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PRIMARY SCHOOL EFL TEACHERS' OPINIONS ABOUT TEACHING THE TARGET LANGUAGE CULTURE

EMRE BİLGİN

ADVISOR
ASSIST. PROF. SELMA DENEME

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Emre BİLGİN tarafından hazırlanan **Primary School EFL Teachers' Opinions about Teaching the Target Language Culture** (İlköğretim Okullarında Çalışan İngilizce Öğretmenlerinin Hedef Dilin Kültürünün Öğretimi Hakkındaki Düşünceleri) Konulu **YÜKSEK LİSANS** tezinin sınavı Trakya Üniversitesi Lisansüstü Eğitim-Öğretim Yönetmeliği'nin 15.-16. Maddeleri uyarınca 3.9...2013 ...salı günü saat 15:00'da yapılmış olup, tezin* .....kabul...edilmesine..... **OYBİRLİĞİ** / ~~**OYÇOKLUĞU**~~ ile karar verilmiştir.

JÜRİ ÜYELERİ	KANAAT	İMZA
Yrd. Doç. Dr. Selma DENEME (Danışman)	Kabul Edilmesine	
Yrd. Doç. Dr. Hüsnü CEYLAN	Kabul Edilmesine	
Yrd. Doç. Dr. Nesrin GÜNAY	Kabul edilmesine	

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Title of the Thesis: Primary School EFL Teachers' Opinions about Teaching the Target Language Culture
Prepared by: Emre BİLGİN

ABSTRACT

This study investigates the opinions of primary school EFL teachers in the province of Tekirdağ in Turkey on teaching and presenting information about the target language culture while teaching English as a foreign language. Based on this purpose, the study seeks to answer the following research questions: (a) What is the role of culture in primary school EFL teachers' teaching? (b) What is the definition of culture by the primary school EFL teachers? (c) What are these teachers' opinions on teaching the foreign culture or target language culture while teaching English as a foreign language? (d) Are there any relationships between the teachers' opinions regarding previous research questions and their differences with respect to their gender, teaching experience, educational background, and sojourns abroad? The literature review section of the thesis focused on the following themes: culture, language and culture relationship, previous and current place of culture in language teaching, culture teaching in primary school, and previous research similar to the current one in the field of foreign language education.

The participants of the current study were 94 randomly selected EFL teachers who work in public primary schools in the province of Tekirdağ in Turkey. Data collection instrument was a questionnaire which consisted of rank order scales, open ended questions and Likert-type statements. Data were analyzed via quantitative and qualitative approaches. For the statistical analyses of the data, the software package SPSS (Statistical Package for Social Sciences) was used.

Results indicated that the participant teachers regard linguistic training rather than culture as more important in foreign language lessons. However, they mostly include cultural information in their teaching according to the findings of the current research. The teachers primarily put forward social reasons rather than objectives related to language itself to include cultural information in their classes. Subjects

defined culture mostly as sociological sense or culture with a small “c” which generally include daily life, interpersonal relations, customs, leisure, work or material condition. Teachers mostly stated that Turkish students need to learn about British and/or American culture and that the information about the target language culture is a part of foreign language and foreign language teaching. It was found that although in general there was no significant difference between the opinions of teachers when their background information is considered, there were some different opinions between the groups on some points such as students’ needs and interests regarding culture learning and definition of culture.

Keywords: culture, teaching culture, primary school, English as a foreign language

Tezin Adı: İlköğretim Okullarında Çalışan İngilizce Öğretmenlerinin Hedef Dilin Kültürünün Öğretimi Hakkındaki Düşünceleri
Hazırlayan: Emre BİLGİN

ÖZET

Bu çalışma, Tekirdağ ili ilköğretim okullarında görev yapan İngilizce öğretmenlerinin İngilizceyi yabancı dil olarak öğretirken, hedef dilin kültürünün sunulması ve öğretilmesi hakkındaki düşüncelerini araştırmaktadır. Buna dayanarak, çalışma şu araştırma sorularına cevap aramaktadır: (a) İlköğretim okullarında görev yapan yabancı dil olarak İngilizce öğretmenlerinin öğretiminde kültürün rolü nedir? (b) İlköğretim okullarında görev yapan yabancı dil olarak İngilizce öğretmenlerinin kültür tanımlaması nedir? (c) Bu öğretmenlerin İngilizceyi yabancı dil olarak öğretirken yabancı kültürün veya hedef dilin kültürünün öğretilmesi ile ilgili düşünceleri nelerdir? (d) Öğretmenlerin bu araştırma sorularına ilişkin düşünceleri ile onların cinsiyet, öğretmenlik tecrübeleri, eğitim geçmişleri ve yurt dışı konaklamaları gibi farklılıkları arasında bir ilişki var mıdır? Tezin kaynak taraması bölümü şu konulara odaklanmıştır: kültür, dil kültür ilişkisi, kültürün dil öğretimindeki önceki ve şimdiki yeri, ilköğretimde kültür öğretimi ve yabancı dil öğretimi alanındaki şimdiki çalışmaya benzer daha önceki çalışmalar.

