



Ondokuzmayıs Üniversitesi  
Eğitim Bilimleri Enstitüsü  
Yabancı Diller Eğitimi

**THE USE OF READING TEXTS IN THE BOOK TITLED  
'SELECT READINGS' TO TEACH CULTURAL ELEMENTS**

Hazırlayan:  
Esen GENÇ

Danışman:  
Yrd. Doç. Dr. Müfit ŞENEL

Yüksek Lisans Tezi

Samsun, 2014



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## KABUL VE ONAY

Esen GENÇ tarafından hazırlanan "The Use of Reading Texts in The Book Titled 'Select Readings' To Teach Cultural Elements" başlıklı bu çalışma 10/10/2014 tarihinde yapılan savunma sınavı sonucunda oybirliği/oy çokluğuyla başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

—/—/—

Prof.Dr. Mehmet AYDIN  
Müdür

## **BİLİMSEL ETİK BİLDİRİMİ**

Hazırladığım Yüksek Lisans tezinde, proje aşamasından sonuçlanmasına kadarki süreçte bilimsel etiğe ve akademik kurallara özenle riayet ettiğimi, tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığım bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu taahhüt ederim.

10/10/2014

Esen GENÇ

## ÖZET

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<b>Tezin Adı</b>	<b>‘Select Readings’ Kitabında Bulunan Okuma Parçalarının Kültürel Öğelerin Öğretiminde Kullanılması</b>

Bu çalışmanın amacı, kültürel öğelerin öğretiminde ‘Select Readings’ kitabındaki okuma parçalarını kullanmanın etkisini ortaya koymaktır. 2011-2012 akademik yılı içinde yürütülen bu araştırma için rastlantısal olarak üniversite 1. sınıfta okuyan 30 öğrenci seçilmiştir. Araştırmaya katılan öğrencilerin ön-test ve son-test (her ikisi de aynı sorulardan oluşmaktadır) uygulamaları arasındaki kültürel bilgilerinin gelişimini test etmek amacıyla, araştırmacı tarafından hazırlanan 25 soruluk bir kültürel bilgiyi ölçme testi kullanılmıştır. Araştırma kontrol grupsuz ön-test, son-test model yöntemiyle yürütülmüş; verilerin analizinde SPSS 15.0 paket programı kullanılmıştır. Araştırmacı tarafından belirlenen ve 12 hafta boyunca uygulanan İngilizce öğretim etkinlikleri öncesinde ve sonrasında yine araştırmacının kendisi tarafından geliştirilen ve uygulanan test sonuçları incelendiğinde, elde edilen bulgu şöyledir: Kültürel öğeleri ‘Select Readings’ kitabındaki okuma parçaları kullanarak üniversite öğrencilerine bir bağlam içinde öğretmenin öğrencilerin kültürel bilgilerinin gelişimi üzerinde anlamlı bir etkisi vardır.

**ANAHTAR SÖZCÜKLER:** Okuma parçası, Kültür, Kültürel öğeler, İngilizce Öğretimi

## ABSTRACT

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<b>The Name of the Thesis</b>	<b>The Use of Reading Texts in the Book Titled 'Select Readings' to Teach Cultural Elements</b>

The purpose of this study is to determine the effects of using reading texts in the book titled 'Select Readings' to teach cultural elements in EFL classes for 1<sup>st</sup> grade students at university. For the study carried out during the academic year of 2011-2012, 30 students studying at 1<sup>st</sup> grade have been chosen randomly. In order to test the development of cultural knowledge between the pre-test and post-test (both of them composed of the same questions) applications of the students, who participated in the study, a cultural knowledge testing is used that has been designed by the researcher. The research has been conducted with pre-test post-test model without a control group method; for the analysis of the findings SPSS 15.0 software program has been used. When the results of the test which has been designed by the researcher and conducted before and after the activities analyzed, the finding gathered is as follows:

There is a significant effect of teaching cultural elements in reading texts, in context, to the cultural knowledge of the university students.

**KEY WORDS:** English Teaching, Reading Texts, Cultural Elements, Culture



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# **CHAPTER 1**

## **INTRODUCTION**

In this part, problem, research questions, sub-questions, aim of the study, significance of the study, hypotheses, assumptions, definitions and limitations of the study will be given as an introduction to the study.

### **1.1. Problem**

In today's world, communication among people from all over the world is increasing day by day. This brings people the need of speaking a common language so as to understand each other better. Because of this and various reasons like commerce, education, tourism, or others that can change person to person, language teaching is gaining more and more importance nowadays. Everyone knows that they need to learn a language but all of them cannot know how to learn it. So, the ways of teaching and how to learn a foreign language is discussed by scholars all over the world.

One of the most important factors in language teaching is considering language as a whole. It is not only a set of rules but it is something living. It is developing and changing, it has a culture inside it which means half of it in fact. The cultural side of language is a significant part of language teaching but generally ignored. In Turkey the situation is more or less the same. By considering my own personal observations, the grammatical rules, vocabulary and other theoretical parts are fully taught but cultural part can be ignored or undervalued. Teachers have a significant role at this point, they must instruct their students on the cultural background of language usage. If one teaches language without teaching about the culture of the target community, the students only learn empty or meaningless symbols and so they cannot produce meaningful sentences. While learning a foreign language the

students may use the language inappropriately. As Englebert (2004:37) describes "...to teach a foreign language is also to teach a foreign culture, and it is important to be sensitive to the fact that our students, our colleges, our administrators, and, if we live abroad, our neighbors, do not share all of our cultural paradigms". The meaning is bound in cultural context. One must not only explain the meaning of the language used, but the cultural context in which it is placed as well. For example, when an American girl writes TGIF when talking to a Turkish friend in a social network website, the Turkish one cannot give any meaning to this expression and may misunderstand her.

For all these reasons above it is clearly seen that teaching target culture beside its language is crucial. But teaching culture in isolation cannot be permanent and meaningful, it is needed to be included in a context. One can hardly think a student who likes to memorize cultural elements of another culture.

In Turkey, by looking own personal experiences from early years, unfortunately, most English teachers are not aware of the importance of the culture and context so our courses are full of rules. Our students know the rules correctly but they cannot communicate with the people from the communities whose mother tongues or second languages are English. There are some reasons for that like our students' lack of communication ability in the target language or their incompetency in reading and listening skills. It can also be because of the cultural differences. The students are not aware of the cultural differences or they have prejudice for other cultures. It is also important to eliminate this prejudice. One of the most important goals of language teaching is to make students look at the world from different point of views.

As a solution to all those problems above, this paper aims to demonstrate the importance of culture in English Language Teaching and explains the role of reading texts, including cultural elements, in teaching culture and also advises the using of these elements during ELT courses. Reading skill should be developed in order to help students see language in context not in isolation and so they can learn culture unconsciously.

**Problem Statement:** In Turkey, one of the biggest problems in language teaching is that teachers think language as a set of rules. They teach all grammatical structures in details, and students memorize them. But when they need to use them in real life situations the problems start. First of all, they compose a sentence in Turkish in mind and then try to translate it into English without paying attention to cultural differences. It is really hard to communicate in that way. And also as the students are unaware of the cultural differences between the cultures, they can produce some sentences which sound meaningless to the native speakers. Finally, this study aims to show whether it is effective to teach cultural elements by using reading texts.

## **1.2. Research Questions**

1. Do the cultural elements in reading texts effect the university students' learning of culture?
2. Are the reading texts effective in teaching cultural elements?

## **1.3. Sub-questions**

1. Is it effective to teach culture through cultural elements in reading texts?
2. Does the students' cultural knowledge change at the end of the term?

## **1.4. Aim of the Study**

The aim of this study is to identify the current levels of cultural knowledge of university students, and to observe their development after studying for 12 weeks on reading texts including cultural elements.

## **1.5. Importance of the Study**

Language has been around since human beings started to communicate with one another for their daily life needs. According to Kramsch (1993:3) language is “a system of signs that is seen as having itself a cultural value”. Generally speaking,



language can be regarded as a system of verbal and nonverbal signs used to express meanings. Language is a part of a culture, and culture is a part of language; the two are strictly tied to each other so that one cannot separate the two without losing the meaning of either language or culture. To sum up, learning of a different language is also learning of a different culture. If one of them is ignored one cannot talk about a whole-learning process.

Through this study the students' interest for the cultural elements in reading texts will be determined and at the end we will see the effects of this 12-week-study on the cultural knowledge of the students. And also with this study students can integrate culture into reading skill and can see the importance of context.

### **1.6. Hypotheses**

1. There is a significant difference in students' cultural knowledge after this 12-week study.
2. There is a significant difference between the students' pre-test and post-test scores.

### **1.7. Assumptions**

1. The level of cultural knowledge of students will not be the same.
2. The texts assigned to them in each week will take their interest and make them included in the course much more motivated.
3. The students' reading skill is developed at the end of these 12-weeks.
4. The students' point of view to target culture will be changed after the study.

### **1.8. Definitions**

**Foreign Language:** A language that is learned in addition to one's mother tongue in a classroom environment consciously.

**Context:** The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.

**Reading Text:** A short section of a book or article considered in its own.

### **1.9. Abbreviations**

ELT : English Language Teaching  
EFL : English as a Foreign Language  
FL : Foreign Language  
FLT : Foreign Language Teaching  
ESL : English as a Second Language

### **1.10. Limitations**

This study is limited to the implementation of reading texts, in the book titled ‘Select Readings’, with cultural elements. It is including only one group of the first grade students of the Faculty of Economics at Giresun University. It is composed of only a twelve-week of reading instruction. And it is limited to the subjects bringing different success levels from their main-course and grammar courses.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

In this part, definition of the term ‘culture’, the importance and role of culture in ELT, teaching reading comprehension and also brief information about the studies conducted both in Turkey and abroad in this specific field are presented.

#### **2.1. What Is Culture?**

Culture is defined in various ways by scholars from different points of view. Some of them thought culture as products of fine arts and others thought culture as the shared knowledge of members of social communities like world views, living styles or some shared values.

In the Dictionary of Modern Sociology (1969:93) the culture is defined as “[t]he total, generally organized way of life, including values, norms, institutions, and artifacts, that is passed on from generation to generation by learning alone”.

One of the older definitions of culture was given by the British anthropologist, Sir E. B. Tylor, in the opening lines of his book ‘Primitive Cultures’ (1871:4 ) as “[c]ulture is that complex whole which includes knowledge, belief, art, morals, law, customs and other capabilities and habits acquired by man as a member of society”. In that definition, Tylor takes culture as an ‘acquired’ thing, at that point a question comes to mind; can it be learned? After him a lot has changed and new definitions are made for the term culture. For example, Rivers (1981) stated that culture involves children growing up in a social group learning ways of doing things, ways of expressing themselves, ways of looking at things, what things they should value and what things they should despise of or avoid, what is expected to them and what they may have expected of others. These attitudes, reactions, and unspoken assumptions become part of their way of life without their being conscious of them.

The term 'culture' is defined in lots of different ways as seen above. That's to say, culture is the best way of reflecting our living styles, thought systems and customs. It has been living with human beings since the beginning of human socialization and it will go on developing with people. Culture is an important part of our lives; it is not only related to our living experiences, but also influences communication while we are growing up and learning to use language. Kuang (2007) indicates that language is the carrier of culture and culture is the content of language. There is no language without cultural content. Moreover, Brown (2007:133) also mentioned that "[a] language is part of culture, and a culture is a part of a language". Thus, knowing the relationship between culture and language will help to remind both teachers and students the importance of the role of cultural context in foreign language learning.

Sarıgül and Ashton (2005:3) state:

The expressions reflecting the culture of a nation may leave the students hesitant. In order to avoid confusion and misunderstanding, the teacher should provide the student with cultural matrices for those expressions and create suitable conditions to make the students infer their meanings easily.

And they also mentioned some important aspects of culture that learners and teachers should know, which are listed as follows:

- Languages cannot be translated word for word
- The tone of voice of a speaker's voice carries meaning
- Each language employs gestures and body movements which convey meaning
- All cultures have taboo words and topics
- In personal relationships, the terms for addressing people may vary considerably among languages.

In their study, Sarıgül and Ashton (2005:3-4) mention some words and phrases which have cultural connotations, as related to this study some of them are given below:

## **Some English Cultural Words and Expressions**

prom            hot dog            thanksgiving            DIY(Do it yourself)  
BYO(Bring your own)            TGIF(Thank Goodness It is Friday)

## **Some Turkish Cultural Words and Expressions**

elti            enişte            yenge            baldız            kayınço            ramazan            kandil  
yoğurt            kına gecesi            sıhhatler olsun            maşallah            inşallah

Culture also has impacts on vocabulary knowledge as some words have meanings in their own culture. The English and Turkish cultural words below cannot be easily understood by translating them word for word. When you want to teach them you have to give extra information about their characteristics and their usage in different social contexts.

### **2.1.2. What Is a Cultural Element?**

In the previous parts the definitions of culture and the role of culture in ELT have been discussed. In this study, instead of culture as a whole, the elements of culture or in other words the cultural elements are the points in question. What are these cultural elements? Scientists have different ideas about the elements of culture. In his study, Yang (2010) classifies the cultural items into two classes: lexical ones and discourse ones. To him, lexical cultural items composed of idioms, proverbs, sayings etc.. Some lexical meanings, under the influence of different political systems, customs and habits, as well as religions, are reflected differently in their connotations. And the discourse ones are composed of three dimensions as 1) the selection of topics has different social implications in different cultures. For instance, talking about weather, age, income, marriage and privacy has different implications in English and Chinese. 2) code-selecting. It is also conditioned by culture to use what variation and what style in speech. 3) the discourse arrangement, such as turn-taking, coherence, order and manner of description, has a different

pattern in different cultures. And in another book Griswold (2008:65) classifies cultural elements as;

- Norms (how people behave)
- Values (what is important to people)
- Beliefs (what people think about something)
- Symbols (how people express themselves through art, stories, music, language, etc.)
- Practices (customs or patterns of behavior that may not be connected to beliefs and values)

On the other hand, there is no clear definition of cultural elements because when we looked at the definitions of culture, it is simply defined as the living styles of societies. So, the cultural elements in this study can be defined as the all aspects of a community. It can be either a location of a place, a term, an artist, a kind of food, a game or an idiom. And also some proper names which have a place in the lives of people living in the target community. The target community and the target culture in this study can be limited as The United States and The United Kingdom. The reading texts in the book 'Select Readings' have cultural elements both from the USA and the United Kingdom. So in this study the focus is on these two cultures. Alptekin (1993:138) states that:

One reason for EFL textbooks focusing on elements about the American or British culture stems from the fact that it is generally not cost-effective for publishers to set materials in the learner's society, as such a decision would cause other learners from other societies not to make use of the materials in question on account of their irrelevance to their own cultures. Furthermore, the schematic focus on the target-language culture may offer a lucrative deal to the writer(s) as well as the publisher in those cases where the textbook is made use of in both EFL and ESL contexts.

