( ) No ( )

If your answer is Yes,

   a.   How many native English speaker teachers have you had?

b. Where were your native English speaker teachers / teacher from?

How long have you been a student of that/those teachers?

_____

14. Do you learn English outside the school? Yes ( )   No ( )

    If your answer is Yes,

a. How many hours of English do you learn outside the school?

_____

b. Which course book do you use?

_____

c. Is your teacher a foreigner or a person from your country?

_____


III. SOCIAL ACTIVITIES

15. Which of the following activities do you do in your free time?

Reading books ( )                    Spending time with family ( )

Reading newspapers ( )               Spending time with friends ( )

Reading weekly/monthly magazines ( )   Watching movies ( )

Listening to music( )                 Surfing on the internet ( )

Playing video games ( )


16. Are you interested in reading foreign authors? Yes ( ) No ( )

    Why? Please explain?


a. If your answer is Yes, which authors do you read? Please explain.

17. Which countries' movie productions do you prefer? Why?

18. What are the last 3 movies that you have seen?

a. What kind of music do you like?

Foreign Pop

| | |
|---|---|
| b. Local Pop | h. Local classical music |
| c. Foreign Rock | i. Local folk music |
| d. Local Rock | j. Arabesque |
| e. Classical | k. Rap |
| f. Ethnical | l. Other |

19. Do you chat online? Yes ( ) No ( )

If your answer is Yes,

  a. With whom do you chat online?

_____

  b. Do you have friends that you chat online?

Yes ( ) No ( )

      i. If your answer is Yes, where are your friends from?

      ii. If your answer is Yes, on which topics and in which language do you chat with them?

20. Do you read weekly/monthly magazines?

Yes ( ) No ( )

    a.  If your answer is yes which ones do you read?

21. Do you surf on the Internet?        Yes( ) No ( )

    a.  If your answer is Yes, which websites do you visit?

_____

24. Which country would you like to visit the most?

_____

THANK YOU FOR YOUR HELP AND CONTRIBUTION

## Student Interview Transcriptions

In this study, student interviews were used to get more in-depth data on the opinions and feelings of the students about the culture and cultural elements in foreign language teaching textbooks. Student interviews were made with 10 students at the end of the experiment.

S: Abbreviation for "Student"

R: Abbreviation for "Researcher"

<u>STUDENT 1</u>

***R: How do you like your reading and writing course book and class?***

S1: They are most of the time boring. I feel bored because I don't like writing essays. It's too complicated and I can't think of any ideas even in Turkish. The topics are usually global warming, environment. They are not funny. Always scientific. I'm not interested in science. Social things are more attractive to me. For example, two weeks ago, we talked about weddings in our country and in the world. I had a lot of ideas about this topic because I love weddings. I like writing about traditions and customs. It's easier. It's more related to my life.

***R: What do you mean by "traditions and customs"?***

S1: For example, when we talk about Turkey in the class, I have a lot of things to talk about, I know this country so I can talk or write easily. But when we talk about India or New Zealand, I can't write anything. Maybe it's just about me.

***R: Do the topics in the book attract your attention?***

S1: Sometimes, yes. Sometimes, no. As i said, when it's about Turkey, it' interesting. But i don't have enough information about other countries. I never went abroad. So, it's difficult to imagine things in other countries. Writing is already difficult. Unknown information make it more difficult.

*R: Which cultures do you think are included in the book?*

S1: There is American culture. It usually gives examples from North America. Also there are things from Korea, China, Britain.

*R: What do you think universal culture means?*

S1: Universal culture is a culture belongs to all people in the world. Not one country. All nations. I think it's the world culture. For example saying thank you. It's everywhere. Or English. Everyone learns it, speaks it. It's universal. It's everywhere.

*R: What comes to your mind when you hear "local culture"?*

S1: Things like Turkish culture. Culture in our country, in my hometown. Things that are in my neighborhood. Not foreign. Something I know. Something familiar.

*R: What comes to your mind when you hear "target culture"?*

S1: Target culture is like different cultures. Not Turkish culture. For example American, English cultures. We learn their language and sometimes their culture. It's not local. It's something we don't know. Or we know a little.

*R: Are there any examples in your course book related to local culture?*

S1: There was just a picture from Istanbul in our main course book. A picture of Blue Mosque. That's all. I felt really happy when I saw that picture in the book. Because it's our culture. I smiled and all my friends were happy. I don't know why.

*R: Are there any examples in your course book related to target culture?*

S1: There are many things like American culture, English culture. The pictures, videos are always from those countries. Interesting places in London, yardsales in the United States. Not very funny, I mean for me not very interesting.

*R: What do you think of the Turkish culture content in our lessons?*

S1: I think when there is Turkish culture in our lessons, it's more interesting, funny. I can talk or think more when we talk about Turkey. Because it's something i know very well. I was born in Turkey, most of my friends are from Turkey in the university.

When we talk about Turkish culture, everyone is interested in the lesson. They talk, they raise their hands. They can write essays more easily.

*R: Which one do you think is more interesting: local culture or target culture?*

S1: Of course, local culture. It's good to learn about foreign cultures but it's not mine. English is everywhere so local culture, Turkish culture must be everywhere too. When you know something, you can learn other things easily. Because it's always like that.

STUDENT 2

*R: Reading & Writing dersin ve kitabın hakkında ne düşünüyorsun?*

S2: Bazen çok sıkıcı buluyorum çünkü ilgimi çekmeyen konular olabiliyor. Videolar bazen daha zevkli hale getirebiliyor dersi ama ben zaten yazmada çok zorlanıyorum. Zorlandığım bir dersi de sevemiyorum. Çok kolay olmuyor.