Bu araştırmanın katılımcıları Türkiye'de Tekirdağ ilinde devlete ait ilköğretim okullarında görev yapan rastgele seçilmiş 94 İngilizce öğretmenidir. Veri toplama aracı sıralama ölçeği, açık uçlu sorular ve Likert ölçeğinden oluşan bir ankettir. Veriler nitel ve nicel yaklaşımlar yolu ile analiz edilmiştir. Verilerin istatistiksel analizi için yazılım paketi SPSS (Sosyal Bilimler İçin İstatistik Paketi) kullanılmıştır.

Sonuçlara göre katılımcı öğretmenler yabancı dil dersleri için kültür yerine dilbilimsel eğitimi daha önemli olarak görmektedir. Yine de bu araştırmanın bulgularına göre öğretmenler çoğunlukla kültürel bilgiyi öğretimlerine dahil etmektedirler. Öğretmenler kültürel bilgiyi derslerine dahil etmek için dilin kendisi ile ilgili olan hedeflerden ziyade, öncelikli olarak sosyal sebepler ileri sürmüşlerdir.

Katılımcılar kültürü çoğunlukla, genelde günlük hayat, insanlar arası ilişkiler, adetler, boş zaman, iş veya fiziki durumu içeren “küçük k ile kültür” anlamında veya sosyolojik anlamda tanımlamışlardır. Öğretmenler çoğunlukla Türk öğrencilerin İngiliz ve/veya Amerikan kültürleri hakkında bilgi edinmeleri gerektiğini ve hedef dilin kültürünün yabancı dilin ve yabancı dil öğretiminin bir parçası olduğunu belirttiler. Öğretmenlerin özgeçmiş bilgileri dikkate alındığında genel olarak anlamlı farklılıklar olmasa da, öğrenci ilgi ve ihtiyaçları ve kültür tanımlaması gibi bazı noktalarda gruplar arasında farklı düşüncelerin olduğu bulundu.

Anahtar sözcükler: kültür, kültür öğretimi, ilkokul, yabancı dil olarak İngilizce

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ABBREVIATIONS

CC: Communicative Competence

CEFR: Common European Framework of Reference for Languages

EFL: English as a Foreign Language

EIL: English as an International Language

ELT: English Language Teaching

ESL: English as a Second Language

f: Frequency

FLT: Foreign Language Teaching

ICC: Intercultural Communicative Competence

N: Sample Size

NDEA: The National Defense Education Act

PMLA: Publications of Modern Language Association of America

CHAPTER 1

INTRODUCTION

1.1. General background to the study

Learning a foreign language is a journey of the learner to a foreign culture. That's why, overtly or not, it has always been a part of foreign language learning and teaching. Mostly, it has had some place in FLT (foreign language teaching), EFL (English as a foreign language) or ESL (English as a second language) fields in different methods or approaches since the beginning of the twentieth century and even earlier. But it has started to play a more central role in foreign language teaching in recent decades. According to Kramsch (1996), there are certain educational, ideological, and political reasons for this current interest.

In the field of education, the change was partly due to the way how the language was dealt with in language teaching methodology, i.e. Communicative Approach. Culture's sociopolitical and linguistic dimensions aside, even when only the instructional dimension is considered, teaching of culture in the foreign language classroom may have crucial outcomes such as affecting the learners' motivation or interest for the target language. For instance, it may be substantial in determining the success of students and their proceeding to the study of a foreign language. In terms of that, the teaching of culture is delicate in the sense that giving cultural information can be counterproductive or positive.

In general, culture teaching may be divided into two in FLT as teaching the language by means of the native culture and the foreign culture, considering that language is always interrelated to culture. The cultural contexts in which the target language is used should be considered. As being the global language of the world, English is widely used internationally as a language of science, technology, education, tourism and trade. It is shared by millions of people in different cultural

and intercultural settings. English as the most influential language in the world currently is taught as a foreign language in many countries and continue to spread.