This can be one of the reasons for sure, but can't it be a reason that when we ask people about the homeland of English Language, most of them will probably say the United Kingdom or the USA. The reasons of this can be discussed in a different study.

In this study, the cultural elements reflect every thing that can be seen in daily lives of people. In some reading texts there are proper names related to target culture(s), in some of them there are idioms. As mentioned above, culture is defined as the living styles of communities, so the elements of daily life are the elements of that culture too.

### **2.1.3. Cultural Awareness**

The term ‘cultural awareness’ has great importance in integrating culture into language teaching, because it symbolizes the inseparability of culture and language. Scholars made different definitions on the term. It can simply be defined as the “sensitivity to the impact of culturally-induced behaviour on language use and communication” (Tomalin and Stempleski 1993:5). To explain cultural awareness Kramsch (1993:27) claims:

If language is seen as social practice, culture becomes the very core of language teaching. Cultural awareness must then be viewed as enabling language proficiency. Culture in language teaching is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing.

Having cultural awareness not only makes learners broad-minded about other cultures but also makes them to have a different point of view towards their own culture. Also, developing a good understanding of people from another culture involves not having prejudice and having internal changes in attitudes and values. Openness and flexibility towards other people also play important role in developing cultural awareness. According to Tomalin and Stempleski (1993:5), cultural awareness encompasses three qualities:

- awareness of one’s own culturally-induced behavior
- awareness of the culturally-induced behavior of others
- ability to explain one’s own cultural standpoint .

These three qualities clearly explain the important points of cultural awareness.

Cultural awareness also helps learners to gain a new perspective to look at both the target culture and their own culture. It helps to overcome the bias on cultural differences between two cultures and so make people more 'intercultural'. It can also help learners to understand that a culture isn't superior to other culture. It teaches to see the differences as just a 'difference' not a superiority or an inferiority.

To sum up, cultural awareness brings learners a new point of view, this also helps them to make of language learning more easily and consciously. In this study, it can be said that according to their own comments after 12 weeks of instruction, the students' point of view of other cultures have changed to some extent.

#### **2.1.4. Can Culture be Taught?**

The fact that culture is an inseparable part of language teaching has widely been accepted. It has or at least it should have a role in ELT classes. According to Stuart and Nocon (1996:432), "[l]earning about the lived culture of actual target language speakers as well as about one's own culture requires tools that assist language learners in negotiating meaning and understanding the communicative and cultural texts in which linguistic codes are used". The importance of culture in language teaching is mentioned in the previous parts in details but a question comes to mind, how to teach culture in ELT classes?

There are different kinds of activities that can be used in language classrooms in culture teaching. The most important point is to decide the aim of culture teaching. In this study culture teaching is used to strengthen the language teaching; therefore it is important to create a relaxing environment where the students can discuss their own culture together with the target culture in meaningful and communicative tasks and activities.

Jordan (1997:105) states some sources that can be used for culture teaching:



- Newspapers: these are a good source of cultural information: local papers will give more of a flavour of everyday life in towns.
- Video: a number of published ELT video tapes are a good visual source of cultural information.
- Talks/discussions: some topics may be suitable for giving information to students in a plenary session.
- Role play/dramatizations: these can be used to initiate discussion and introspection.
- Culture quizzes/tests.

In this study some reading passages from newspapers, other authentic passages, talks/discussions and culture tests have been applied in teaching cultural elements. By looking at the test results it can be said that they are effective. But the properties of context in culture teaching are crucial. Brown (1986:34) emphasizes this importance by saying;

In considering the relationship between second language learning and second culture learning, it is very important to consider several different types of second language learning contexts. One context is technically referred to as the learning of a second language, or learning another language either within the culture of that second language or within one's own native culture where the second language is an accepted lingua franca used for education, government, or business within the country. Another context for learning another language is technically called foreign language learning- that is, learning a non-native language in one's own culture with few immediate and widespread opportunities to use the language within the environment of one's own culture.

Culture teaching is a deep subject in ELT and gaining more and more importance in recent years and it is widely known that providing cultural elements in context like course books, dialogues, or in reading passages has an important role for foreign language learners so that they can see these elements in context and their usage in authentic language. If the teacher tries to teach cultural elements in isolation, the lesson cannot be one step ahead than teaching any vocabulary.

The lack of teaching culture or involving cultural elements in teaching materials can cause a failure in communicating with the people from the target societies. It must also be emphasized that learning the target culture does not mean to be assimilated or denial of one's own culture and accepting a foreign culture totally as a life style. Besides, learning a different culture makes learners to be aware of their own culture more clearly and help them to evaluate their own culture from a different point of view.

Culture teaching can be integrated with the four skills (writing, reading, speaking, listening) of English teaching. In this study the focus is on the reading skill integrated with the cultural elements because it is hypothesized that teaching cultural elements in context is permanent for the learners.

Wandel (2002:73) mentions that “[t]extbooks should contain material that allows and provokes opinions and discussions on cultural stereotyping. Students should be given communicative and pragmatic tools to ‘negotiate meaning’, to develop interactive and meta-linguistic skills, to be able to tolerate and endure ambiguity”.

As well as the textbooks as mentioned above, the books designed for reading skill should also contain cultural elements so as to provide authentic or at least authentic like materials for the learners. Reading texts are primarily used to learn from its content, so carefully selected cultural content will promote students' culture competence while doing reading. Juan and Martinez-Flor (2008) suggest critical reading, that is, reading to make judgments about how a text is argued is a beneficial reflective activity type for promoting learners' intercultural competence while practicing the reading ability. Korkmaz (2009) carries out a descriptive study to investigate English language course books in terms of multicultural elements. It is found out that in the books there was no rhyme or reason about how many each of multicultural elements should be scattered through the course books. However, when the topics of the texts are investigated, there is a similarity since they mainly refers to food, social manners, behaviors or stereotypes of the cultures referred in the course books. It is also pointed out in the study that the consideration of the

multicultural elements in language course books will also create an atmosphere in which people with different cultural backgrounds can have a chance to compare their home cultures with the other one. (cited in Arslan&Arslan, 2012:40).

Providing cultural elements in language teaching is important but during teaching it is also crucial to emphasize that two cultures are different, one is not superior to other one. It can be useful to compare and contrast the cultures, nevertheless the teacher must be careful about not to praise any of them. “While integrating cultural elements into language instruction, it is also important raising awareness of cultural differences among people of different languages. While doing that dominating one culture to another or implying one culture is superior to others would crucially be harmful. In order to conduct culture embedded lesson, teachers ought to be fully conscious and knowledgeable about both cultures and how to integrate cultural elements into lessons” (Arslan&Arslan, 2012:41). To prevent this complexity the term ‘cultural awareness’ should also be kept in mind.

#### **2.1.5. The Relationship between Culture and Language Teaching**

The relationship between culture and language can be summarized as: language is a key component of culture. Michael Byram (1999) writes the aims of language teaching are to develop both linguistic and cultural competence, which can be called an intercultural communicative competence. Brown (1994:165) 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”.

Culture has become an increasingly important part of foreign language learning recently. There is no doubt that culture and language are closely linked, which means that the concepts of culture play a very important role in understanding a language, especially a second language.

The history of the role of culture in language teaching has a 50 years past. According to Karabinar and Yunuslar Güler (2012) from 1960s to 2000s the role of culture in language teaching has been an important topic among scholars. Along with the development of sociolinguistics and audio-lingual method in the 1960s, then with the introduction of communicative competence in the early 1970s, cultural dimension of language teaching came into the forefront. In broad terms, cultural goals in teaching language include the recognition or interpretation of major geographical characteristics of the target country, major historical events related to the target country; major masterpieces of architecture, literature and the arts; active and passive everyday cultural activities like greeting, shopping or marriage customs, education, politics, manners, proper common gestures, the validity of generalizations about foreign cultures, skills needed to research on culture, the culture of all countries that speak the target language (Lafayette,1975) (cited in Karabinar & Yunuslar Güler, 2012). These ideas make people to think language and culture together.

Karabinar & Yunuslar Güler state that after 1980s and 1990s new generations have started to tolerate cultural differences and adopted to new situations easily. Since 1980s, an assumption about the existence of a close link between language and culture has often been made by scholars within language and culture teaching. This assumption has provided a basis for the view that “language teaching must inevitably be accompanied by teaching about cultural phenomena.” (Risager, 2006) (cited in Karabinar & Yunuslar Güler, 2012).

In the introduction part of his book ‘Cultural Studies in Foreign Language Education’, Byram (1989) emphasizes the importance of culture in language teaching as ‘the hidden curriculum of foreign language teaching’. This sentence summarizes the role of culture in foreign language teaching.

Kuang (2007) also states that learning a foreign language is not simply learning its pronunciation, grammar, and vocabulary, but also learning of its culture. Here, the importance of culture in ELT is summarized in a few words. Traditional EFL

teaching focuses on teaching linguistic components such as listening, speaking, reading, and writing. Most English as a Foreign Language (henceforth EFL) teachers emphasize the process of how to teach English, how to effectively use grammar in writing composition, and how to translate, but not how to use it effectively.

Byram & Risager (1999) write, the aims of language teaching are to develop both linguistic and cultural competence, which can be called an intercultural communicative competence.

Even though language teachers all know the importance of teaching culture, it has is still ignored simply because language teachers feel that they do not have enough time to talk about the target culture in regular language classes This is a common complaint in language teaching, but teachers come to find out that without bringing in the cultural aspect of the language, language teaching itself cannot bring about the intended results, and students do not fully understand the language in context. As a result of this, students do not advance the way the curriculum would indicate they should. Omaggio (1993) emphasizes that instructors need to design in advance how they will introduce the target culture. When a teacher prepares a syllabus of a course, he/she needs to design the syllabus with the incorporation of cultural concepts in mind in addition to skills that students need to improve linguistically throughout the course.

#### **2.1.6. Relevant Studies**

A number of studies focused on the relationship between culture and language have been analyzed by the researcher and a few of them have been chosen as they have a lot in common with this study. In order to show different points of views some of them are mentioned below.

### 2.1.6.1 Foreign Studies

Sárdi (2002) conducted a study on the relationship between culture and ELT. In this study, two different views on the relationship between language teaching and culture have been emphasized. One of these views states that language teaching cannot be thought apart from culture and the other claims that cultural context is not crucial for language teaching, moreover, language can be taught better by using contexts familiar to language learners. By taking those two views into consideration a survey carried out at a university college in Hungary investigating students' attitudes to the cultural content of their English as a Foreign Language courses. By looking the results a general overview of students' attitudes towards the subject can be detected.

In the paper Sárdi has given different definitions of culture and has quoted some researchers thoughts about the subject. For example, Byram (1986) and Jiang (2000) state that the assumption that children acquire their first language together with cultural background knowledge may lead to the belief that no language, be it second or foreign, can be learnt separately from the culture to which it belongs. Indeed, many native and non-native EFL teachers, and other members of the academic community, assume that it is virtually impossible to teach the target language without teaching the target culture (cited in Sárdi, 2002).

Sardi also mentions the effectiveness of course books focusing on the target culture, because they make it possible for learners from different societies to make use of the same materials. But this brings a question in mind: Which culture should be tied to the English language teaching? Because there are a lot of countries in which English is the native language. It is impossible to focus on all cultures, so as Smith (1987) states, English can be used by anyone as a means to express any cultural heritage and any value system (cited in Sardi, 2002).

Beyond all these arguments another suggestion is to focus on a cross-cultural approach to EFL teaching so as not to cause "alienating effect". The 'alienating

effect' here is used for students who can be alienated for their own culture and come close to the target culture -this is a big problem especially for underdeveloped and developing countries.

These problems with the cultural influence of English on other societies have led to the suggestion that an ideologically, politically and culturally neutral form of English should be promoted in ELT. According to Jenkins (2000) English, as an international language utilized for communication purposes would make it possible for non-native speakers to retain their own cultural characteristics (cited in Sardi, 2002).

In another study conducted by Oguro (2008), starting from his own personal experiences as a Japanese boy in the United States, he mentions that in the midst of debate over the treatment of culture in foreign language education and the increased exposure to culture in the global economy, the knowledge of other cultures is more significant than ever. In the study he put emphasis on the importance of using the language we learned, he highly criticized the teaching ways of English in Japan because the ELT system was based on grammar and translation. To him culture must have been an area of foreign language education that both teachers and students enjoy and yet it is the hardest to address. The purpose of this exploratory study is to describe how culture is addressed in the fourteen high school EFL reading textbooks in Japan. The results show that the reading passages were edited mostly by deleting and altering portions of the originals, and thus the culture was not present as in the original passages and pre-reading and post-reading activities/questions were literal and not designed to foster cultural understanding. This study puts emphasis on the originality of reading texts. It is important for our study to examine the reading texts from this point of view.

#### **2.1.6.2. Domestic Studies**

Erten and Razi (2004) conducted a study on the influence of cultural schema and reading activities on reading comprehension. It was carried out at Çanakkale

Onsekiz Mart University, Turkey with 3<sup>rd</sup> grade students at the department of English Language Teaching. The aim of this study is to determine the contribution of cultural elements in reading texts to the development of students' reading skills. According to the results of the study, four conclusions can be drawn. First, cultural familiarization to the text has a significant effect on reading comprehension. Second, nativization contributes to reading comprehension since readers are provided with cultural familiar texts. Third, reading activities have an effect on reading comprehension. Fourth, reading activities have an impact on reading comprehension and they can make up for the lack of cultural familiarity.