*R: Kitaptaki konular ilgini çekiyor mu?*

S2: Bazıları çok ilginç. Gerçek hayattan konular olduğunda çok merak ediyorum. Hemen okuyup anlamak istiyorum. Ama çoğu zaman ilgimi çekmeyen okuma parçaları oluyor. Küresel ısınma konusundan nefret ediyorum mesela. Her derste aynı konu var. Main Course, Listening. Artık bıktık. Sınıftaki arkadaşlar da böyle düşünüyor.

*R: Anladım. Küresel ısınma yerine nasıl konular olsun isterdin?*

S2: Daha eğlenceli şeyler. Moda, teknoloji, sinema, müzik olabilir.

*R: Peki sence kitabınızda hangi kültürlere yer verilmiş?*

S2: Amerikan kültürü var çoğunlukla. İngiliz var. İngiliz düğünleri ile ilgili bir parça vardı mesela. Sonra biz onu Türk düğünleri ile karşılaştırdık. Çok zevkli oldu. Kendi kültürümüz işin içine girince ben daha çok konuşabiliyorum ve daha kolay yazıyorum.

*R: Evrensel kültür sence ne demek?*

S2: Evrensel kültür … Tüm dünyaya ait olan şeyler demek. Tüm insanlığın ortak sahip olduğu bir şey. Sadece Türkiye'ye, İngiltere'ye ya da Amerika'ya ait değil. Tüm insanlığın ortak kültürü.

*R: Yerel kültür deyince aklına ne geliyor peki?*

S2: Yerel kültür bize ait olan bir şey. Türkiye kültürü gibi. Ya da ben Ankaralı'yım mesela, Ankara kültürü. İçinde yaşadığımız ülkenin, şehrin kültürü demek yerel kültür.

*R: Hedef kültür ne anlama geliyor?*

S2: Hedef kültür.. Bilmiyorum.. İngiliz kültürü mü?

*R: Neden İngiliz kültürünü düşündün?*

S2: İngilizce'yi öğreniyoruz. Yabancı bir dil. İngiliz kültürü de hedef kültür olabilir diye düşündüm. Çok emin değilim aslında. Bilmiyorum.

*R:Tamam. Kitabında yerel ya da hedef kültüre dair bir şeyler var mı?*

S2: Kitapta değil ama derste sizle Türkiye'den çok bahsettik. Kitapta çoğu zaman hatta hiç Türkiye'ye yer verilmiyor. Hep Amerika, İngiltere var. Derste Türk kültürü ile karşılaştırdık bunları. Türk düğünlerinden, yemeklerinden, tarihi yerlerinden bahsettik.

*R: Hangisini tercih edersin peki? Yerel kültür mü hedef kültür mü?*

S2: İkisi bir arada güzel aslında. Karşılaştırınca daha eğlenceli geliyor bana. Ama Türk kültürü olunca kendimi daha rahat hissediyorum. Daha fazla fikir sahibi olabiliyorum.

*R: Derslerdeki Türk kültürü içeriği hakkında ne düşünüyorsun?*

S2: Dersleri çok daha eğlenceli hale getiriyorlar. Çünkü hepimizin çok fikri var bu konuda. Ama Amerika'ya sınıftan çok az kişi gitmiş ve doğal olarak sadece filmlerden gördüğümüz kadarıyla fikrimiz olabiliyor oralar ile ilgili.

*R: Sence hangisi daha ilginç? Yerel kültür mü hedef kültür mü?*

S2: İkisinin de ilginç olduğu noktalar var. Bazen daha iyi bildiğim bir şey hakkında İngilizce konuşmak çok ilgimi çekiyor. Bazen de bilmediğim bir kültür hakkında bir şeyler öğrenmek zevkli olabiliyor. İkisinin de yer aldığı bir ders daha eğlenceli olur bence.

STUDENT 3:

*R: How do you like your reading and writing course book and class?*

S3: There are many boring topics but I love the videos. They are always from the real life and quite interesting. I love them.

*R: Do the topics in the book attract your attention?*

S3: Not always. Sometimes there are topics I'm not interested in. I can't focus on them.

*R: Which cultures do you think are included in the book?*

S3: There are many cultures. American, British, Indian, Japanese but there is no Turkish culture.

*R: What do you think universal culture means?*

S3: Universal culture is the culture of the world. It belongs to humanity. All people around the world. Not just Turkey for example. Everyone.

*R: What comes to your mind when you hear target culture?*

S3: I'm not sure. I don't really know.

*R: Are there any examples in your course book related to local or target cultures? Target culture means the culture of countries where people speak English.*

S3: Yes, there are many American culture examples. There is Russian culture as well. We read about Dagestan for example. I think it's the local culture of Russia.

*R: What comes to your mind when you hear local culture?*

S3: Turkish dances, cities, language, books, literature, many things.

*R: What do you think of Turkish culture content in our lessons?*

S3: I think they make our reading and writing lessons more interesting and funny. Because they are from our real lives and from our countries. We have lots of ideas about Turkish culture because it is our culture. Not foreign.

*R: Which one do you think is more interesting? Local or target culture?*

S3: I think target culture is sometimes more interesting because I love learning about new cultures. They are very interesting. I already know Turkish culture. I want to learn about English or American culture because in the future I want to go to those countries. If I know their culture, my life will be easier.