In Turkey, the status of English teaching as a foreign language is similar to the most part of the rest of the world. In most of the public or private primary and secondary schools English is taught as the first foreign language. Genç (1999) put forward that 98,4% of the students learn English, and only 1,6% of them learn French or German as the first foreign language (as cited in Genç, 2004). But it should be noted that English has no official status in legal or administrative contexts. Primary education in Turkey lasts 8 years and it is for the students between the ages of 6 to 14. While the current study is being prepared, along with some other changes, it is approved by the Republic of Turkey Ministry of National Education to separate the first four and second four grades of primary education into two different levels.

Table 1: The Weekly Schedule of Foreign Language Classes After 1997/1998 Academic Year (Genç, 2004:2)

Subject	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Foreign Language (Compulsory)	2	2	4	4	4
Foreign Language (Additional)	1-2	1-2	1-2	1-2	1-2
Foreign Language (Elective)	-	-	2	2	2

In public schools, Turkish teachers work as foreign language teachers whereas in most of the private schools native speakers are also hired. In 1997/1998 academic year, an education reform was put into practice and foreign language education started in the first level of primary school education for the first time. Before that, only Turkish had been taught in public schools as being the native language of the students in the first level of primary education (Genç, 2004). The first level of primary education had comprised of the first five grades then. With that reform, the duration of compulsory education was increased to 8 years instead of 5 years. English started in the 4th grade (see table 1). Currently, it is also planned to

start English teaching in earlier grades by the Ministry of National Education. The planned schedule of foreign language lessons for the 2013-2014 academic year can be seen in table 2.

Table 2: The Planned Weekly Schedule of Foreign Language Lessons for 2013-2014 Academic Year (Milli Eğitim Bakanlığı, 2013:260)

Subject	First Level			Second Level			
	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Foreign Language (Compulsory)	2	2	2	3	3	4	4
Foreign Language (Elective)	-	-	-	2	2	2	2

1.2. Significance of the study

As it has been mentioned above and can be seen in the tables 1 and 2, English language is being taught more and more at earlier grades in Turkey. Phillips (1993) reported that the situation is similar in the world and children start to learn English in younger ages. She also pointed out that primary school period is crucial for the children's social, emotional, and intellectual development. It is the first stage of compulsory education in many parts of the world. As being an important stage in a child's life, dealing with an issue during this period which is delicate becomes more important.

The teaching of culture is a very important dimension in a FLT classroom and may have various outcomes when applied or neglected. According to Fleet (2006), increasing learners' intercultural and communicative competence, motivating them to learn languages, making the learning more authentic and more purposeful, dispelling myths about foreign culture are some of the advantages of giving cultural information. The issues such as the effects of the foreign culture on the local culture, and cultural imperialism, especially when the status of English is considered, are some of the controversial points regarding the teaching of culture in EFL context

(Çamlıbel, 1998). According to Bennett, Bennett and Allen (2003), some of the reasons for the teachers not to give a central role to culture in their language teaching are already loaded language curriculum, limited available time, the difficulty of teaching culture, their being unprepared for it, and the external pressure for them such as the need of preparing students for exams. Teachers' opinions on the younger ages or lower proficiency levels of their students may be added to these factors as being related to this study.

What actually takes place in the classroom is very much related to what the teacher thinks, believes or his/her attitudes. Paige, Jorstad, Siaya, Klein and Jolby (2003) reported that teachers' thoughts on their subjects influence their instructional applications. That's why their opinions on the issue are very important and they determine the way culture is approached in the classroom.

Many studies were conducted related to culture teaching. Even some studies were conducted with EFL teachers in Turkey. But there haven't been any studies conducted with EFL teachers who work with young learners in this context in Turkey and even in the world. It is hoped that this study makes a contribution to the FLT field in this regard and help the researchers and teachers to understand where we stand and what we should do more in order to enhance the quality standards of our foreign language education in terms of culture teaching and in the end the developments in the field help us as the citizens of a global world to understand each other better.

1.3. Purpose of the study

The aim of this study is to shed light on the opinions of EFL teachers who work in public primary schools in Turkey on teaching or presenting cultural information about the target language, and the role the teachers give to foreign culture in their lessons. Based on this purpose, the study seeks to answer the following research questions:

1. What is the role of culture in primary school EFL teachers' teaching?

2. What is the definition of culture by the primary school EFL teachers?

3. What are the primary school EFL teachers' opinions on teaching the foreign or target language culture while teaching English as a foreign language?