Different from Razi's study, the study of İlter and Güzeller (2005) study on the culture as a motivational factor in EFL classes. Their article has attempted to help teachers understand and solve their students' cultural problems in the classroom. It also aims at examining the students' ideas about the cultural differences. According to them, culture and teaching language cannot be separated, thus culture must be taught while teaching a target language. If languages are taught without their cultures, students can only be the strangers who are not familiar with the target languages. It is important to mention that cultural elements of the target language should be taught carefully. The survey was divided into two sections. The first section was about the personal information of the students and the second section was about the attitude of the students towards the cultural elements of textbooks in English as a Foreign Language classrooms. The questionnaire was completed by 150 preparatory class students at Akdeniz University in Antalya. At Akdeniz University, the students are required to learn English and reach upper-intermediate level by the end of the year. The questionnaire was administered to the students with the help of their teachers. In conclusion, it can be inferred that the students from different high schools in Turkey have a tendency of learning different cultures by learning the target language.

By analyzing those studies it has been determined that the relationship between language and culture is gaining more and more importance. All of them emphasize the significant role of culture in language teaching. In Oguro's study (2008) it is



criticized the ignorance of the role of culture in ELT, in this study it is also mentioned as one of the problems. In Sardi's (2002) study the cultural elements in coursebooks also mentioned and it emphasizes the importance of providing authentic materials to the students. In this study the importance of authentic materials are also emphasized. İlter and Güzeller (2005) also put emphasis on the motivating role of culture in EFL classes. This study does not test the motivational side of culture but during 12 weeks of instruction, it can be said that the motivation of students towards the course were high and permanent.

## **2.2. The Nature of Reading Skill**

There are four basic skills in language teaching as; reading, listening, speaking, writing. Richards and Schmidt (2010) define the term 'skill' as an acquired ability to perform an activity well, usually one that is made up of a number of co-ordinated processes.

One of these skills 'reading' has a definition in everybody's mind. Some define it as "a process of transfer from auditory signs to their equivalent visual signs and of establishing the necessary recognition habits" (Narayanaswamy, 1992:301). And according to Goodman (1975; cited in Carrell et al 2000:12) reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. Another definition is done in the light of schema theory the core of which is that a text does not carry a meaning by itself. Brown (2001:299-300) indicates the essence of schema theory:

Research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world.

There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought. The definitions simply focus on that it is a tool for transferring information. As it has great importance in our daily lives, its role in language teaching is really crucial. Rivers (1981) also states that reading is a most important activity in any language class, not only as a source of information and a pleasurable activity , but also as a means of consolidating and extending one's knowledge of the language. Reading does not mean only 'seeing', it means comprehension. So, it is not a passive skill, on the other hand the learner is sometimes unconsciously active while reading.

In the introduction part of their book Carrell et al. (2000) point out that if it is considered that the study of English as a foreign language around the world – the situation in which most English learners find themselves- reading is the main reason why students learn the language. It is mostly because of the need of learning in human nature.

Thus, reading is an interactive process, in which the reader deduces a meaning depending on his /her previous knowledge, subject of the text, and the reader's level of proficiency. In this study, the students (readers) construct the meaning of the cultural elements in the passages depending on their own cultural schema, and this helps them to compare and contrast the cultures.

Abdul Ghani (1993:1) mentions that there are two main reading processes recognized as essential by most language instructors: scanning and skimming.

**Scanning:** Scanning is a type of reading that involves finding a particular piece of information located in material that is otherwise of no interest to the reader. Knowing how a text is organized helps a student locate information quickly. In this study this reading skill is commonly used because the cultural elements were written in bold in the reading texts and the students scan it before reading.

**Skimming:** Skimming is reading rapidly through a text to get a general idea about the subject. A student can look quickly at the headings or bold type that mark the introduction of new concepts.

Within the complex process of reading, six general component skills and knowledge areas have been identified by Grabe (1991:379) :

- **Automatic recognition skills;** a virtually unconscious ability, ideally requiring little mental processing to recognize text, especially for word identification.
- **Vocabulary and structural knowledge;** a sound understanding of language structure and a large recognition vocabulary.
- **Formal discourse structure knowledge;** an understanding of how texts are organized and how information is put together into various genres of text.
- **Content/world background knowledge;** prior knowledge of text-related information and a shared understanding of the cultural information involved in text.
- **Synthesis and evaluation skills/strategies;** the ability to read and compare information from multiple sources, to think critically about what one reads, and to decide what information is relevant or useful for one's purpose.
- **Metacognitive knowledge and skills monitoring;** an awareness of one's mental processes and the ability to reflect on what one is doing and the strategies one is employing while reading. (cited in Celce-Murcia, 2001:154)

In this study, these skills and strategies are used time to time during the 12 weeks of instruction. The students are not fully endowed with these skills but they use these skills unconsciously during the lessons.

### **2.2.1 Reading Strategies**

Reading strategies play an important role in the comprehension of a reading text, and students who apply effective reading strategies can comprehend and internalize the text much more appropriately than the others.

There are some well-known strategies for reading. These are top-down and bottom-up strategies. Aebersold & Field (1997:17) point out that diverse factors would affect which model to adopt, such as the type of text, learner's background knowledge, language proficiency, and learning goals.

### **2.2.1.1 Top-down Strategy**

In the top-down strategy, the readers comprehend the reading passage by incorporating their own background knowledge, culture and sensitivities. Davies (1995) states that the top-down model of reading reverses the order in that thinking and meaning are included at a very early stage and the processing sequence proceeds from prediction to progressively smaller units. In top-down strategy, the emphasis is on reading for meaning. Instead of trying to decode a text word by word, texts are handled as a whole. Students are not expected to pronounce every word perfectly.

### **2.2.1.2 Bottom-up Strategy**

Bottom-up strategy can be simply defined as 'decoding'. This strategy focuses on the lower-level processes that teach students to construct meaning from the basic units of language, like letters, words and phrases. The bottom-up approach makes students to focus on the meaning of a text by building on a foundation of analyzing the smallest units of meaning.

Aebersold & Field (1997:18) summarize bottom-up theory as a strategy in which the reader constructs the text from the smallest units and that the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates.

There are other strategies for reading but in this study these two strategies are applied commonly so they are mentioned above, between these two strategies the

focus is generally on top-down strategy in which the background knowledge and meaning are significant.

### **2.2.2 Types of Reading**

Different purposes and objectives require different types of reading. The goal of reading determines the way of reading for the students/learners. In reading skill there are four basic types of reading and these are:

- **Intensive Reading**

In extensive reading a passage is read in details with specific aims and tasks. Intensive reading usually done in the classroom environment for special purposes. Students are usually asked to read a passage and answer some comprehension or true/false questions. In their book Aebersold and Field (1997:45) state that in intensive reading each text is read carefully and thoroughly for maximum comprehension. The teachers provide direction and help before, sometimes during, and after reading.

- **Extensive Reading**

Another model for teaching reading is extensive reading. In this type of reading the texts are longer than the ones in intensive reading. Here, the goal of reading is subjective related to students' pleasure. Students can choose the books they read depending on their interests, and there is not an evaluation session afterwards. Jacobs and Farrell (2012) define extensive reading as a simple idea. They also claim that by reading regularly and in quantity, students learn to read better and come to enjoy reading more. They also improve their vocabulary and grammar, as well as their writing, speaking, and listening.

- **Reading Aloud**

Reading aloud is simply a kind of oral exercise. It is mostly used in the early levels of language teaching. It helps students and teachers to check their pronunciation. It also has a motivating and concentrating role in classroom environment. The students can be engaged in reading activity during reading aloud. Some scholars think it is useful while the others claim it is just a waste of time. Elliot (1972) states that reading aloud can only be useful if the objectives are stated well and it can only be meaningful when the students understand the text clearly. On the other hand, Stanovich (1991) claims that making accurate connections between graphemes and phonemes is vital in reading in order to speed word recognition and to help pronounce and learn new words. Reading aloud forces readers to make and practise these connections.

- **Silent Reading**

Silent reading is just the opposite of reading aloud. According to Demirel (1981) it is claimed that silent reading is much more important than reading aloud because it is reading for understanding. Silent reading helps more about the concentration of the students to the subject. It also helps to gain time as it is faster than reading aloud. The skills of reading for a purpose can also be developed by silent reading because the focus is on the content rather than pronunciation.

In this study, intensive reading, reading aloud and silent reading are used time to time. Comprehension is aimed in intensive reading and as it is also important in this study, so rather than extensive reading it is commonly used. Reading aloud and silent reading are both used in every week of instruction. Reading aloud is used to draw students' attention to the lesson and to check their pronunciation. Silent reading is used so as to make them internalize the texts better.

### **2.2.3. Teaching Reading Comprehension**

The importance of reading skill in a foreign language teaching classroom is an accepted fact. It is important for many reasons. First of all, reading comprehension

involves understanding of a particular subject, and understanding brings learning. Reading comprehension is a teachable skill but –like other skills- it must be practiced and taught through repetition and building on skills that have already been learned. The teachers’ attitudes, choosing of the text, appropriateness of level of the text, and the learners’ attitudes are significant in teaching reading comprehension. Nunan (1999) determines five steps involved in designing reading courses:

1. Decide the overall purpose of the reading course within a wider pedagogical framework.
2. Identify the types of texts and tasks that the course requires.
3. Identify the linguistic elements to be covered (consider what is going to be important: grammatical items/lexis/discourse/specific purpose etc.).
4. Integrate texts and tasks into class-based work units.
5. Link reading to other language skills where pertinent (reading as mono-skill is only taught in some very narrow-angle library language situations. Hence, it is useful to think how reading can usefully be integrated with to other language skills. (cited in McDonough et al, 2013:124)

Besides teachers’ attitudes towards text selection is crucial in reading sessions, according to Fountas and Pinnell (2001:29), in text selections, teachers should consider the issues:

- Students’ interest inventories, students’ reading logs, and personal observations of what students prefer
- Students’ background knowledge
- Text that is slightly above most students’ reading levels
- Text that is engaging
- Text that will provide meaningful discussion based on topics, themes, and characters

- Picture books with high-quality illustrations
- Text that interests and engages the teacher so that enthusiasm will be easily modeled
- Variety of engaging, shorter passages

In this study, during the selection of the reading texts all of these issues are taken into consideration.

#### **2.2.4. Stages of Reading**

In a classroom environment, the students should be prepared before teaching any subject. They should have an aim to achieve and they should have tasks to fulfill. Reading skill has three stages as: pre-reading, while-reading and post-reading. In this study all stages are practiced during the teaching-learning process.

##### **2.2.4.1 Pre-reading Stage**

Stephenson and Harold (2009) summarize the pre-reading stage as it is preparing students for what they are going to read. The preparatory activities below aim to help students understand the kind of text they will read and the overall meaning of the text. To do this the activities activate background knowledge, draw on students' experiences, develop interest, encourage students to make predictions and teach essential vocabulary for an understanding of the text. The following activities can be good examples for pre-reading activities;

- Brainstorm learner's feelings /experiences of ideas/themes linked to the story in some way
- Introduce essential vocabulary using visuals, sketches and realia
- Discussion
- Focused questions to check understanding of key concepts
- Prediction activities using key vocabulary, visuals, realia
- Sequencing pictures



-Sequencing a series of key words

Pre-reading activities are crucial for a reading session, because to draw students' attention to the subject composes the half of the lesson. If a teacher can't manage to do it, whole lesson can be a waste of time. Nobody wants to engage in a subject which doesn't appeal to him/her. So, at the very beginning of the lesson the teacher should draw students' attention to the subject by using several kinds of activities some of them are mentioned above.

#### **2.2.4.2. While-reading Stage**

While-reading composes the main body of a reading session. In this part, the teacher helps students to understand the text more deeply and clearly. According to Deyuan and Yufen (2006) to give students a sense of purpose for reading rather than just reading because the teacher orders it. The teachers' job is very important in this stage , they should help students to understand the specific content and to perceive the rhetorical structure of the text.

Risghters (2009:7) points out that while-reading activities aim at how learners tackle and understand a text. These activities are supposed to support a global comprehension to learners.

Demirel (1981:63) makes a list of what is to be in a while-reading stage as follows:

- Read the passage once or twice
- Let the students read the passage individually
- Have them read it aloud (Beginners)
- Have them read it silently (Intermediate-Advanced)
- Give them detailed comprehension questions for scanning reading
- Let them guess the meaning of some unfamiliar words
- Let them take notes or underline important ideas

#### **2.2.4.3. Post-reading Stage**

This stage is the evaluation part of a typical reading session. In post-reading stage the teachers try to get feedback from the students in order to check their level of understanding the text. In this stage by doing some exercises, the students have the chance of repeat the lesson. Brown (2001) mentions that comprehension questions are one of the appropriate exercises in post-reading stage. There can also be vocabulary study, identifying the author's purpose, discussing the author's line of reasoning, examining grammatical structures. If the students' level is appropriate a writing activity, as a follow-up activity, can be added.

According to Wahjudi (2010) post-reading activities should encourage students to reflect what they have read. The activities are expected to be designed appropriate to allow the students to respond to the text creatively and to get the students to focus more deeply on the information in the text. As Harmer (2007) states, reading comprehension should not be alienated from the other skills. So a teacher can also add some activities related to other skills in ELT.

#### **2.2.5. Teaching Cultural Elements through Reading**

In the previous parts of the study, the importance of reading skill in language teaching is mentioned in details. And also, it is mentioned that a number of subjects can be taught through reading. As cultural elements correspond to everything in our daily lives, they can also be taught through reading texts. In this study the importance and effectiveness of teaching these cultural elements in context –in reading texts- are tried to be proved. Like in any other vocabulary learning, the memorization of the words alone can't be permanent.

Stephenson and Harold (2009) point out that the reading process involves much more than decoding from print to sound. It also involves cultural, social and personal knowledge, and the ability to map this knowledge to understanding of a text.

Savignon and Sysoyev (2002) also mention the importance of cultural elements in foreign language teaching. They claim that learning of foreign culture does not start from "an absolute zero". By the time learners begin the study of a context and its culture, they have already formed certain concepts, stereotypes, and expectations about cultural realities of the target community. These expectations are not fixed and immutable. But they will influence the way learners comprehend and interpret another culture.