STUDENT 4:

*R: How do you like your reading and writing course book and class?*
S4: When the topics are funny I like it. But I don't like writing essays so main course book is more interesting.
*R: Do the topics in the book attract your attention?*
S4: Sometimes yes. I like learning about new things and I like the videos. They teach real things. Not imaginary. From the real life.
*R: What do you think universal culture means?*
S4: Worlwide human culture. Common things for all people in the world.
*R: What comes to your mind when you hear "local culture"?*
S4: I think of Turkish culture. It's local because I live in Turkey.
*R: What comes to your mind when you hear "target culture?"*
S4: Target culture … I think it is American culture or maybe English culture. I'm not sure.
*R: Are there any examples in your course book related to local or target culture?*
S4: Yes there is English weddings, American movies, and English cities.
*R: What do you think of Turkish culture content in our lessons?*

S4: I think they are really funny. I love it when we talk about Turkish culture because I feel more comfortable when we read or write about Turkish culture. It's something I know. It's familiar so it becomes easier for me to talk or write about.

*R: What do you think of Turkish culture content in our lessons?*

S4: I find them very amusing. I think there should be more Turkish culture.


STUDENT 5:

*R: How do you like your reading and writing course book and class?*

S5: I find my reading and writing course book interesting, because of its topics, some specific details and imagine materials. To illustrate, I find some images and videos about each unit exciting. However, some of the articles should be changed because some of the topics are boring for me.

*R: Do the topics in the book attract your attention?*

S5: Some of the topics included in the book attracted my attention in last quarter. For example, transportation and health topics were the most important topics in terms of education. That's why I was interested in these topics and they attracted my attention while we covered these topics.

*R: Why was transportation interesting for you?*

S5: Because we talked about the transportation problems of Istanbul and the topic was really interesting. Every day I spend many hours on the roads and I have a lot of things to talk about it.

*R: Which cultures do you think are included in the book?*

S5: My culture- I mean Turkish Culture- and Asian and British cultures are included in the book. In last quarter, we learnt a lot of things about these cultures.

*R: What do you think universal culture means?*

S5: In my opinion, "universal" means something is important and unique for the whole world. For example, respecting to old people is important thing for all the people and that's why it is universal culture.

*R: What comes to your mind when you hear local culture?*

S5: In my view, "local" means something is special and indispensable for some of the people in terms of their civilization. Moreover, local culture is a thing, which is protected by local people for transfer to next generalizations.

*R: What comes to your mind when you hear target culture?*

S5: To say the truth, I have never thought about target culture, but it may like a main culture for learning.

*R: Are there any examples in your course book related to local culture?*

S5: As far as I remembered, there was a topic about our culture. It was about architecture. The topic gave an example about Turkish-Islamic architecture. The Blue Mosque, Sultanahmet Mosque, was the one of the examples.

*R:  Are there any examples in your course book related to target culture?*

S5: I don't remember..

*R: What do you think of the Turkish culture content in our lessons?*

S5: Actually, I don't find Turkish Culture content in our lessons enough. The Turkish Culture content should be increased. And also, Authors should give more specific details about our culture, and this way people, who has not known our culture yet, can learn our culture with details.

*R: Which one do you think is more interesting: local culture or target culture?*

S5: I think local culture is more interesting than target culture, because I find local culture more exciting.  Moreover, local has more secret in my view. I want to learn a foreign language with local cultures, because in my opinion the reality hides in local and local has more benefit than general that's why I'd prefer to local cultures than target cultures.


STUDENT 6:

*R: How do you like your reading and writing course book and class?*

S6: Generally not interesting. The topics are a little boring.

*R: Do the topics in the book attract your attention?*

S6: Actually no. It just vocabulary part. The other part is not necessary for me. Also grammar part is extremely easy.

*R: Which cultures do you think are included in the book?*

S6: The book includes lots of cultures. But they are not very different from our culture.

*R: What do you think universal culture means?*

S6: Universal culture means the same valuable things such as flag, language, religion.

*R: What comes to your mind when you hear "local culture"?*

S6: Traditional clothes, festivals, foods come to my mind. Especially foods. Because we have a delicious cuisine.

*R: What comes to your mind when you hear "target culture"?*

S6: Foreign cultures.

*R: Are there any examples in your course book related to local culture?*

S6: Yes there are topics about wedding customs. They were about wedding age, parental permission etc.

*R: Are there any examples in your course book related to target culture?*

S6:Yes, there are examples about Indian culture, Japanese culture and Brazil culture. For example Japanese people hand over a business card using both hands and when you receive a business card, you should immediately read it carefully.

*R: What do you think of the Turkish culture content in our lessons?*

S6: We should involve it much in our lessons.

*R: Which one do you think is more interesting: local culture or target culture?*

S6: Their culture seems normal but our culture is different and interesting. I prefer the local culture but it ought to be related with each.

STUDENT 7:

*R: How do you like your reading and writing course book and class?*

S7: Writing is very hard and generally reading topics are not funny.

*R: Do the topics in the book attract your attention?*

S7: It depends on the unit but generally they don't.

*R: Which cultures do you think are included in the book?*

S7: Most of the time no. For example, traditional medicine methods or defenders of these ideas or how silk is produced do not attract me. But I think it's normal. There are 18 people in the class and I think it must be hard to find a topic thata attracts every individual in the class.

*R: What do you think universal culture means?*

S7: There are over 200 countries in the world and each of those countries has lots of cultures. But at the same time, in the world there are some unwritten values … they don't differentiate between religion, language or race. This is universal culture.