4. Is there any relationship between the opinions of teachers regarding previous research questions and their differences with respect to their gender, teaching experience, educational background, and sojourns abroad?

The differences or similarities between their educational backgrounds will be compared in two different dimensions. Firstly, the departments which the teachers are graduated from will be taken into consideration. Secondly, the ages of the teachers at which they started to study English language as a foreign language will be considered as demographic information.

CHAPTER 2

REVIEW OF LITERATURE

2.1. Culture

In order to carry out a fruitful discussion concerning the place and importance of culture in foreign language teaching and learning, first of all, the concept of culture should be clearly defined. “Culture” as a term has always been accepted as a difficult one to define, because it is a broad concept related to and examined in different fields conveying different meanings. Many scholars tried to define it and there have been many definitions. How it is perceived may change with respect to the field it is approached. Some of the fields that deal with it are anthropology, sociology, intercultural studies, history, linguistics, and psychology.

Especially after 1920 there has been an increase of formal definitions of culture which muddled the meaning of the concept, and while it was gaining importance in the social sciences, Kroeber and Kluckhohn examined more than 150 definitions of culture in the literature in 1950s (Gilkeson, 2010). In the end, Kroeber and Kluckhohn (1952) inferred their own definition and stated that “culture consists of patterns, explicit and implicit, of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiment in artifacts” (as cited in D’Andrade, 1999:86).

In fact, a British anthropologist, Edward Taylor, who had an important effect on the origin of anthropology as the science of culture, was one of the first who presented a technical and broad definition of culture which is still used: Culture “in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society” (Tylor, 1871:1).

In its broadest sense, culture is defined in two different terms. Culture with a capital “C” refers to creative works such as art, theatre, architecture, music, cinema, dance and literature and also great figures of history and formal institutions. Culture with a small “c” indicates “beliefs, morals, customs, norms, and values that govern the practice of everyday life” (Kumaravadivelu, 2008:10). In some sources, “big C”, “formal culture” or “objective culture” are used instead of culture with a capital “C’”. Culture with a small “c” may be mentioned as “little c”, “subjective culture” or “deep culture”. Cushner and Brislin (1996) suggest that “it is relatively easy to pick up, analyze, and hypothesize about the uses and meanings of objective elements of culture” whereas subjective cultural aspects, as they are invisible and less tangible elements, are “much more difficult for people to speak about, observe and understand” (p. 6) especially when they are in conflict.

With another categorization, Williams (1965:57) divides the definition of culture into three. The first one is “ideal”, which refers to culture as the ideal way considering the universal values. The second is the “documentary” which accepts culture as the book of intellectual and imaginative work. The third one is the “social” category for which culture can be defined as a particular way of life which carries values and certain meanings.

The developments in the history of language learning and teaching may have helped to define culture in a more clear-cut way and according to some scholars it is not an ambiguous concept in the foreign language teaching sphere, beyond that it is gaining priority (Buttjes, 1991). As a matter of fact, the recognition of it as a key component in the field is regarded as one of the most important shifts in language studies in recent decades (Atay, Kurt, Çamlıbel, Ersin, & Kaslıoglu, 2009). Certainly, the given importance is not less in teaching English as a second or foreign language.

Regarding the usage of it in language teaching, Adaskou, Britten and Fahsi (1990) categorized culture into four dimensions as follows: The first one is the aesthetic sense or previously explained culture with a capital C which involves literature, cinema, music and the media. The second one is the sociological sense of culture or culture with a small c that includes daily life, interpersonal relations,

leisure, work and customs. The semantic sense refers to conceptual systems of the language. There are semantic areas in a language and many of them such as food and clothes are culturally distinctive; they differ from one country to another. The fourth one is described as the pragmatic sense which includes social skills, paralinguistic skills and background knowledge, and it is necessary for a successful communication in a language.

In a more recent and general definition of culture, it is still acknowledged as a collective phenomenon which is shared and learned by people in the same social environment, in other words it is "the collective programming of the mind that distinguishes the members of one group or category of people from others" (G. Hofstede, G. J. Hofstede, & Minkov, 2010:6). Further, to Kramsch (1998), culture is "a membership in a discourse community that shares a common social space and history, and common imaginings" (p. 10). Triandis (1994) provides a more distinct definition and states:

> Culture is a set of human-made objective and subjective elements that in the past have increased the probability of survival and resulted in satisfaction for the participants in an ecological niche, and thus became shared among those who could communicate with each other because they had a common language and they lived in the same time and place. (p. 22)

This definition is important in the sense that it underlines the relation between language and culture, objectivity and subjectivity of some cultural elements and accepting culture as something which is shared at a particular time and place. Since the culture of a country or a group is not a static phenomenon, rather prone to change in time.