Rivers (1981:260) put an emphasis on the importance of reading skill in culture teaching by saying:

The reading skill, once developed, is the one which can be most easily maintained at a high level by the students themselves without further help from a teacher. Through it they can increase their knowledge and understanding of the culture of the speakers of the language, their ways of thinking, their contemporary activities, and their contributions to many fields of artistic and intellectual endeavor.

In this study, cultural elements are given in reading texts. The students are exposed to them in meaningful contexts so it is easy for them to see these elements' usage in daily life and internalize them. The following steps are followed in teaching cultural elements.

- The reading texts are read and the teacher wants students to pay attention to the underlined words/phrases.
- The teacher asks some questions related to these cultural elements.
- The teacher shows some pictures so as to help students convey the meanings of the elements.
- The teacher gives extra information about the cultural elements.
- The students make discussion about the cultural elements.
- The students compare them with the similar cultural elements in their own cultures.

### **2.2.6 Why ‘Select Readings’ ?**

The main purpose of this study is to show the importance of teaching cultural elements in context by using reading texts. As mentioned above, in reading lessons, the chosen of the text is crucial for learners. In this study reading texts have extra importance as they are used to teach cultural elements. First of all, the reading texts chosen for this study should contain cultural items inside. The book ‘select readings’ is chosen for this study because it is composed of authentic passages including newspaper and magazine articles, personal essays, textbook chapters, book excerpts, and on-line discussions and as they are authentic passages they already have cultural elements. In those passages cultural elements are sprinkled into the sentences. The elements are underlined in the passages so it is easy to attract students’ attention. There is also information at the end of the book about these cultural elements. The passages are suitable for students’ daily interests and their ages. The passages’ linguistic levels are not so much beyond the students’ level. They have never got bored during the lessons because the texts appeal to their daily life. Cultural elements are not so many in number so the students have never confused. They can also relate these elements with their own culture. This book has not been followed at that university before but the instructors can bring their own materials in the sessions by giving information to the department’s coordinator.

## **CHAPTER 3**

### **METHODOLOGY**

In this part, methods used in this study, population and sampling, data collection, data analysis, procedure and application process will be presented.

#### **3.1. Method**

In this study top-down, bottom-up, skimming and scanning strategies in reading are all applied time to time in the courses throughout 12 weeks. Communicative Language Teaching (CLT) and the Direct Method (DM) are often used. The Direct Method is used because in this method culture is emphasized and the syllabus is based on topics rather than linguistic structures. Larsen-Freeman (2000:29) points out that:

Language is primarily spoken, not written. Therefore, students study common, everyday speech in the target language. They also study culture consisting of the history of the people who speak the target language, the geography of the country or countries where the language is spoken, and information about the daily lives of the speakers of the language.

These sides of the Direct Method are directly related to this study. Culture is in the centre of the teaching and learning process.

Communicative Language Teaching is used because it is based from the idea of 'language is for communication'. Larsen-Freeman (2000:131) mentions that:

Learners need knowledge of forms and meanings and functions. However, they must also use this knowledge and take into consideration the social situation in order to convey their intended meaning appropriately. Culture is the everyday lifestyle of people who use the language. There are certain aspects of it that are especially important to communication-the use of nonverbal behaviour, for example, which might receive greater attention in CLT.

Like the Direct Method, CLT also emphasizes the importance of culture in language teaching. Culture is inside the everyday life like communication.

### **3.2. Population and Sampling**

The population of this study is the Faculty of Economics at Giresun University in 2011-2012 academic year fall semester and the sampling is the students who are at first year of this faculty. The English classes in the first grade of the university are compulsory. There are two groups for each grade and one of them have been elected whose level is pre-intermediate and so appropriate for the study. Their average age is 19. It is a case study aiming to follow the development of one group of subjects. This group is composed of 30 students, 18 girls and 12 boys, getting day-time education attending the 4-hour classes per week at the Faculty of Economics.

### **3.3. Data Collection**

In this study in order to measure the students' current cultural knowledge and their development at the end of 12 weeks a "Proficiency Test" (see appendix 1) has been applied which has been designed by the researcher, during the preparation period of the test, the ideas of the some instructors both from the Department of English Language Teaching and the Department of Educational Sciences for test preparing techniques, are taken into consideration. The necessary literature review is also done. It is composed of 25 multiple choice questions including the cultural items which then will be taught throughout the 12- week courses. In the first lesson the test is handed out to the students and 30 minutes given for 25 questions. At the end of 12 weeks of instruction, the same test is handed out again as a post-test in order to see whether they have developed or not throughout the 12 weeks. Then the students answer them, the duration was the same as pre-test.

### **3.4. Data Analysis**

In this study the proficiency test has been designed by the researcher. The results of the pre-test applied to the subjects before the 12-week study and the results of the post-test having the same questions with the pre-test have been compared and the difference have been analyzed. Statistical techniques such as mean, standard deviation, frequencies, percentage, and T-tests were used to analyze the statistical data. ‘SPSS 15.0’ data analysis program was used to make the calculations. To conduct statistical analyses, the threshold for significance was accepted as  $p < 0.001$ , so discussions and comments on the findings of the study were shaped in accordance with this significance threshold.

### **3.5. Procedure**

In this study, the same test as pre- and post- has been applied to the students. The tests have been applied only to experimental group. There is not a control group because the aim of this study is to see the effects of teaching cultural elements by using reading texts rather than comparing two groups. The reading passages in the book titled ‘Select Readings’ have been used to teach cultural elements to the experimental group. The teaching process has lasted 12 weeks (2 hours per week) and totally 12 reading passages have been studied throughout this period. During this twelve weeks lessons have been planned as pre- , while and post- reading stages. But this study differs from a typical reading lesson as paying attention to the cultural elements existing in the reading passages.

### **3.6. Application Process**

As it is mentioned the first twelve units in the book ‘Select Readings’ have been applied for 12 weeks. These reading passages are all in pre-intermediate level which are suitable for the experimental group students’ level. Throughout these twelve weeks each unit takes 50’ x 2 lesson to finish. At first the students were a bit

anxious and stressed but even from the beginning of the first lesson they were easily included in the topics and the attention to the classes were nearly full in every week.

### **3.7. Classroom Procedure**

The procedure followed during the 12 weeks is summarized below.

#### **Week 1**

In first week the topic of the unit was ‘Are You Getting Enough Sleep?’ The activities have been designed as pre-, while- , and post reading activities. At first the students tried to relate the topic to the questions which applied them as pre-test but the teacher wanted them to be patient because s/he wanted them to learn cultural elements in context not in isolation. In the pre-reading stage the students were asked some general questions about sleeping and then some questions were asked about the cultural elements in the passage. In while- reading stage the passage was read by the students silently and some pictures for vocabulary were shown. Also in this stage the teacher wanted students to pay attention the words written in bold. These words are the cultural elements in the passage. The teacher then asked some questions about these elements and gave detailed information, to strengthen the meanings the teacher showed some pictures related to these cultural elements. In the post-listening stage the students were asked some vocabulary and comprehension questions, they talked about the target culture and compare those cultural elements with the similarities in their own culture. (See appendix 2)

#### **Week 2**

In second week the title of the unit was ‘Mika’s Homestay in London’. The activities have been designed as pre- , while- , and post reading activities. In the pre- reading stage the teacher asked some questions about studying abroad, students tried to answer and they told their ideas on the subject. In while- reading stage the passage was read and some pictures for vocabulary were shown. Also in this stage



the teacher wanted students to pay attention the words written in bold. These words are the cultural elements in the passage. The teacher then asked some questions about these elements and gave detailed information, to strengthen the meanings the teacher showed some pictures related to these cultural elements. In the post-listening stage the students were asked some vocabulary and comprehension questions, they talked about the target culture and compare those cultural elements with the similarities in their own culture. (See appendix 3)

### **Week 3**

The third week went on with a title as ‘It’s Not Always Black and White’. As it can be understood from the title, the passage was about colors and some idioms including colors. In the pre-reading stage the teacher drew a chart to the board, in one side of it there were the colors like red, blue, green, yellow and black , then the teacher wanted students to write the feelings that colors make them feel in the other side of the chart. By doing this activity the students’ attention was drawn to the lesson. In while-reading stage the passage was read, some pictures for vocabulary were shown or the teacher used mimics and gestures to give the meanings of the unknown words. In this stage the teacher wanted students to pay attention to the words written in bold and idioms. The teacher and students talked about the idioms and try to find their similarities in their own language. In the post-listening stage the students were asked some vocabulary and comprehension questions so as to check their comprehension of the text and also they made a discussion related to the passage. The students voluntarily joined the activities and their attention was completely attracted. (See appendix 4)

### **Week 4**

The forth week’s title was ‘Helping Others’. It was primarily about being volunteer and also volunteer organizations in the world. In the pre-reading stage the teacher asked some questions as ‘Do you like helping others?’, ‘What volunteer organizations do you know?’, students gave different answers and they generally

told that they like helping others. In while-reading stage the passage was read silently and the teacher showed some pictures and maps like picture of the symbol of Habitat or the map of the Philippines. In this passage the cultural elements were less when compared to other passages and they were generally related to location of the places like Negros Island and the Philippines. So the students' attention was on the volunteer organizations more than the words written in bold. In the post-reading stage the teacher asked some vocabulary questions and they made a discussion on being volunteer in Turkey and in the world. (See appendix 5)

### **Week 5**

In the fifth week the title was 'Generation Z: Digital Natives'. It was about the internet and social networking sites. The subject was really attractive for the students because as known by everyone young people are really interested in internet and those sites. So in the pre-reading stage they were totally involved in the subject and answered the questions like 'How old were you the first time you used computer/mobile phone?'. In while-reading stage the passage was read and they learned the term 'Generation Z' and 'digital natives' (the generation born between the mid-1990's and the early 2000's) in which most of them involved in. In this unit the using of internet in different cultures were mostly discussed. The differences between Turkey and the USA in terms of using the internet were discussed by the students. The cultural elements which are effective on those differences were also discussed. (See appendix 6)

### **Week 6**

In sixth week the title was 'How to Be a Successful Businessperson'. The activities have been designed as pre-, while-, and post reading activities. In the pre-reading stage the teacher asked some questions about being successful, students tried to answer and they told their ideas on the subject. In while-reading stage the passage was read and some pictures for vocabulary were shown. Also in this stage the teacher wanted students to pay attention the words written in bold. These words are

the cultural elements in the passage. The teacher then asked some questions about these elements and gave detailed information, to strengthen the meanings the teacher showed some pictures related to these cultural elements. In the post-listening stage the students were asked some vocabulary and comprehension questions, they talked about the target culture and compare those cultural elements with the similarities in their own culture. (See appendix 7)

### **Week 7**

The title was ‘The Growth of Urban Farming’ in the seventh week. After 6 weeks the students were really familiar with the cultural elements in the passages and they were really interested in them. The activities were designed like the other 6 weeks. In this week’s reading passage the cultural elements were generally related to location of the some places in the USA. The teacher showed maps in order to make the learning more clear and s/he also gave extra information about the governing system in the USA so that the students could make comment and they could compare the two cultures. (Turkey and the USA). There were also some cultural elements about farming, the teacher and students make a discussion on the differences between two countries in terms of farming. (See appendix 8)

### **Week 8**

The eighth week went on with a passage titled ‘Can You Live Forever?’. By looking the title students were interested in the subject from the beginning of the lesson. The stages were developed in the same way with the ongoing weeks. As it can be understood from the title, it is about the ways of living forever. There were not many cultural elements in this unit except from an old saying on health or being healthy. The teacher focused on that saying and s/he made students give examples from sayings on health from their own culture and compare the two sayings in terms of cultural differences. The students were voluntarily attended the activities and they told that they were really glad to learn cultural elements in different cultures. (See appendix 9)

## **Week 9**

The title was ‘Baseball Fans around the World’ in the ninth week. All of the students had heard the term baseball but most of them did not have any idea about how to play it, so the teacher showed them a picture of a baseball field and gave basic information about baseball. In this unit the subject was baseball and different cheering styles of people around the world so the students learned the cultural differences by looking those different styles and also their own cultural cheering ways. Especially boys in the class paid attention to the subject because nearly all of them like going football matches. In the post-reading stage the students try to attend the discussion activity with high concentration. By looking the last eight weeks the students were getting courageous day by day in the lessons. (See appendix 10)

## **Week 10**

The tenth week went on a title as ‘Mobile Phones: Hang Up or Keep Talking’. The students were really familiar to the title because all of them have mobile phones without exception and these mobile phones are in every field of their lives. As usual, the teacher asked some questions in order to warm students up. They were easily included in the subject and throughout the lesson their interest was always kept alive. The stages were developed pre-, while and post reading stages like the other weeks. There were not many cultural elements in this passage. But the teacher and the students discussed on technologic developments in the USA and in Turkey. And also they discussed on if there could be a cultural reason in the backstage of these differences. (See appendix 11)

## **Week 11**

This week’s title was ‘Vanessa-Mae: A 21<sup>st</sup> Century Musician’. None of the students heard this name before. So they could just understand that the passage is related to music. The teacher started the lesson by asking questions related to music and musical instruments. Some of the students were interested in music and they

were really included in the subject easily. After pre- , while and post-reading stages the teacher and the students discussed the role of music and also other fine arts in English and in American culture. Then they tried to compare it with Turkish culture. After 11 weeks of study the students were really curious about the other cultures and they could make comments easier than the first weeks. (See appendix 12)

## **Week 12**

The last week's title was 'A Day in the Life of a Freshman'. The students in the class were all freshmen so the subject was really interesting for them. The teacher started lesson by drawing a chart on the board and then they talked about a typical day of the university students. There were cultural elements in the passage like 'blind date' and some expressions like 'Thank goodness'. The teacher gave information about these elements and then wants students to compare them with Turkish culture, the students also tried to find similar expressions used in Turkish culture. The teacher also wanted students to compare a typical day of the university student in the passage and a typical day of a university student in Turkey. The students tried to find differences and the 12-week study ended with this reading passage. (see appendix 13)

These classroom procedures will be explained more detailed in appendices.