*R: What comes to your mind when you hear "local culture"?*

S7: It refers to some unwritten things, not depending on any rules.. It shapes the lifestyle of people on a specific location.

*R: What comes to your mind when you hear "target culture"?*

S7: I think English culture because we're learning English. It's the culture of English countries.

*R: Are there any examples in your course book related to local culture?*

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S7: Mostly no.

*R: Are there any examples in your course book related to target culture?*

S7: The reading topics in our book are mostly based on target culture.

*R: What do you think of the Turkish culture content in our lessons?*

S7: I think because of globalization, Turkish culture is disappearing day by day. That's why we need to focus on it more and we need to be more knowledgeable about it. The examples in our books should be from Turkish culture not from American or English culture so that we can learn the topics more effectively.

*R: Which one do you think is more interesting: local culture or target culture?*

S7: I find both of them important and interesting from different aspects. But especially for the topics in our classes… They should be based on Turkish culture. So we can understand and learn more easily. I need to be knowledgeable about my country and foreign countries, if in the future, I need to go abroad, I'll have meet people from different countries.

STUDENT 8:

*R: Reading & Writing kitabın ve dersin hakkında ne düşünüyorsun?*

S8: Öncelikle şunu söylemeliyim, Reading &Writing kitabımızı hiç beğenmedim, ama bunun temel sebebi diğer derslerde kullanmış olduğumuz kitapların eğlenceli ve bol aktiviteli olmasının yanı sıra çok sayıda görselle anlatımı güçlendiriyor olmasıydı. Ama Reading&Writing kitabımız görsel ve aktivite eksikleriyle etkili ders işlememize engel oldu diyebilirim.

*R: Kitaptaki konular ilgini çekiyor mu?*

S8: Evet, konular bakımından güncel olmasa da ilginç konular barındırdığı için ilgimi çekti ve konuları işlerken karşılaştığım her yeni bilgi, derse olan anlık ilgimi de artırdı.

*R: Peki sence kitabınızda hangi kültürlere yer verilmiş?*

S8: Kitapta yoğun olarak işlenen kültür, dil bakımından da bunu normal karşılamak gerekir, Amerikan kültürüydü, ama bunun yanı sıra bazı metinlerde Hindistan, Türkiye, Yunanistan ve Rusya kültürlerine de değinildiğini hatırlıyorum.

*R: Evrensel kültür sence ne demek?*

S8: Evrensel kültür, belli bir bölgeyle sınırlı kalmadan, tüm dil, din ve ırkları içinde barındırabilen kültürdür. Evrensel kültür belli bir bölgeyle sınırlı kalmadığı gibi belli bir kesimle de sınırlı kalmaz, zaten kültürü evrensel yapan şey de sınırları yok saymasıdır.

*R: Yerel kültür deyince aklına ne geliyor peki?*

S8: Yerel kültür, sadece belli bir bölgeye ya da topluma mal olmuş, dar kapsamlı bir kültürdür. Bu kültür çeşidi kolayca kaybolabilir ya da diğer toplumları etkileyebilir. Bunu zorla dayatmak emperyalizme girer.

*R: Hedef kültür ne anlama geliyor?*

S8: Target Culture dendiğinde aklıma gelen ilk şey, dili öğretmeye çalışan kurumun, hedef aldığı kesim ya da ırktır.

*R: Kitabında yerel ya da hedef kültüre dair bir şeyler var mı?*

S8: Kitabımızda çok sayıda yerel kültür örneğine rastladık, ama bu örnekler (kitabı hazırlayan kişilerden dolayı olsa gerek) aynı bölge ve kültürleri tekrar ediyordu, ve özellikle Çin,Hindistan gibi yüksek nüfuslu yerler kitaptaki kültür örneklerinde yer alıyordu.

*R: Hangisini tercih edersin peki? Yerel kültür mü hedef kültür mü?*

S8: Karar veremiyorum.

*R: Derslerdeki Türk kültürü içeriği hakkında ne düşünüyorsun?*

S8: Öncelikle kitabımızda Türkiye ve Türk kültürü ile ilgili örnek ve metinler çok az sayıdaydı, hatta sınıf arkadaşlarımla birlikte Türkiye örneği gördüğümüzde çok şaşırdık. Bunun daha fazla olmasını sağlamanın yolu, kitabı hazırlayan kişilerin bu kitabın hangi ülkede hatta o ülkenin hangi bölgesinde kullanılacağını bilerek hazırlamasıdır.

*R: Sence hangisi daha ilginç? Yerel kültür mü hedef kültür mü?*

S8: İkisinin de ilginç olduğu noktalar var. Bazen daha iyi bildiğim bir şey hakkında İngilizce konuşmak çok ilgimi çekiyor. Bazen de bilmediğim bir kültür hakkında bir şeyler öğrenmek zevkli olabiliyor. İkisinin de yer aldığı bir ders daha eğlenceli olur bence. Ben yerel kültürü daha mantıklı ve ilginç buluyorum. Eğer her yabancı dil kitabı, kullanılacağı ülkeye göre tasarlanır ve hazırlanırsa, ilgiyi çok daha kolay toplayacağını ve dersleri daha keyifli hale getireceğini düşünüyorum. 13. Bu yüzden hedef kültür kavramının yabancı dil kitaplarını hazırlayan kişilerce iyice kavranmasının ve bunu yaşatarak "dil öğrenme" işini daha keyifli ve kolay hale getirmeyi sağlamalarının mümkün olduğunu düşünüyorum.