The point of change in more recent descriptions of culture may be the way it is being accepted as a more dynamic concept, rather than being static. Now it is maintained that the norms, beliefs and values of a group are constantly changing together with their language (Corbett, 2003).

Maybe the most basic feature of culture is its being social. Cushner and Brislin (1996) point out this and state that it is “a collective creation ... socially constructed by human beings in interaction,” “shared by groups of people,” and “transmitted across generations” (p. 6). They also define socialization as “the process by which we all come to believe that there is a ‘right’ way to think, express ourselves, and act ... by which individuals learn what is required of them in order to be successful members of a given group, what is right and good” (p. 5). They suggest that once people are socialized, it is hard for them to realize that there can be other “rights”. This is called “ethnocentrism”: only accepting one’s own culture and its norms, values and points of view as central and the correct way when compared to other cultures.

Geert Hofstede (2001) also contributes to the literature about the cultural studies vis-à-vis dimensions of culture. He classified five different conceptual categories by using a factor analysis of people’s values from 50 countries around the world. Hofstede’s four cultural dimensions were: Power Distance Index (PDI), Masculinity (MAS), Individualism (IDV), and Uncertainty Avoidance Index (UAI). He also added Long-Term Orientation (LTO) as the fifth dimension later.

Hofstede (1980) identifies the Power Distance as the extent to which the less powerful individuals of a society accept that power is distributed unequally. For example, in the countries with low PDI, power, status and wealth aren’t always together whereas in countries where the PDI is high, power brings wealth and status and in these countries members consider the inequality as normal. Uncertainty Avoidance is about the society’s tolerance for unpredictable and ambiguous situations. The possibility of such situations are tried to be minimized by strict laws and rules in uncertainty avoiding countries or in other words in countries with strong UAI. Such cultures are active, emotional and aggressive. On the other hand, cultures with a weak UAI or uncertainty accepting countries are unemotional, less aggressive, relaxed and more open to opinions different from theirs. The third dimension is about the division of emotional roles, masculinity versus femininity. In countries where the masculinity is high, men are expected to be assertive, tough, focused on material success whereas woman care for the modest, non-material quality of life. Yet in feminine cultures, social roles overlap for genders. Both men

and women are expected to be modest and tender. Men don't need to be ambitious or competitive. The fourth dimension is Individualism as opposed to Collectivism. In individualist cultures, a person is supposed to take care of himself/herself and his/her immediate family. In collectivist cultures, a person belongs to strong, cohesive in-groups. The group looks after the individual in exchange for their permanent loyalty (as cited in Brown, 2000).

Although Hofstede's model is an important work to explore aspects of culture in educational environments, it is criticized regarding the "oversimplifications of cultural differences, inconsistencies between his categories, lack of empirical evidence from educational settings and overall a model of culture as static instead of dynamic" (Signorini, Wiesemes, & Murphy, 2009:1).

2.2. Language and culture

There is an "intimate" relationship between language and culture; they are deeply interrelated. Both of them are part of each other. Geertz's (1973:89) definition of culture as "an historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in symbolic form by means of which men communicate, perpetuate and develop their knowledge about and attitudes toward life" emphasizes the close relationship between language and culture and how culture is also a carrier of meanings represented by symbols like language.

In fact language was the first aspect of culture which took a highly developed form and it is an essential part for the development of culture (Sapir, 1949). Although culture itself and other parts of it are also systematic, language is the most systematic and the best codified part of culture, and it still seems unlikely that we'll have a perfect coding system for the study of other parts of it as we have for the study of language (Mead, 1961). This aspect of culture makes it more complicated and difficult than language to study and to teach.

Language is “indissociable from the creation and transmission of culture” (Kramsch, 1993:9). Doyé (as cited in Risager, 2006) states that, signs, which constitute language, carry both form and meaning, and it is impossible to acquire them separately. According to Doyé, “as the content of a language is always culture-bound, any reasonable foreign-language teaching cannot but include the study of a culture from which the language stems” (p. 9).

Both language and culture are unique properties of mankind. Language is a means which is understandable by all sound human beings who have grown up in normal conditions. Culture is also a natural and eternal part of us.

A human child has the capacity to acquire its caregivers’ language, ethical norms, clothing styles and other cultural aspects almost effortlessly and without explicit tuition and human beings use language to share their thoughts of the world, social systems and ritual behaviour and this communication is “the primary engine of cultural development over generations” (Fitch, 2011:324).