## **CHAPTER 4**

### **FINDINGS AND DISCUSSIONS**

In this chapter, findings gathered from the data and discussion part are presented together. Findings cover the statistical data about pre-test and post-test scores of the experimental group and the hypothesis emphasized at the very beginning of the research.

There are two research questions at the beginning of the study;

1. Do the cultural elements in reading texts effect the university students' learning of culture?
2. Are the reading texts effective in teaching cultural elements?

By looking at the results mentioned below, it can be concluded that the cultural elements in reading texts effect the university students' learning of culture, so they are effective.

#### **Hypotheses**

The first hypothesis of the study alleges that “There is a significant difference in students' cultural knowledge after this 12-week study”. The second hypothesis alleges that “There is a significant difference between the students' pre-test and post-test scores”.

In order to test out these hypotheses, the pre-test and post-test scores of the experimental group were analyzed and related table is presented as:

**Table 1. The comparison of the Pre- and Post- Test scores of “Proficiency Test” of the experimental group**

		N	Mean	St. Deviation	T	significance
	<b>Pre-test</b>	30	33.20	9.28	-12.549	,000*
	<b>Post-test</b>	30	78.93	17.66		

\* p <.001

The results of the t-test applied for the pre and post-test scores of the experimental group show that the significance level is ,000 (p<.001). As it appears within the significance threshold, it can be said that there is a statistically significant difference between the pre-test and post-test scores of the students. Relating to the test result, it can be said that the use of reading texts to teach cultural elements to university students is effective.

The results also show that the students know a little about the cultural elements of the target culture(s), their pre-test scores are poor. They may have heard about the cultural elements in the test but they cannot remember their meanings correctly. Maybe they have problems about recalling. But after 12 weeks of instruction with the reading texts including those cultural elements, the students’ post-test scores go up noticeably. The reason of this increase can be explained with the role of reading texts in recalling the meanings. After the application of the post-test the students mentioned that they could remember the cultural elements by thinking the reading text they were in.

The reading texts are also enjoyable and different for students. Most of the students took part in this research are totally included in the lesson. It is because of the reading texts which are suitable for their age and interests. They like finding similarities between themselves and the others from American or British culture. Teaching culture in EFL courses is not easy but it is not impossible.

Dai (2011:1031) states that:

It goes without saying that a total immersion in the culture of a native speaking country seems to be the first preference for learning its culture. But it does not follow that students cannot learn a foreign culture in the classroom in our home culture. Teachers may as well create an environment in an economic and systematic way. Through the procession of comprehensible classroom communicative activities, culture learning is gradually pushed forward.

It is clear that the best way of learning a language and also its culture is to live in a native speaking country but there are some ways of teaching it without doing this. In this study it is tried to create a native-like environment with the help of reading texts, by looking at the results it can be said that it is successful. But it should also be kept in mind that, this way of teaching culture may not give the same results in different age groups.

This study also tries to show that integrating culture into language learning leads to give a new point of view to the learners. It is not tested but it can be a suggestion for further studies to test the learners' attitude towards the target culture(s) after the 12-weeks-study.

Rajabi & Ketabi (2012:708) also mention the role of culture in language learning by saying:

The closeness of the relationship between language and culture gives rise to the perception of language as a kind of acculturation where language learners assimilate new culture as new codes of expression, new values, and new norms of conduct as well as a different world view.

The different world view mentioned above sometimes causes discussion as it can make students to alienate their own culture. But when it is looked from another point of view, this can make learners to understand their own culture better. This study cannot give an exact answer to this matter but it is seen that the learners are much more aware of the term 'culture' after integrating it with language learning.

Briefly, considering the test results and the feedback by the students, it can be said that teaching cultural elements by using reading texts has a considerable development in the students' cultural knowledge.



## **CHAPTER 5**

### **CONCLUSION AND SUGGESTIONS**

#### **5.1. Conclusion**

In this study, the use of reading texts in the book titled ‘Select Readings’ in teaching cultural elements to the university students have been examined.

The experimental group is composed of 30 first grade students, 18 girls and 12 boys, attending English classes at Giresun University. The study is twelve-week long which means a semester at the university. First of all, at the very beginning of the study, a proficiency test designed by the instructor has been applied to the students as a Pre-Test. In this test, there are twenty-five questions asking the meanings of cultural elements which are taught later in the 12- week period. The same test has been applied again as a Post-Test at the end of the twelve-weeks of reading instruction. Afterwards, the findings regarding to the development of knowledge of cultural elements have been analyzed by “SPSS 15.0 data analysis program”. After the statistical analysis of the pre-test and post-test, the result is 000 ( $p < .001$ ) which shows that the use of reading texts in teaching cultural elements is efficient at a significance level. Teaching cultural elements in context helps students to recall the meanings in a course of time. The students also pay extra attention when they learn that those reading texts are authentic, it seems more ‘real’ to them. Teaching cultural elements through reading texts also helps students’ developing reading skills. They also have tried hard to participate discussion parts at the post-reading stages of the lessons which also help them to develop their speaking skills.

This study not only deals with teaching culture or reading comprehension but also tries to show the importance of teaching culture in context. Like any other linguistic items, cultural elements are taught effectively in context, because as it is mentioned

at the very beginning of the study, language is something living and it cannot be seen in isolation.

Briefly, it is clear that the use of reading texts to teach cultural elements is effective for university students. Furthermore, as the students are interested in the subjects of the reading texts they felt more motivated to participate in the lessons and they started to see language not only a set of rules but also a living thing developing day by day. The results can also be listed as follows:

Firstly, reading texts provide a context to make the cultural elements meaningful and this makes them more memorable for the learners. Besides, as the subjects of the texts are suitable and interesting for the students, they become much more motivated in the lessons.

Secondly, the students' learning more about the target culture(s) make them to have a different point of view towards their own culture. They can also compare and contrast the cultures and this makes them develop a new skill. Furthermore, when their knowledge on culture are developed, they also change their sense of language. They no longer see English as only a 'lesson'.

Thirdly, the students' post-test scores encourage them about learning English. They can clearly see their improvement even while answering the post-test questions. They also realize that English can be interesting and attractive for them.

Finally, this study is applied to university students and teaching cultural elements by using reading texts in the book titled 'Select Readings' is seen effective by looking at the findings. It can also be concluded that cultural elements can be integrated in language teaching. At last, it should be taken into account that different results can be taken in different groups and with different materials. Some suggestions are given in the following part.

## **5.2. Suggestions for Further Studies**

The findings of the current research revealed that the use of reading texts including reading passages to teach cultural elements is effective and hence, their usage in language classrooms can be suggested for several reasons.

There are also some suggestions can be made for further studies:

1-The same proficiency test can be applies to the same group after a year in order to test the permanence of the information.

2-The same study can be done with different age groups.

3-The cultural elements in the book are written in bold so they attracted students' attention. Another book in which the cultural elements are not written in bold can be used and then compared to the results of this study.

4-Throughout the study, the students' positive attitudes are observed but it isn't tested. An attitude test can be applied to the students in order to see their attitude clearly.

5-The cultural elements can be classified as elements related to food, elements related to clothes etc.

6- The same study can be applied with a different book or reading texts.

7-There may be a control group in which the students are taught the same cultural elements in isolation so as to check the effectiveness of teaching cultural elements in context.

In brief, this study can be considered as a guide to the teaching of cultural elements in reading passages. The findings gathered at the end of this study are evaluated to

reflect the usefulness and effectiveness of using reading passages to teach cultural elements to EFL students.

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## APPENDICES

### APPENDIX 1

#### Proficiency Test

Duration: 30 minutes

Name:

Surname:

Age:

1-You are a \_\_\_\_\_ if you are in your first year in university.

- a)student          b)freshman          c)teacher          d)counselor          e)lecturer

2-Many English speakers use the expression ‘ \_\_\_\_\_ ’ when they feel happy ,lucky or relieved.

- a)Thank you!                                  b)You’re welcome!                                  c)God bless you!  
d)Oh, Jesus Christ!                                  e)Thank goodness!

3-What is the American equivalent of ‘‘football’’?

- a)baseball          b)football          c)NBA          d)soccer          e)game

4-People in the United Kingdom usually go \_\_\_\_\_to meet with their friends in the evenings

- a)restaurants          b)bars          c)discos          d)malls          e)pubs

5-There are many kinds of potato dishes served in England. Which **isn’t** one of them?

- a)fried potatoes                                  b)steamed potatoes                                  c)sliced potatoes  
d)different-colour potatoes                                  e)canned potatoes

6-What does “out of blue” mean?

- a)in the sea      b)suddenly      c)in the beach      d)at the same time      e)never

7-If someone sees everything in ‘black and white’, it means s/he \_\_\_\_\_.

- a)judges everything as either good or bad  
b)doesn’t like black people  
c)is pessimistic  
d)helps poor people  
e)doesn’t like colourful things

8-What is the original name of the restaurant KFC?

- a)Kitchen,Food,Chicken      b)Kentucky Food Chef      c)Kentucky Freezed Chicken  
d)Kentucky Fried Chicken      e)Kentucky’s Food Chamber

9-What is the other name of “Oscars”?

- a)Cannes Film Festival      b)The Academy Awards      c)Nobel Prize  
d)Hollywood Academy Festival      e)MTV Video Prizes

10-Louis Armstrong is a famous \_\_\_\_\_ musician.

- a)Rock      b)Blues      c)Pop      d)Folk      e)Jazz

11-‘Negros Island’ is located in \_\_\_\_\_.

- a)the USA      b)England      c)the Philippines      d)Wales      e)China

12-‘Stanford University’ is located in \_\_\_\_\_.

- a)England      b)California      c)The Wales      d)Britian      e)France

13-‘The Wall Street Journal’ is a \_\_\_\_\_ in the United States.

- a)newspaper b)magazine c)sports magazine d)famous book e)business publication

14-New York City is made up of five parts.Which of the followings **isn't** a part of New York?

- a)Queens      b)Brooklyn      c)Staten Island      d)Victorian      e)Manhattan

15-'Pasadena' is a city in \_\_\_\_\_ County .

- a)Los Angeles      b)New York      c)Chicago      d)California      e)Washington

16-Baseball is not very popular in \_\_\_\_\_.

- a)Asia      b)North America      c)South America      d)Africa      e)Europe

17-Baseball was invented in \_\_\_\_\_

- a)The United Kingdom      b)The United States      c)England      d)The Wales      e)France

18-Vanessa –Mae is a famous \_\_\_\_\_.

- a)musician      b)actress      c)tennis player      d)pop singer      e)scientist

19-People who are good at growing plants are called to have \_\_\_\_\_

- a)green thumb      b)green power      c)green experince      d)green hand      e)green brain

20-If you pass a test 'with flying colours' it means\_\_\_\_\_

- a)you can't do anything      b)you will fail      c)you do very well  
d)you can't see well in the exam      e)you will take the best mark ever

21-What does the word 'greasy' mean?

- a)boiled      b)fried      c)oily      c)healthy      e)chili

22-\_\_\_\_\_ are warm red sausages that Americans eat at baseball,football and other games.

- a)sandwiches      b)hamburgers      c)hot dogs      d)cheeseburgers      e)pancakes

23-What is a 'merengue'?

- a) a very popular American food
- b) an American folk dance
- c) a kind of insect
- d) a popular kind of music in Africa
- e) a very popular Dominican dance

24-In the United States ,the most popular Top 20 chart is published every week by \_\_\_\_\_.

- a) television
- b) radio
- c) internet
- d) announcement
- e) billboard

25-What is 'billiards'?

- a) a game
- b) a musical instrument
- c) a program
- d) name of a course
- e) a magazine

## **APPENDIX 2**

### **LESSON PLAN 1**

**Level:** Pre-Intermediate

**Title:** Are You Getting Enough Sleep?

**Estimated Time:** 50'x 2

**Objectives:** Enabling students to learn the cultural elements in the passage.  
Enabling students to learn more about target culture.  
Enabling students to compare target culture with their own culture.

**Materials:** Blackboard, Select Readings (Unit 1, page 3) pictures, a map of the USA, realia

**Approach:** Communicative Language Teaching

**Method :** The Direct Method

**Activities:** Question and answer, matching exercises, reading aloud

#### **PRE-READING**

1-The teacher asks questions to students.

“How many hours a night do you usually sleep?”

“How do you feel when you wake up in the morning?”

“How often do you feel sleepy during the day?”

2-And the students answer the questions, if they have difficulty on understanding them, the teacher answers them before the students and then they can answer easily.

3-The teacher wants students to move their eyes quickly over the reading passage and wants them to fill the chart including the names of people and places in the reading, the words appearing several times and wants them to guess the general point of view of the passage.

The teacher asks students ;

‘ Where is Stanford University? ‘

‘ Do you like football? What is your favourite team in Turkey/in the world? ‘

### **WHILE- READING**

1-The teacher wants students to read the passage silently and pay attention to words written in bold.(5 minutes)

2-After the students finished reading the teacher chooses a student for each paragraph and the students read them loudly in the class so the teacher can check their pronunciation. At the end of each paragraph students tell about the unknown words and the teacher tries to give meaning by giving examples and showing pictures. And also the teacher gives information for the words written in bold. For example, in the first paragraph the word ‘Stanford’ is written in bold, here the teacher shows a map of United States and the students see the location of Stanford. These words written in bold have some cultural meanings inside.

In second paragraph the word ‘football’ is written in bold and the teacher asks students if the term football is the same in our country and in the USA. And s/he shows some pictures of American Football to the students.







3-After finishing all paragraphs the teacher wants students read the passage once more so that they can internalize the passage better. (5 minutes)

## POST-READING

1-First, the teacher asks some vocabulary and comprehension questions in order to strengthen the understanding of the passage.

### Vocabulary

Underline these words in the reading passage and then match each word with its definition to the right.

- |                      |   |
|----------------------|---|
| 1. ___ blurry        | a) seeing things that aren't really there |
| 2. ___ eventually    | b) not sounding clear                     |
| 3. ___ experiment    | c) test done to prove something           |
| 4. ___ hallucinating | d) talking                                |
| 5. ___ slurred       | e) not looking clear                      |
| 6. ___ speech        | f) after a long time                      |

### Comprehension Questions

1. Why did Randy Gardner design a sleep experiment?
2. What are two things that happened to Randy during his sleep experiment?
3. How long did it take Randy to recover from his sleep experiment?
4. According to scientists, what is the purpose of sleep?
5. What happened to the rats after a few weeks without sleep?