STUDENT 9:

*R: How do you like your reading and writing course book and class?*

S9: Generally, it's the most difficult class.

*R: Do the topics in the book attract your attention?*

S9: Yes, I like them. I love animals a lot and there was a chapter about animals. I enjoyed it a lot. Also there was a fashion topic. I love shopping. So, it's cool.

*R: Which cultures do you think are included in the book?*

S9: Most of the time the reading texts were about Britain. There was a text about a squirrel. It was quite boring. I don't need to learn about British squirrels.

*R: What do you think universal culture means?*

S9: It's all people's cultures in the world. Not just Turkey's, Britain's. Every nation's common values.

*R: What comes to your mind when you hear "local culture"?*

S9: Turkish singers, festivals, foods, cinema, etc.

*R: What comes to your mind when you hear "target culture"?*

S9: Movies, flags and places in US. Statue of Liberty for example. Hip hop songs.

*R: Are there any examples in your course book related to local culture?*

S9: Not much. Just a few.

*R: Are there any examples in your course book related to target culture?*

S9: Of course. Most of the things are about target culture. They are about British animals, American athletes, Health and Fitness in Australia etc.

*R: What do you think of the Turkish culture content in our lessons?*

*S9:* I think it makes our lessons more enjoyable because talking about our culture makes me happy. If I can speak about my culture in English, I can talk about my country to other foreign people easily.

*R: Which one do you think is more interesting: local culture or target culture?*

S9: Both are fun. They should be in balance. Without one of them the other can be inefficient.


STUDENT 10:

*R: How do you like your reading and writing course book and class?*

S10: I don't like writing essays but I like reading.

*R: Do the topics in the book attract your attention?*

S10: No, they don't. It could be more entertainment. I find it so academic. There are a lot of words, which I don't know. These words depend on topics. Topics are not attractive so I don't want to learn these words.

*R: Do the topics included in the book attract your attention?*

S10: Some of the topics attract my attention but mostly they don't. And I don't want to write about the topics which don't attract my attention.

*R: Which cultures do you think are included in the book?*

S10: The book includes the English culture most of the time.

*R: What do you think universal culture means?*

S10: Universal culture means things which all countries have.

*R: What comes to your mind when you hear "local culture"?*

S10: When I hear the local culture, foods, behaviors, etiquette, history come to my mind.

*R: What comes to your mind when you hear "target culture"?*

S10: The target culture seems to me like English culture.

*R: Are there any examples in your course book related to local culture?*

S10: Yes there are few examples.

*R: Are there any examples in your course book related to target culture?*

S10: Yes, there are many. Because the book is belonging to that country and that country has target culture.

*R: What do you think of the Turkish culture content in our lessons?*

S10: I think it's enough. Because in my opinion the book should include almost every culture. I think the target culture is more interesting because we already have the local culture. And we know that.

*R: Which one do you think is more interesting: local culture or target culture?*

S10: I think the target culture is more interesting because we already have the local culture. And we know that.

## The Pre-Test and the Post-Test

**READING (10 marks)**

**1. Read the article about a traditional English folk dance. Choose the best sentence (a-g) to fill each of the gaps. You will not need to use all of the sentences.** *1 mark for each correct answer.* The side's founder said, 'We try to raise awareness of the Bustards every time we dance.'

**a.** One such example is the Thaxted Morris Dancing Festival which is held in June.

**b.** More recently, morris sides have attempted new dances based on contemporary themes.

**c.** Their green and gold costumes reflect the country's flag.

**d.** It is performed outside, usually by groups of men.

**e.** Some morris sides can trace their roots back over 150 years.

**f.** Whatever their particular costume, Morris Men usually wear white shirts, with coloured bands around their chests.

### MORRIS DANCING

Morris dancing, also known simply as 'morris' is a type of English folk dance, traditionally associated with the month of May.

**A. 1)_____**Despite this, some morris 'sides' do allow women, and there are also some all women sides. The exact origins of the dance are unclear, although one document dated 1448 makes reference to the morris men. This details the payment of seven shillings (about 30p in today's money) to morris dancers by the Goldsmiths' Company in London. Some people believe that the name 'morris' comes from the Moors of North Africa, although this is not certain.

**B.** Although the dance is closely linked with spring festivals such as May Day, some towns hold morris gatherings throughout the summer months**. 2)_____**This celebrated gathering attracts sides from all over England. Indeed, Thaxted has been described as the spiritual home of the morris. The town has played a major role in the current popularity enjoyed by

the morris and its traditions and helped revive the morris tradition at the start of the '20th century.

**C.** Morris dancing is very lively and is usually accompanied by an accordion player or violinist. The dancers often have bells on their knees that ring loudly as they dance. The dancers are usually arranged either in two lines, or in a circle facing each other. They wear different clothes, depending on which part of England they are from. **3)**_____They often wave white handkerchiefs, or carry short sticks that they bang together as they dance.

**D. 4)**_____ The Britannia Coco-nut Dancers from Bacup have staged the annual Easter Boundary Dance since the mid-nineteenth century. The dancers blacken their faces to reflect the coal mining traditions of the group. **5)**_____In April 2012, a Wiltshire morris dancing troupe created a series of dances that mimic the world's heaviest flying bird, the Great Bustard, This was hunted to extinction in the UK in 1832, but reintroduced to Wiltshire in 2004. The new dances were invented to raise awareness of the Bustard.