2-Then the teacher talks about the high schools in the United States, and then wants students as groups of two to compare and contrast two countries' (Turkey and USA) high schools. (5 minutes)

3-The teacher wants students to compare the term 'football' (soccer) in the United States and in Turkey and Europe .

### **EVALUATION OF THE LESSON**

At the beginning of the lesson the students' attention is attracted to the subject by asking some questions about their own lives and also related to the subject. The teacher tried to involve them in the lesson and the subject. Having their interest to the subject they read the passage and had an overall idea about the passage. After that the teacher talked them about the words written in bold, she wanted them to pay attention to those words. Then she gave information about these words in cultural sense. The students talk about these cultural elements and make comments on them. They try to compare these cultural elements and those in our own culture. They discuss the advantages and disadvantages. After this lesson they know more about The USA and American Football.

## **APPENDIX 3**

### **LESSON PLAN 2**

**Level:** Pre-Intermediate

**Title:** ‘Mika’s Homestay in London’

**Estimated Time:** 50’x 2

**Objectives:** Enabling students to learn the cultural elements in the passage.

Enabling students to learn more about target culture.

Enabling students to compare target culture with their own culture.

**Materials:** Blackboard, Select Readings(Unit 2, page 13) pictures,realia

**Approach:** Communicative Language Teaching

**Method :** The Direct Method

**Activities:** Fill-in-the blanks exercises, question and answer exercise, reading aloud, scrambled sentences

### **PRE-READING**

1-The teacher asks questions to students.

“Have you ever studied in another country?”

“Would you like to study abroad?”

“Which country would you prefer to study in? ”

And the students answer the questions, if they have difficulty in understanding them, the teacher answers them before the students and then they can answer easily.

2-The teacher wants students to move their eyes quickly over the reading passage and wants them to fill the chart including the names of people and places in the reading, the words appearing several times and wants them to guess the general point of view of the passage.

3-The teacher asks students ;

“ Do you like potatoes? “

“What is your favourite potato dish? “

“ What is a pub? Are there any differences between a bar and a pub? “

### **WHILE- READING**

1-The teacher wants students to read the passage silently and pay attention to words written in bold.(5 minutes)

2-After the students finished reading the teacher chooses a student for each paragraph and the students read them loudly in the class so the teacher can check their pronunciation. At the end of each paragraph students tell about the unknown words and the teacher tries to give meaning by giving examples and showing pictures. And also the teacher gives information for the words written in bold.For example the word ‘potatoes’ is written in bold, here the teacher talks about potatoe dishes served in England and asks the students if they have tasted any of these dishes.These words written in bold have some cultural meanings inside.

In another paragraph the word ‘pub’ is written in bold and the teacher asks students if they have any idea about pubs or they have ever been to a pub. And s/he shows some pictures of pubs to the students.

**sliced potatoes**



**different - colored potatoes**









3-After finishing all paragraphs the teacher wants students read the passage once more so that they can internalize the passage better. (5 minutes)

### **POST-READING**

1-First, the teacher asks some vocabulary and comprehension questions and does matching exercises in order to strengthen the understanding of the passage.

#### **Exercises (10 minutes)**

1)Complete each sentence with a reason from the list on the right.

#### **Sentences**

1. Mika's parents gave her a one-month homestay in London
2. Mika chose a school with few Japanese students
3. Mrs. Flannery cooked chicken and potato dishes
4. The young man stayed awake for eleven days and nights
5. Thomas moved to Korea for a year
6. Anne's mother worried about her

### **Reasons**

- a) since she wanted Mika to enjoy
- b) traditional English food.
- c) since he wanted to study Korean art and literature.
- d) because he wanted to study the effects of going without sleep.
- e) because she didn't eat for two days.
- f) because it was her birthday.
- g) because she wanted to speak a lot of English.

### **Comprehension Questions**

1. Why did Mika Tanaka choose to study at Oxford House College?
2. Why does Mika think it's important to learn English?
3. Where did Mr. And Mrs. Flannery go every Saturday evening?
4. What did Mika say about the Japanese students at her school?
5. What was Mika most worried about on the plane to London?

### **Vocabulary**

**Fill in the blanks with the words/phrases below**

**do research on – reasonable – worried about- get used to – expensive - treats me like**

1. When you go to a new country, it takes time to \_\_\_\_\_ the food, people, and culture.
2. Mika's parents \_\_\_\_\_ her when she traveled from Tokyo to London all alone.
3. My best friend's mother is very nice to me. She \_\_\_\_\_ her daughter.
4. Before buying a new car, I used the Internet to \_\_\_\_\_ the best and most reasonable cars.
5. I like to shop at discount stores because their prices are \_\_\_\_\_.

2-After the exercises the teacher talks about the pubs in England and the differences between pubs , bars and cafes in other countries and wants students to write a recipe for a potato dish served in Turkey, if they do not know any s/he says they can produce one by imagination. (5 minutes)

### **EVALUATION OF THE LESSON**

At the beginning of the lesson the teacher asks some questions to the students in order to draw students' attention to the subject. The teacher tried to involve them in the lesson and the subject. Having their interest to the subject they read the passage and had an overall idea about the passage. After that the teacher talked them about the words written in bold, she wanted them to pay attention to those words. Then she gave information about these words in cultural sense. The students talk about these cultural elements and make comments on them. They try to compare these cultural elements and those in our own culture. They discuss the advantages and disadvantages. At the end of the lesson the students know more about the place of pubs in English culture and different kinds of potato dishes served in England.

## **APPENDIX 4**

### **LESSON PLAN 3**

**Level:** Pre-Intermediate

**Title:** ‘ It’s Not Always Black and White’

**Estimated Time:** 50’x 2

**Objectives:** Enabling students to learn the cultural elements in the passage.  
Enabling students to learn more about target culture.  
Enabling students to learn some idioms.  
Enabling students to compare target culture with their own culture.

**Materials:** Blackboard, Select Readings(Unit 3, page 23) pictures,realia

**Approach:** Communicative Language Teaching

**Method :** The Direct Method

**Activities:** Fill-in-the blanks exercises, question and answer exercise, discussion, reading aloud

#### **PRE-READING**

1-The teacher draws a chart on the board.

angry - excited - calm - happy - sad - nervous

**Colors**

**Adjectives**

Red

Blue

Green

Yellow

Black

And wants students to fill in the chart by writing the most suitable adjective that these colors make them feel next to each color. Then the teacher wants them to compare their own list to their deskmates. After that, the teacher chooses a student and asks which color makes her/him happy/ sad / nervous? (5 minutes)

2-The teacher wants students to move their eyes quickly over the reading passage and wants them to fill the chart on page 22 including the names of people and places in the reading, the words appearing several times and wants them to guess the general point of view of the passage.

### **WHILE- READING**

1-The teacher wants students to read the passage silently and pay attention to words written in bold and italics.(5 minutes)

2-After the students finished reading the teacher chooses a student for each paragraph and the students read them loudly in the class so the teacher can check their pronunciation. At the end of each paragraph students tell about the unknown words and the teacher tries to give meaning by giving examples and showing pictures. And also the teacher gives information for the words and phrases written in bold and italics. For example the phrase ‘have got the blues’ is written in italics, here the teacher talks about idioms and their importance in culture .

In another paragraph the phrase ‘Academy Awards’ is written in bold and the teacher asks students if they have ever heard of this before. If nobody can answer, the

teacher says that the other name of this phrase is ‘Oscars’, this time nearly all students say that they know it.

After finishing all paragraphs the teacher wants students read the passage once more so that they can internalize the passage better. (5 minutes)

## **POST-READING**

1-First, the teacher asks some vocabulary and comprehension questions and does matching exercises in order to strengthen the understanding of the passage.

### **Exercises (10 minutes)**

#### **Consider the Issues Exercise**

Read the situations . Which color expression from the reading completes each sentence?

1. Peter didn't get the job. The manager told him that he was too \_\_\_\_\_ and they want someone with more experience.
2. I just got my first paycheck from my new job! Let's go out and \_\_\_\_\_.
3. Roberta seems really \_\_\_\_\_ ever since she and her boyfriend broke up. I wish I could make her feel better.
4. Is everything okay? I saw you in the office talking to Mark , and your face was \_\_\_\_\_. What did he do?
5. I really liked riding the rollercoaster , but when we were done , Mike looked \_\_\_\_\_. Poor guy.

#### **Vocabulary**

**Fill in the blanks with the words/phrases below**

**embarrassing – energy – expecting – experience – judge**

1. It was so \_\_\_\_\_ when Jack walked in to the glass door.
2. Sheila is \_\_\_\_\_ an important phone call this afternoon from her boss.
3. That man in the jeans and T-shirt is the president of the company. You really can't \_\_\_\_\_ a person by what he's wearing.
4. Dennis has six years of \_\_\_\_\_ working as a nurse in this hospital.
5. We have to try to get the \_\_\_\_\_ we need from things other than oil.

2-After the vocabulary and fill-in-the blanks exercises the students do a discussion exercises, by doing this they can learn when and how to use the color expressions and idioms in daily language.

### **Discussion**

In the passage, you learned several expressions and idioms using colors. Which expressions have positive and which have negative meaning? Answer the questions below and then choose a partner and tell her/him why you chose positive or negative? At the end try to find similar expressions and idioms in your own language.(10 minutes)

- 1-Do you judge each situation individually, or do you see everything in black and white?
- 2-Do you roll out the red carpet when people visit your home ?
- 3-What do you do when you feel blue?
- 4-Have you ever felt green with envy?
- 5-Thinking about the environment, how green are you?

### **EVALUATION OF THE LESSON**

At first the teacher draws a chart on the board, in one side of it there were the colors like red, blue, green, yellow and black, then the teacher wants students to write the feelings that colors make them feel in the other side of the chart. By doing this activity the students' attention is drawn to the lesson. In while-reading stage the

passage is read, some pictures for vocabulary are shown or the teacher uses mimics to give the meanings of the unknown words. In this stage the teacher wants students to pay attention to the words written in bold and idioms with color expressions . The teacher and students talks about the idioms and try to find their similars in their own language. In the post-listening stage the students are asked some vocabulary and comprehension questions and also they produce a discussion activity related to the passage. The students voluntarily join the activities and their attention is completely attracted. At the end of the lesson students learn idioms with color expressions and their collocations.



## **APPENDIX 5**

### **LESSON PLAN 4**

**Level:** Pre-Intermediate

**Title:** ‘Helping Others’

**Estimated Time:** 50’x 2

**Objectives:** Enabling students to learn the cultural elements in the passage.  
Enabling students to learn more about target culture.  
Enabling students to compare target culture with their own culture.

**Materials:** Blackboard, Select Readings(Unit 4, page 32) pictures

**Approaches:** Communicative Language Teaching

**Method :** The Direct Method

**Activities:** Fill-in-the blanks exercises, matching exercises,reading aloud

### **PRE-READING**

1-The teacher asks questions to students.

“Do you like helping others?”

“What volunteer organizations do you know? What do they do?”

And the students answer the questions, if they have difficulty on understanding them, the teacher answers them before the students and then they can answer easily.

2-The teacher wants students to move their eyes quickly over the reading passage and wants them to fill the chart including the names of people and places in the reading, the words appearing several times and wants them to guess the general point of view of the passage.

### **WHILE- READING**

1-The teacher wants students to read the passage silently and pay attention to words written in bold.(5 minutes)

2-After the students finished reading the teacher chooses a student for each paragraph and the students read them loudly in the class so the teacher can check their pronunciation. At the end of each paragraph students tell about the unknown words and the teacher tries to give meaning by giving examples and showing pictures. And also the teacher gives information for the words written in bold. For example, the word 'volunteer' is written in bold , here the teacher talks about being volunteer and asks the students if they have ever been volunteer in a volunteer organization.

In another paragraph some proper names like 'Negros Island' , 'The Philippines' are written in bold too. Here the teacher gives extra information about the location of these places.



**Habitat**  
**for Humanity®**



3-After finishing all paragraphs the teacher wants students read the passage once more so that they can internalize the passage better. (5 minutes)

## POST-READING

1-First, the teacher asks some vocabulary and comprehension questions and does matching exercises in order to strengthen the understanding of the passage.

### Exercises (10 minutes)

#### Fill-in-the blanks exercises

In your opinion, what are some of the positive and negative things about volunteering for Habitat? Add your ideas to the chart below.

#### Positive Things

1. You can help other people
- 2.
- 3.
- 4.

#### Negative Things

1. You don't earn any money
- 2.
- 3.
- 4.

#### Vocabulary

#### Match each word with its definition to the right

- |                  |  |
|------------------|--|
| 1. appreciate    | a. stay connected to someone by calling or writing |
| 2. grew up       | b. friendships                                     |
| 3. keep in touch | c. a group/team of people who work together        |
| 4. relationships | d. like, know the value of something               |
| 5. staff         | e. got older, changed from a child to an adult     |

2-After the exercises the teacher and the students talk about the volunteer organizations in Turkey and in Europe or The USA, the differences / similarities between them. (5 minutes)

### **EVALUATION OF THE LESSON**

At the beginning of the lesson the teacher asks some questions to the students in order to draw students' attention to the subject. The teacher tried to involve them in the lesson and the subject. Having their interest to the subject they read the passage and had an overall idea about the passage. After that the teacher talked them about the words written in bold, she wanted them to pay attention to those words. Then she gave information about these words in cultural sense. The students talk about these cultural elements and make comments on them. They try to compare these cultural elements and those in our own culture. They discuss the advantages and disadvantages. At the end of the lesson the students know more about the volunteer organizations and the location of the places written in bold.

## **APPENDIX 6**

### **LESSON PLAN 5**

**Level:** Pre-Intermediate

**Title:** ‘Generation Z : Digital Natives’

**Estimated Time:** 50’x 2

**Objectives:** Enabling students to learn the cultural elements in the passage.  
Enabling students to learn more about target culture.  
Enabling students to compare target culture with their own culture.

**Materials:** Blackboard, Select Readings(Unit 5, page 42) pictures

**Approach:** Communicative Language Teaching

**Method :** The Direct Method

**Activities:** Fill in the blanks exercises, discussion, reading aloud

#### **PRE-READING**

1-The teacher writes some words on the board and asks;

‘How old were you the first time you used each of these items?’

\*computer

\*video game system

\*mobile phone

\*CD player

\*mp3 player

\*digital camera

And the students answer the questions, if they have difficulty on understanding, the teacher answers them before the students and then they can answer easily.

2.The teacher wants students to move their eyes quickly over the reading passage and wants them to fill the chart including the names of people and places in the reading, the words appearing several times and wants them to guess the general point of view of the passage.

### **WHILE- READING**

1-The teacher wants students to read the passage silently and pay attention to words written in bold.(5 minutes)

2-After the students finished reading the teacher chooses a student for each paragraph and the students read them loudly in the class so the teacher can check their pronunciation. At the end of each paragraph students tell about the unknown words and the teacher tries to give meaning by giving examples and showing pictures. And also the teacher gives information for the words and phrases written in bold. For example the phrase ‘social networking site’ is written in bold, here the teacher asks student what a social networking site is . Students give similar answers like facebook, twitter etc. And the teacher talks about the popularity of networking sites in Turkey and in the USA.

3-After finishing all paragraphs the teacher wants students read the passage once more so that they can internalize the passage better. (5 minutes)

### **POST-READING**

1-First, the teacher asks some fill in the blanks and discussion exercises in order to strengthen the understanding of the passage.

### **Vocabulary**

Underline these words in the reading passage and then complete the sentences  
**challenge – connected – marketing – privacy – reject**

1. People in \_\_\_\_\_ figure out how to sell things.
2. Social networking sites let me stay \_\_\_\_\_ to my friends all the time.
3. I don't want companies knowing everything about me; I like having my \_\_\_\_\_.
4. Some people completely \_\_\_\_\_ technology. They don't use e-mail, and they don't like computers at all.
5. Learning how to use a cell phone isn't hard for me, but it's a big \_\_\_\_\_ for my dad.

### **Consider the Issues Exercise**

Do you agree or disagree with the following statements? Work with a partner to answer the questions below. (10 minutes)

1. It's great for children to begin using technology at a very young age.
2. Spending 9.5 hours a day online is fine.
3. I couldn't live without a mobile phone.
4. Social networking sites are a great way to stay connected with people.
5. I am not worried about privacy online.
6. I don't post funny photos online because I don't want future employers to see them.
7. Reading e-books is better than reading printed books.
8. I don't want my parents to see what I'm doing online.

2-Then the teacher talks about internet users in the USA, and then wants students as groups of two to compare and contrast two countries in terms of internet using. (Turkey and the USA). (5 minutes)

### **EVALUATION OF THE LESSON**



At the beginning of the lesson the students' attention are attracted to the subject by asking some questions about their own lives and also related to the subject. The teacher tried to involve them in the lesson and the subject. Having their interest to the subject they read the passage and had an overall idea about the passage. After that the teacher talked them about the words written in bold, she wanted them to pay attention to those words. Then she gave information about these words in cultural sense. The students talk about these cultural elements and make comments on them. They try to compare these cultural elements and those in our own culture. They discuss the advantages and disadvantages. After this lesson they know more about the using of internet in the USA.

## **APPENDIX 7**

### **LESSON PLAN 6**

**Level:** Pre-Intermediate

**Title:** ‘ How to Be a Successful Businessperson’

**Estimated Time:** 50’x 2

**Objectives:** Enabling students to learn the cultural elements in the passage.  
Enabling students to learn more about target culture.  
Enabling students to compare target culture with their own culture.

**Materials:** Blackboard, Select Readings(Unit 6, page 53) pictures,realia

**Approach:** Communicative Language Teaching

**Method :** The Direct Method

**Activities:** Fill-in-the blanks exercises, discussion,reading aloud

#### **PRE-READING**

1-The teacher asks questions to the students ;

‘What makes a person successful?’

‘What is most important for success in business?’

‘Do you know anyone who is successful in business?’

And the students answer the questions, if they have difficulty on understanding them, the teacher answers them before the students and then they can answer easily.

2-The teacher wants students to move their eyes quickly over the reading passage and wants them to fill the chart on page 22 including the names of people and places in the reading, the words appearing several times and wants them to guess the general point of view of the passage.

### **WHILE- READING**

1-The teacher wants students to read the passage silently and pay attention to words written in bold and italics.(5 minutes)

2-After the students finished reading the teacher chooses a student for each paragraph and the students read them loudly in the class so the teacher can check their pronunciation. At the end of each paragraph students tell about the unknown words and the teacher tries to give meaning by giving examples and showing pictures. And also the teacher gives information for the words written in bold. For example, 'KFC' is written in bold, here the teacher asks students if they know what KFC is and also its expansion. The students coming from big cities like İstanbul, Ankara, İzmir etc. generally know it but some of them haven't heard it before. The teacher gives some extra information about it and also s/he talks about the role of fast food in people's diet in the USA.



3-After finishing all paragraphs the teacher wants students read the passage once more so that they can internalize the passage better. (5 minutes)

## POST-READING

1-First, the teacher asks some vocabulary and comprehension questions and does matching exercises in order to strengthen the understanding of the passage.

**Exercises (10 minutes)**

### Vocabulary

Fill in the blanks with the words/phrases below

fail – frequently – impressed – improved – profit - wonder

1. Raul's work has really \_\_\_\_\_ since he took that training class last month.

Maybe all of our employees should try it.

2.The managers were very \_\_\_\_\_ with Lara's work, so they gave her a better job.

3.Sometimes I \_\_\_\_\_ if I should look for another job, but it's not easy to find one these days.

4.If my staff members \_\_\_\_\_ to finish their work today, I'll have to finish it tonight.

5.They are making more money and spending less than before. They've made a huge \_\_\_\_\_ this year.

6.I see Bob in the restaurant \_\_\_\_\_. He comes in at least four times a week.

### **Comprehension : Sequencing**

Number these events in Mr.Kazi's life from 1 to 9.

\_\_\_ He sold his first restaurant at a profit.

\_\_\_ He got a job as a cook's helper.

\_\_\_ He bought his 168th restaurant.

\_\_\_ He moved to the United States.

\_\_\_ He got a job at a car rental company.

1 He learned to fly a plane.

\_\_\_ He bought his first restaurant.

\_\_\_ He bought three more restaurants.

\_\_\_ He became the manager of a restaurant.

2-After the exercises the teacher talks about fast food in the USA and asks students about the role of fast food in their diet. After that s/he wants students to compare the two countries in terms of restaurants and fast food . (5 minutes)

## **EVALUATION OF THE LESSON**

At the beginning of the lesson the teacher asks some questions to the students in order to draw students' attention to the subject. The teacher tried to involve them in the lesson and the subject. Having their interest to the subject they read the passage and had an overall idea about the passage. After that the teacher talked them about the words written in bold, she wanted them to pay attention to those words. Then she gave information about these words in cultural sense. The students talk about these cultural elements and make comments on them. They try to compare these cultural elements and those in our own culture. They discuss the advantages and disadvantages. At the end of the lesson the students know more about the fast food restaurants in the USA and the role of them in their culture.

## **APPENDIX 8**

### **LESSON PLAN 7**

**Level:** Pre-Intermediate

**Title:** ‘The Growth of Urban Farming’

**Estimated Time:** 50’x 2

**Objectives:** Enabling students to learn the cultural elements in the passage.  
Enabling students to learn more about target culture.  
Enabling students to compare target culture with their own culture.

**Materials:** Blackboard, Select Readings(Unit 7, page 61) pictures,realia

**Approach:** Communicative Language Teaching

**Method :** The Direct Method

**Activities:** Matching exercises, comprehension questions, discussion, reading aloud, dictation

### **PRE-READING**

- 1-The teacher asks a question;  
“Where do you buy your food?”
- supermarket
  - local outdoor market
  - local farm
  - convenience store
  - restaurant

And the students answer the question, if there are any unknown words , the teacher shows pictures to give the meaning.

2-The teacher wants students to move their eyes quickly over the reading passage and wants them to fill the chart including the names of people and places in the reading, the words appearing several times and wants them to guess the general point of view of the passage.

3-The teacher asks students ;

“Do you know where Pasadena is?”

“Where is Brooklyn located?”

By asking the questions the teacher attracts the students’ attention to the words written in bold. The students can’t answer the questions and the teacher told them to wait for extra information during the lesson.

### **WHILE- READING**

1-The teacher wants students to read the passage silently and pay attention to words written in bold.(5 minutes)

After the students finished reading the teacher chooses a student for each paragraph and the students read them loudly in the class so the teacher can check their pronunciation. When they finish reading the teacher show them the maps of the New York City and California and give them information about the state system in the USA.





2-After finishing all paragraphs the teacher wants students read the passage once more so that they can internalize the passage better. (5 minutes)

### **POST-READING**

1-First, the teacher asks some vocabulary and comprehension questions and does matching exercises in order to strengthen the understanding of the passage.

### Exercises (10 minutes)

1) Underline these words in the reading passage. Then match each word with its definition to the right.

- |                       |  |
|-----------------------|--|
| 1. ____ neighbourhood | a. get to (a place)                    |
| 2. ____ overseas      | b. outside your own country            |
| 3. ____ roof          | c. having many people in a small place |
| 4. ____ crowded       | d. the area around the place you live  |
| 5. ____ reach         | e. the top of a building               |

### Comprehension Questions

1. How and where do the people in the USA buy fresh vegetables ?
2. What is 'urban farming' ?
3. What is the mission of 'Brooklyn Grange' ?
4. Is it possible to grow your own food in big cities like Pasadena? How?
5. What can be the advantages / disadvantages of urban farming ?

2- After doing these exercises the teacher talks about the farming in the USA and in Turkey, the students are also added to the discussion and they compare the two countries' differences. And they talk about the role of farming in these two countries' culture. The teacher also asks students to compare and contrast the two countries' governance differences in the consideration of the information she gave during the lesson. (not in a detailed way) (10 minutes)

### EVALUATION OF THE LESSON

At the beginning of the lesson the teacher asks some questions to the students in order to draw students' attention to the subject. The teacher tried to involve them in

the lesson and the subject. Having their interest to the subject they read the passage and had an overall idea about the passage. After that the teacher talked them about the words written in bold, she wanted them to pay attention to those words. Then she gave information about these words in cultural sense. The students talk about these cultural elements and make comments on them. They try to compare these cultural elements and those in our own culture. They discuss the advantages and disadvantages. At the end of the lesson the students know more about the location of Pasadena and Brooklyn in the USA and the role of farming in their culture.

## APPENDIX 9

### LESSON PLAN 8

**Level:** Pre-Intermediate

**Title:** ‘Can You Live Forever ?’

**Estimated Time:** 50’x 2

**Objectives:** Enabling students to learn the cultural elements in the passage.  
Enabling students to learn more about target culture.  
Enabling students to compare target culture with their own culture.

**Materials:** Blackboard, Select Readings(Unit 8, page 71) pictures

**Approach:** Communicative Language Teaching

**Method :** The Direct Method

**Activities:**Discussion , free writing, reading aloud, dictation

#### PRE-READING

1-The teacher draws a chart on the board and asks ;  
“How often should you do these things in order to be healthy?”

Activity	Often	Sometimes	Rarely
Never			
-eat fresh fruits and vegetables			
-eat meat			
-eat ice-cream, cake, and other desserts			

- drink coffee
- drink green tea
- do sports and exercise
- do things that make you feel stressed

After finishing their charts the teacher wants student to discuss their answers with a partner. (10 minutes)

2-The teacher wants students to move their eyes quickly over the reading passage and wants them to fill the chart including the names of people and places in the reading, the words appearing several times and wants them to guess the general point of view of the passage. (5 minutes)

### **WHILE- READING**

1-The teacher wants students to read the passage silently and pay attention to words written in bold.(5 minutes)

After the students finished reading the teacher chooses a student for each paragraph and the students read them loudly in the class so the teacher can check their pronunciation. At the end of each paragraph students tell about the unknown words and the teacher tries to give meaning by giving examples and showing pictures.And also the teacher takes their attention to the saying which is written in italics at the beginning of the passage '*an apple a day keeps the doctor away*'. The students try to convey the meaning and also the teacher wants them to think about the sayings in Turkey for health. S/he also gives some examples in order to help students to remember. For example, 'Güneş girmeyen eve doktor girer.' or 'Can boğazdan gelir.'

The students also give some examples like 'Her işin başı sağlık' , 'Hekimden sorma, çekenden sor'. And the teacher wants students to compare the two cultures sayings on health.

2. After finishing all paragraphs the teacher wants students read the passage once more so that they can internalize the passage better. (5 minutes)

## **POST-READING**

1- In this stage first the teacher wants students to do a discussion exercise.

### **Consider the Issues Exercise**

Do you agree or disagree with Kurzweil's ideas? Read the sentences and check your answers, then discuss with your partner. (10 minutes)

#### **Kurzweil's Ideas**

**Agree**

#### **Disagree**

**a.** A good diet and exercise program can make your body age less quickly.

**b.** Sleeping, meditating, and lowering your stress can make your body age less quickly.

**c.** In 2050 there will be nanobots that can help fix problems in the cells of our bodies.

**d.** In 2050, there will be computers that can think like a person's brain.

**e.** By following his program, Kurzweil can stay alive until 2050.

**f.** If Kurzweil's predictions about the future are true, he will be able to live 'forever'.

2- Then the teacher wants students to choose three items from the words below and write two predictions (one for Turkey, one for the USA) about what each will be like in the year 2050. (15 minutes)

**computers – books – population – phones – education – food - transportation**

## **EVALUATION OF THE LESSON**

At the beginning of the lesson the students' attention are attracted to the subject by asking some questions about their own lives and also related to the subject. The teacher tries to involve them in the lesson and the subject. Having their interest to the subject they read the passage and have an overall idea about the passage. After that the teacher talks them about the saying written in italics, she wants them to pay attention to it. Then s/he gives information about that saying in cultural sense. The students give similar examples from their own culture and make comments on them. They try to compare these cultural elements and those in our own culture.