**2. What does the word *'this'* refer to in the following phrases?** *1 mark for each correct answer.*

1   Despite this (paragraph A)   _____

2   This details the payment (paragraph A) _____

3   this is not certain (paragraph A)   _____

4   This celebrated gathering (paragraph B) _____

5   This was hunted to extinction (paragraph D) _____

**VOCABULARY (10 marks)**

**Match the words (1-5) with the definitions (a-e).** *1 mark for each correct answer.*

| 1 engagement | a. the area immediately surrounding someone |
|---|---|
| 2 registry office | b. a friendly sign of welcome |
| 3 personal space | c. a local government building where civil marriages are held |
| 4 greeting | d. arriving or happening at the correct time |

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| | |
|---|---|
| 5 punctual | e. an agreement to marry someone |

**4. Choose the one word (a or b) that fits both sentences.** *1 mark for each correct answer.*

1   The  looked beautiful in her long, white dress.

In some cultures, the father 'gives away' the_____ at   the wedding.

a.        bride            b   groom

2   They gave us a very warm _____

The wedding _____ must have been very expensive. There were over 150 guests!

a.        reception      b   greeting

3   The  is _____ proof that you have passed the course.

We were given a marriage _____ at   the registry office.

a.        requirement    b   certificate

4   We plan to have a very traditional wedding _____

The  _____   will be held at St Paul's Cathedral in London next Wednesday.

a.        ceremony      b   engagement

5 Are there any _____ that must be met before you are allowed to marry?

What are the  _____ for establishing a company in your country?

a. personal spaces              b   legal requirements

LANGUAGE DEVELOPMENT (10 marks)

**5** **Rewrite the sentences using the words in the brackets to avoid generalizations. You may also need to make some other changes for the sentences to be correct.** *1 mark for each correct answer.*

1   Everyone in England loves football, (many people)

_____

2   Americans always dress casually, (often)

_____

3   German speakers are always more direct than English speakers, who sometimes misinterpret this as rudeness, (tend)

_____

4   Indians do not like to say 'no', (many)

_____

5   The Japanese are quite formal, (can)

_____

**6. Replace the words in bold in the sentences (1-5) below with the academic adjectives in the box. You will not need to use all the words.** *1 mark for each correct answer.*

| | | |
|---|---|---|
| obvious | separate | serious |
| brief | major | common | certain |

1 The ruling will have a **big** _____ impact on the way schools are run.

2 During her **short** _____ time   in office, Ms Pillar became a much-respected leader.

3 These are **different** _____ issues, and should not be discussed together.

4 In this country, it is not **usual** _____ for people   to walk barefoot in the streets.

5 Should children be allowed to use study materials in **some**_____exams?

GRAMMAR FOR WRITING (10 marks)

**7  Rewrite each sentence, using the words in the slashes ( ….. /……/……) to add interest.** *2 marks for each correct answer.*

1       Japanese people often like to know what your position is.

   *in your company / in a business meeting / before they talk to you*

_____

_____

2       Traditions are respected in the areas where little has changed.

   *generations / for / rural*

_____

_____

3       When the couple leave the church, guests throw confetti and take photographs.

   *paper /a lot of / of them*

_____

_____

4       I told my florist I wanted the flowers to look as if just cut.

   *been /the bouquet had / very natural*

_____

_____

5       Muriel wanted a cake for her wedding.

   *iced / that / in May / pink / Susan told me*

_____

_____

**ACADEMIC WRITING SKILLS (10 marks)**

**8 Put the paragraphs (a-e) in the correct order to form a complete essay. 2 marks**

**for each correct answer.**

a. The couple may serve tea to the bride's parents before the wedding ceremony. The ceremony itself is quite simple and the most important event is the wedding reception and dinner. The wedding dinner may have ten courses. At the end of the reception, the guests line up and the bride and groom say goodbye to them all individually.

b. Weddings are one of the most important occasions in Chinese life. There are many traditions in a Chinese wedding, some of which are still common today.

c. Weddings are special in most cultures and Chinese weddings are also very important events for the families involved.

d. Before the wedding, the bride spends some time with her close friends and sometimes she has a special person who helps her to do her hair on the day of the wedding. The groom's parents dress him on the day of the wedding and then there is a procession from his house to the bride's house to collect her and take her back to his parents' house or to the wedding venue. For fun, the bridesmaids may try to block the way for the groom and ask him lots of questions about the bride.

e. In the past, marriages were arranged between the parents. The groom's family would take presents to the bride's family before the wedding. Then, three days before the wedding, the bride's family would take gifts to the groom's house. The groom would also buy a marriage bed for his new wife. The gifts would be wrapped in red paper as a symbol of joy. It is still normal to exchange gifts but arranged marriages are much less common and not everyone can afford to buy a new bed, so they may just buy new bed linen instead.

1_____2 _____ 3 _____4 _____5

TOTAL__/50

150

# APPENDIX E

## The Communicative Writing Task

**Discuss the effects of unplanned urban expansion.**

 The following points are given as guidelines. You may use these or any other points you wish to.

<u>Points:</u>

-        overcrowding

-        crime

-        housing (unlawful, unauthorized, unsafe)

-        unrest (social, psychological)

-        social services (education, security, health, infrastructure, traffic, etc…)

-        unemployment

-        social values

-        aesthetics

## The Quiz

**Part I. READING**

**Read the passage and choose the right answer for each question.**

### URBAN GROWTH

Tractors and other machines made life easier for landowners. Fewer people were needed to sow and harvest crops. But what could agricultural workers do if their work was no longer needed? If they had no land, they could not earn a living. If the first reason for migration was unemployment, the second was the growth of industry. In the fifties, more and more factories were built in some of the big cities of Turkey. People migrated to these places because work was available there.