## **APPENDIX 10**

### **LESSON PLAN 9**

**Level:** Pre-Intermediate

**Title:** ‘Baseball Fans Around the World’

**Estimated Time:** 50’x 2

**Objectives:** Enabling students to learn the cultural elements in the passage.  
Enabling students to learn more about target culture.  
Enabling students to compare target culture with their own culture.

**Materials:** Blackboard, Select Readings(Unit 9, page 83), pictures

**Approach:** Communicative Language Teaching

**Method :** The Direct Method

**Activities:** Fill-in-the blanks exercises, discussion, reading aloud

#### **PRE-READING**

1-The teacher asks questions to students.

“What do you know about baseball?”

“Have you ever watched a baseball match?”

And the students answer the questions, most of them have never watched a baseball match and know a little about baseball. The teacher says s/he will give extra information during the lesson.



2-The teacher wants students to move their eyes quickly over the reading passage and wants them to fill the chart including the names of people and places in the reading , the words appearing several times and wants them to guess the general point of view of the passage.

### **WHILE- READING**

1-The teacher wants students to read the passage silently and pay attention to words written in bold.(5 minutes)

2-After the students finished reading the teacher chooses a student for each paragraph and the students read them loudly in the class so the teacher can check their pronunciation. At the end of each paragraph students tell about the unknown words and the teacher tries to give meaning by giving examples and showing pictures. There are a lot of unknown words about baseball so the teacher shows them a picture of a baseball field and explains the terms of baseball by showing the picture. And also the teacher gives information for the words and phrases written in bold.For example the word ‘merengue’ is written in bold, here the teacher explains that it is a kind of folk dance and the phrase ‘hot dog’ written in bold which most of the students know its meaning.





3-After finishing all paragraphs the teacher wants students read the passage once more so that they can internalize the passage better. (5 minutes)

### **POST-READING**

1-First, the teacher asks some vocabulary questions and then s/he draws a chart including some questions and then by looking it s/he wants students to discuss the issues .

#### **Exercises**

Underline these words in the reading passage then complete the sentences.

**analyzing – despite – disappointed – nonstop – scream**

- 1- The action went on \_\_\_\_\_ during the game. There was never a boring moment.
- 2- \_\_\_\_\_ his injured shoulder , James played in the game.
- 3- My brother likes to \_\_\_\_\_ a lot at baseball games. It hurts my ears to sit next to him.
- 4- Ronnie didn't talk at all. She was too busy watching and \_\_\_\_\_ the game.

5- We were so \_\_\_\_\_ when our team lost. We were really hoping they would win this one.(5 minutes)

### **Discussion**

-What was the most surprising or interesting thing that you learned about baseball fans from this reading ? Why was it surprising or interesting?

-Choose a type of sports event you have attended and answer the questions below.

**Sports Event:** \_\_\_\_\_

### **Questions:**

1-How often do you cheer at this type of sports event?

2-What do you yell or sing when you cheer?

3-How long do you spend standing during a game?

After the students answer the questions the teacher wants them to read their answers and then wants them to compare the sports fans in their own culture and in the USA. What are the differences and similarities between them ? (15 minutes)

### **EVALUATION OF THE LESSON**

At the beginning of the lesson the teacher asks some questions to the students in order to draw students' attention to the subject. The teacher tried to involve them in the lesson and the subject. Having their interest to the subject they read the passage and had an overall idea about the passage. After that the teacher talked them about the words written in bold, she wanted them to pay attention to those words. Then she gave information about these words in cultural sense. The students talk about these cultural elements and make comments on them. They try to compare these cultural elements and those in our own culture. They discuss the differences and the similarities. At the end of the lesson the students know more about the baseball and baseball fans around the world especially in the USA.

## **APPENDIX 11**

### **LESSON PLAN 10**

**Level:** Pre-Intermediate

**Title:** ‘Mobile Phones: Hang Up or Keep Talking?’

**Estimated Time:** 50’x 2

**Objectives:** Enabling students to learn the cultural elements in the passage.  
Enabling students to learn more about target culture.  
Enabling students to compare target culture with their own culture.

**Materials:** Blackboard, Select Readings(Unit 10, page 92) pictures

**Approach:** Communicative Language Teaching

**Method :** The Direct Method

**Activities:** Fill in the blanks exercises, discussion, reading aloud

#### **PRE-READING**

1-The teacher asks some questions ;

‘How many times did you talk on the phone yesterday?’

‘How much time did you spend talking on a mobile phone yesterday?’

‘Do you think mobile phones might be dangerous to your health?’

2-The teacher wants students to move their eyes quickly over the reading passage and wants them to fill the chart including the names of people and places in the

reading, the words appearing several times and wants them to guess the general point of view of the passage.

### **WHILE- READING**

1-The teacher wants students to read the passage silently and pay attention to words written in bold.(5 minutes)

After the students finished reading the teacher chooses a student for each paragraph and the students read them loudly in the class so the teacher can check their pronunciation. At the end of each paragraph students tell about the unknown words and the teacher tries to give meaning by giving examples and showing pictures. And also the teacher gives information for the words and phrases written in bold. For example, the phrase ‘health professionals’ is written in bold here the teacher asks students: “Who are these health professionals?”. The students generally say doctors and the teacher adds the other health professionals to the list as: dentists , nurses and psychologists.

2-After finishing all paragraphs the teacher wants students read the passage once more so that they can internalize the passage better. (5 minutes)

### **POST-READING**

1-First, the teacher asks some fill in the blanks and discussion exercises in order to strengthen the understanding of the passage.

#### **Vocabulary**

Underline these words in the reading passage and then complete the sentences

**common – cool – debate – means – potentially – proof**

1.I told you that soda was bad for you , and here’s the \_\_\_\_\_-look at this scientific study about what soda can do to your body.

2.Mobile phones weren’t \_\_\_\_\_ back in the early 1990’s, but nowadays most people have one.

3. Some people think they look \_\_\_\_\_ if they have the newest mobile phone, but I don't think so.
4. I have tried contacting her using several \_\_\_\_\_ of communication-phone, e-mail, and letter.
5. Every time my husband and I talk about mobile phones we have a big \_\_\_\_\_. I don't want our daughter to have one, but my husband does.
6. Scientists say that phones are \_\_\_\_\_ dangerous for your health. They're not completely sure yet.

### **Consider the Issues Exercise**

Work with a partner to answer the questions below. (10 minutes)

1. Do you think mobile phones are dangerous? Why or why not?
2. If scientists proved that mobile phones were harmful, what would you do?
3. Why is it difficult to get the facts about mobile phones and their effects on health?

### **EVALUATION OF THE LESSON**

At the beginning of the lesson the students' attention are attracted to the subject by asking some questions about their own lives and also related to the subject. The teacher tried to involve them in the lesson and the subject. Having their interest to the subject they read the passage and had an overall idea about the passage. After that the teacher talked them about the words written in bold, she wanted them to pay attention to those words. Then she gave information about these words. In this passage there were not many elements in cultural sense. So the students and the teacher discuss the advantages and disadvantages of using mobile phones and they just compare the usage of mobile phones in Turkey and in the USA.

## **APPENDIX 12**

### **LESSON PLAN 11**

**Level:** Pre-Intermediate

**Title:** ‘Vanessa-Mae: A 21st’ Century Musician’

**Estimated Time:** 50’x 2

**Objectives:** Enabling students to learn the cultural elements in the passage.  
Enabling students to learn more about target culture.  
Enabling students to compare target culture with their own culture.

**Materials:** Blackboard, Select Readings(Unit 11, page 101) pictures,realia

**Approach:** Communicative Language Teaching

**Method :** The Direct Method

**Activities:**Matching exercises , comprehension questions , discussion, reading aloud

#### **PRE-READING**

1-The teacher asks questions:

‘Who is your favourite Turkish musician?’

‘What is your favourite song or piece of music by this person?’

‘Who is your favourite foreign musician?’

The students answer the questions.

2-The teacher wants students to move their eyes quickly over the reading passage and wants them to fill the chart including the names of people and places in the



reading, the words appearing several times and wants them to guess the general point of view of the passage.

### **WHILE- READING**

1-The teacher wants students to read the passage silently and pay attention to words written in bold.(5 minutes)

After the students finished reading the teacher chooses a student for each paragraph and the students read them loudly in the class so the teacher can check their pronunciation. When they finished reading the teacher asks them if they have heard the musician ‘Vanessa-Mae’ before. Nobody in the class have heard about her but after reading they have general information about her. And the teacher asks students what the role of ‘music charts’ is. Some of the students tell that the best-selling albums and the most popular songs are shown on the music charts.

2-After finishing all paragraphs the teacher wants students read the passage once more so that they can internalize the passage better. (5 minutes)

### **POST-READING**

1-First, the teacher asks some comprehension questions and then she asks some questions to start a discussion on the importance of the music in Turkey and in Europe.

#### **Comprehension (5 minutes)**

Number these events in Vanessa-Mae’s life from first (1) to last (6)

\_\_\_\_\_ She moved from Singapore to London with her mother and stepfather

\_\_\_\_\_ She went to Germany to take advanced violin classes.

\_\_\_\_\_ She made her first professional appearance.

\_\_\_\_\_ She was born in Singapore.

\_\_\_\_ She studied music in China.

\_\_\_\_ She started playing ‘’techno-acoustis fusion’’ music.

### **Discussion (15 minutes)**

The teacher writes six questions on the board and wants students to answer.

1. Do you play a musical instrument?
2. What instrument do you play / would you like to play?
3. What kind of music do you like to play / would you like to play?
4. Have you ever been to a concert ?
5. Where was the concert ?
6. What kind of music was it?

2-After the students answer the questions the teacher asks students to make comments on the importance of music in our culture. Most students think that the role of music in our culture is less than the other cultures like the USA or Europe.

### **EVALUATION OF THE LESSON**

At the beginning of the lesson the teacher asks some questions to the students in order to draw students’ attention to the subject. The teacher tried to involve them in the lesson and the subject. Having their interest to the subject they read the passage and had an overall idea about the passage. After that the teacher talked them about the words written in bold, she wanted them to pay attention to those words. Then she gave information about these words in cultural sense. The students talk about these cultural elements and make comments on them. They try to compare these cultural elements and those in our own culture. They discuss the advantages and disadvantages.

## APPENDIX 13

### LESSON PLAN 12

**Level:** Pre-Intermediate

**Title:** ‘A Day in the Life of a Freshman’

**Estimated Time:** 50’x 2

**Objectives:** Enabling students to learn the cultural elements in the passage.  
Enabling students to learn more about target culture.  
Enabling students to compare target culture with their own culture.

**Materials:** Blackboard, Select Readings(Unit 12, page 112) pictures

**Approach:** Communicative Language Teaching

**Method :** The Direct Method

**Activities:** Fill in the blanks exercises, discussion, reading aloud

#### PRE-READING

1-The teacher draws a chart on the board and wants students to fill-in the chart:

For a university student to:

**very likely          likely          unlikely          very**

**unlikely**

a.get up early

b.skip a class

c.do homework

d.hang out with friends

e.borrow a friend's notes

f.play sports

g.go to library

2- The teacher wants students to move their eyes quickly over the reading passage and wants them to fill the chart including the names of people and places in the reading, the words appearing several times and wants them to guess the general point of view of the passage.

### **WHILE- READING**

1-The teacher wants students to read the passage silently and pay attention to words written in bold.(5 minutes)

2.After the students finished reading the teacher chooses a student for each paragraph and the students read them loudly in the class so the teacher can check their pronunciation. At the end of each paragraph students tell about the unknown words and the teacher tries to give meaning by giving examples, showing pictures , using mimics and gestures. And also the teacher gives information for the words and phrases written in bold. For example, the phrase 'blind date' is written in bold , here the teacher asks student what a 'blind date' is. Most of the students know the meaning of these two words but they don't know what its deepest meaning is. The teacher explains it and asks the students if it is normal in our culture, most of the students say 'no'. And also the teacher explains the word 'freshman' as a university student in his/her first year. Also the phrase 'Thank goodness' is written in bold, most of the students convey the meaning from the context.



3-After finishing all paragraphs the teacher wants students read the passage once more so that they can internalize the passage better. (5 minutes)

### **POST-READING**

1-First, the teacher asks some fill in the blanks and discussion exercises in order to strengthen the understanding of the passage.

#### **Vocabulary**

Underline these words in the reading passage and then complete the sentences

**awkward - blind date – chit chat – parted – stuffy**

- 1.My ex-boyfriend was at the party. I felt really \_\_\_\_\_ and uncomfortable when I saw him.
- 2.The air on the train is always \_\_\_\_\_ in the morning because there are so many people travelling into the city at the same time.
- 3.Marie went on a \_\_\_\_\_ last night with a guy who works with her roommate.
- 4.They \_\_\_\_\_ at the train station, not knowing if they would see each other again.
- 5.Sorry, I don't have time to \_\_\_\_\_ -I'm late for my class.

### **Discussion (15 minutes)**

The teacher tells students that they've read about a typical day of a freshman. S/he draws a chart on the board and wants them to fill-in the chart according to their own 'freshman' year.

**Often            Sometimes            Rarely**

#### **Never**

- hang out at school
- hang out at a friend's house
- hang out in a coffee shop
- play games
- go shopping
- go to the movies
- study
- go on a group blind date

2-Then the teacher wants students to compare their list to Chang Jae's list and tell the differences. After doing this students and the teacher discuss the differences in a cultural sense and the role of cultural elements in people's daily life.

### **EVALUATION OF THE LESSON**

At the beginning of the lesson the students' attention are attracted to the subject by drawing a chart related to their own lives and also related to the subject. The teacher tried to involve them in the lesson and the subject. Having their interest to the subject they read the passage and had an overall idea about the passage. After that the teacher talked them about the words written in bold, she wanted them to pay attention to those words. Then she gave information about these words in cultural sense. The students talk about these cultural elements and make comments on them. They try to compare these cultural elements and those in our own culture. They discuss the advantages and disadvantages. After this lesson they know more about the life of university students in different cultures.