1. Tractors made things more profitable for _____ a. workers
                                                        b. landowners

2. The population in the big cities increased because of _____

a. machines                                      b. agriculture

**Put the words in the box in the sentences below.**

| urban      outskirts      civilisation |
|----------------------------------------|

3. Workers migrated to cities from villages and they got used to _____ living quickly.

a. Living conditions were poor in _____, it was far away from the city centre.

b. Cities are supposed to mean progress and _____.

**Part II. WRITING**

**Write a paragraph describing the problems and solutions of transportation in your city. (120-150 words)**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

**A Sample Lesson Plan for the Experimental Group**

<table>
<tr><td colspan="3" align="center">DAILY LESSON PLAN</td></tr>
<tr><td rowspan="5"><strong>PART ONE</strong></td><td><strong>Teacher's Name:</strong> Feyza HARMAN</td><td colspan="2"><strong>Class:</strong> University – English Preparatory School</td></tr>
<tr><td><strong>Lesson Name:</strong> Reading and Writing</td><td colspan="2"><strong>Date:</strong> 23/10/2014</td></tr>
<tr><td><strong>Book Name:</strong> Unlock / More Reading About Turkey</td><td colspan="2"><strong>Duration:</strong> 50 minutes</td></tr>
<tr><td><strong>Unit Name & Number:</strong> Transport</td><td colspan="2"><strong>Unit Topic(s):</strong> Transport in Turkey, Indian transport, Masdar: the future of the cities, Solving traffic congestion.</td></tr>
<tr><td rowspan="1"><strong>Objectives</strong></td><td><strong>Topical</strong></td><td>Development in Transport of Turkey, Transport management, Urban planning.</td></tr>
</table>

| (Expected outcomes) Of The Lesson | **Lexical** | Forms of transport<br><br>Collocations: e.g. traffic congestion, public transport, rush hour.<br><br>Academic synonyms: prevent, select, consider. | |
|---|---|---|---|
| | **Cultural** | Turkish transportation systems and traditions, Indian transportation, changes of transportation in Abu Dhabi, in UAE.. | |
| **Anticipated Problems related to the lesson** | | **Topical** | Ss may not find the Indian or Abu Dhabi transportation topics attractive. |
| | | **Lexical** | Ss may not be familiar with transportation vocabulary. |

| | | **Other** | Group work. Ss might not work in groups properly and reveal some classroom management problems. |
|---|---|---|---|
| | **Possible Solutions** | **Topical** | T can use some visual aid and compare the other countries' transportation systems with Turkey. |
| | | **Lexical** | T may elicit the relevant vocabulary by drawing a mind-map on the board about transportation and let Ss brainstorm. |

|  |  | Other | T may walk among the groups, monitoring them. In case of a problem, gentle intervention might be of help. |
| --- | --- | --- | --- |
|  |  | **Lexical** | Sport activities and exercises |
|  | **Teacher Resources (and technological devices)** | A computer, a projector, Prezi presentation (specially created for the lesson), the textbook:<br><br>• Unlock Reading and Writing Skills by Carolyn Westbrook (Cambridge University Press)<br><br>• More Reading about Turkey by John Dyson (Orient Express) | |
|  | **Student Resources** | Course books. | |
| RT T S OF | **ACTIVITY** | **Objectives of Activity One (Warm Up)** | |

| | | | |
|---|---|---|---|
| | | **ONE** | **Topical:** Watching a thought provoking, engaging and motivating video about transportation in Turkey, which generates interest in the topic, activating the schematic knowledge of the participants, listening for a purpose, listing the transportation problems of Turkey. |
| | | | **Lexical:** passengers, systems, transport, efficient, stations, ban |
| | | | **Cultural:** Encouraging participants to bring their own knowledge, experiences and opinions to the topics. Motivating students to relate the topics to their own contexts. |
| | | | **Techniques to be used:** CLT; authentic materials, meaningful question and answer, priming for prediction, making guesses, working in groups. |

| | | | | **PROCEDURE** | **Time** |
|---|---|---|---|---|---|
| | | | | 1. T greets students and starts to talk about her commute between Europe and Asia every day and how she got stuck in the traffic jam in the morning. | **20 minutes** |
| | | | | 2. T tells Ss that "transportation is a common problem in Turkey, especially in Istanbul" | |
| | | | | 3. T elicits some answers from Ss about the reasons of traffic problems in Istanbul and opens up a video about the topic asking Ss to list the problems they see on it. | |
| | | | | 4. T elicits the answers from Ss and write them on the board on a fish bone diagram. | |
| | | | | 5. T explains the activity: "Now, you will be working in groups of 3. You three. You three. (Showing the members of each group with her gestures) Ss fill the fish bone diagram with the possible solutions of traffic jam working in groups of three. | |
| | | | | 6. Ss work in groups of three, thinking about the questions that the T will ask. Ss will stop thinking when T rings a bell and the spokesperson from each group will tell the group's opinion. e.g.: "Bridges and tunnels might be built. · Fuel taxes can be increased. · Cycling can be encouraged." | |
| | | | | 7. T explains that Ss will use their ideas at the end of the lesson when they write an essay about transportation. | |

159

| | | | |
|---|---|---|---|
| | | **Expected Behaviors** | • Ss will be able to understand the topic, activating relevant schemata, recalling useful words and get ideas flowing. |
| | | **Communicative Outcomes** | • Ss will be able to talk about possibilities and predictions related to the topic in the target language by using local culture knowledge. |
| | | **ACTIVITY TWO** | **Objectives of Activity Two** |
| | | | **Topical:** Transportation in Turkey and India, solving traffic congestion |
| | | | **Cultural:** Intercultural knowledge about outer and expanding circle countries; in which English is respectively a second and foreign language. |
| | | | **Lexical:** collocations such as traffic congestion, public transport, rush hour, rapid transit, traffic congestion, vehicle, major issue, outskirts, carbon-neutral |
| | | | **Skills:** Reading for main idea, reading for details. |
| | | | **Techniques to be used:** CLT; group-work, brainstorming, self-reflection, communicative question and answer, skimming and scanning the reading text, reading for the main idea, reading for details, detection. TBT; outcome facilitating tasks. |

| | | | | **PROCEDURE** | **Ti me** |
|---|---|---|---|---|---|
| | | | | 1. T directs students on their material that the T distributed as an additional resource to their regular course book. T shows the picture within the reading text and asks them to describe it. | |
| | | | | 2. T asks the participants whether most people in Turkey travel by road, or by rail and the reason of this. T also asks the students what forms of transport there are in Turkish towns and cities and wants Ss to make a list. Finally T asks what forms of transport Turkey has that are not found in other countries. | **5 mi nu tes** |
| | | | | 3. T asks the Ss to read the text, which is about transport in Turkey and quickly and answer the following questions: 的s the reader for or against road transport? Which paragraphs tell the answer? | |
| | | | | 4. Then, T asks Ss to find a phrase from the passage, which has the same meaning as each of the word groups that are listed in Ss' handout. For example; 電o not often go by train・has the same meaning with 莪eople rarely go by rail・ | |
| | | | | 5. For understanding specific points in the reading text, T asks Ss to read the passage again and answer the 161 comprehension questions that are listed on their material. All of these questions are related to Turkish transportation system and Turkish | |

| | | **Expected Behaviors** | • Ss will be able to express themselves in the target language using their local culture knowledge.<br><br>• Ss will be able to discuss the similarities and differences in their own countries and outer circle countries. |
|---|---|---|---|
| | | **Communicative Outcomes** | • Ss will be able to generate ideas, which are based on real life cultural and local situations and talk about them effectively. |

| | | |
|---|---|---|
| **PART THREE** | **Assessment**<br><br>**&**<br><br>**Evaluation** | Ss will be evaluated both individually and in groups. In terms of individual evaluation, there will be 2 pop-quizzes and a post-test. They will also be given homework to write an essay about problems and solutions of transportation. As a group work evaluation, the Ss will be observed by the teacher and encouraged to take part in the group discussions. |

| | | |
|---|---|---|
| **PART FOUR** | **Possible Problems and Solutions Related to the Application of the Plan** | **Possible Problems:**<br><br>1. Technological devices, namely the computer or the projector in the classroom may not work.<br>2. While working in pairs, one student cannot find a pair to work with.<br>3. The students might not be ready for a new subject and the participation might not be as much as expected. |

| | | **Possible Solutions:** |
|---|---|---|
| | | 1. T checks the technological devices beforehand. |
| | | 2. T could work in pairs with the S who has no pairs. |
| | | 3. The activities will be presented in a much more enjoyable way and has a meaningful reason at the end. |

Lesson Plan Outline: Hamiloğlu, K. , 2010

**Book Report**

**Name:** _____          **Class:**_____

## 1. Complete the chart.

| | |
|---|---|
| **Title** | |
| **Author** | |
| **Illustrator** | |
| **Main Characters** | |
| **Where and when does the story take place?** | |
| **What happens in the beginning:** | |
| **What happens in the middle?** | |
| | |

| | |
|---|---|
| **How does the story end?** | |
| **What did you think of the story?** | |
| **PREDICT! What do you think will happen after the story ends?** | |

## 2. Write questions and answers about the story you read

| | |
|---|---|
| **Question 1** | |
| **Answer 1** | |

| | |
|---|---|
| **Question 2** | |
| **Answer 2** | |
| **Question 3** | |
| **Answer 3** | |
| **Question 4** | |
| **Answer 4** | |
| **Question 5** | |
| **Answer 5** | |
| **Question 6** | |
| **Answer 6** | |
| **Complete the charts for the new words in the book Word** | |
| **Definition** | |
| **Synonym / antonym** | |
| **Sentence** | |

| | |
|---|---|
| **Word** | |
| **Definition** | |
| **Synonym / antonym** | |
| **Sentence** | |
| **Word** | |
| **Definition** | |
| **Synonym / antonym** | |
| **Sentence** | |
| **Word** | |
| **Definition** | |
| **Synonym / antonym** | |
| **Sentence** | |
| **Word** | |
| **Definition** | |
| **Synonym / antonym** | |
| **Sentence** | |
| **Word** | |
| **Definition** | |
| **Synonym / antonym** | |

| Sentence | |
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| Synonym / antonym | |
| Sentence | |
| Word | |
| Definition | |
| Synonym / antonym | |
| Sentence | |
| Word | |
| Definition | |
| Synonym / antonym | |
| Sentence | |
| Word | |
| Definition | |
| Synonym / antonym | |
| Sentence | |