Moloney (2007) informs that with the development of semiotics as an interdisciplinary sphere originated in linguistics, the bridge between language and culture was built which originally stemmed from “cultural meaning” of language proposed by Saussure (1922) and Barthes (1973).

Considering this close relationship between language and culture, one of the most popular theories, especially regarding the issue from a cognitive perspective, belongs to the theorists Sapir and Whorf. According to the theory which is called Sapir-Whorf hypothesis, or also linguistic relativity and linguistic determinism, our thinking and cognition is influenced by the language we speak; there are certain things or concepts which cannot be found in different languages due to cultural differences (Amin, 2011; Inguva, 2007; Perlovsky, 2009; Sapir, 1949; Whorf, 1956).

The hypothesis is accepted in two different versions. One of them is the strong version or linguistic determinism which argues that language *determines* the

way human beings think. Whorf stated that “we dissect nature along lines laid down by our native languages” (1956:213). According to this view, there is a “one-way” and stronger causal relationship between language and thought as the former one affecting the latter. In other words, language or grammar determines the human beings’ world view, cultural thought or perception and this version is often attributed to Whorf (Sherzer, 1987). But the weaker version, linguistic relativity, means that language *influences* one’s perceptions of the world (Kumaravadivelu, 2008; Livia, 2001).

Although there have been a great deal of criticism over the hypothesis, especially regarding the strong version which was received as monolithic or causal by some, the weak version is commonly accepted nowadays (Brown, 2000; Kramsch,1998; Perlovsky, 2009).

Perlovsky (2009) notifies us that according to a recent experiment by Franklin et al. (2008), when we learn a new word, for example a colour, the perception moves from the right hemisphere to the left one in the brain which shows that language affects thought. Although the recent data don’t prove the statement by Sapir (1949) which clarifies that we see and hear “as we do because the language habits of our community predispose certain choices of interpretation” (p. 69), it at least reminds us that some aspects of the linguistic relativity should be considered again and they require further research. As a matter of fact, Brody (2003) asserts that linguistic relativity is just about the mutual reflection and influence between language and culture and neither Sapir nor Whorf put forward their ideas as a hypothesis. But it is obvious that there is a strong relationship between language and culture; language is used for the transmission of cultural meanings, and it may be the impetus for cultural evolution.

Rather than asking questions such as does grammar or language provide the means for thought and reflect culture or does language determine the world view or culture, Sherzer (1987) accepts a discourse-centered approach to the relationship between language and culture. According to him, discourse is the embodiment of both language and culture, and it “creates, recreates, modifies, and fine tunes both culture and language and their intersection” (p. 296). According to this view, in order

to understand both language and culture better, both grammar and culture should be studied with the actual patterns of discourse which is produced by the society, for example stories, legends or conversations.

On the other hand, there are opposing views to the idea that language and culture are inseparable. For instance, Aliakbari (n.d.) states that language itself does not carry culture and what makes it cultural is the language user. When the language is used in speaking or writing, culture can be loaded by cultural elements of the speaker.

Similarly, Risager (2006) rejects the inseparability of the two concepts, in addition to accepting the relationship between language and culture to some extent, and not denying that linguistic and cultural parts of a language can be taught together during an educational programme. She maintains, considering the transnational impacts from a global point of view, cultural and linguistic patterns spread and change in time with different users in different places. In terms of this, English as a lingua franca of the world and the relationship of this status of English with culture teaching will be dealt in the following section.

2.3. English as a lingua franca

Giddens (1990) defines globalization as “the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa” (p. 64). Giddens (1990) states that local transformation and extension of social connections is part of globalization and what happens in local can be easily influenced by distant factors.

This is also true for the lingua franca status of English and its role in language teaching. It cannot be handled as a language which is used only in native speaking countries and by native speakers. Rather it is used in a diverse range of global settings and most commonly as a contact language by non-native speakers from different linguistic and cultural backgrounds (Baker, 2011).

The status of English as an international language affects the role of culture teaching in ELT, too. The contexts in which not only native but also non-native speakers exist should be taken into consideration while teaching a “highly” global language. Also, speakers’ different cultural norms and values should be taken into account. Besides, it raises the question whether cultural awareness or intercultural awareness is more relevant in language teaching (see Baker, 2011).

In order to understand the global status of English, we can regard Crystal’s (2003) definition of a global language. He analyzed that a global language has a special role which can be seen in every country and not only large numbers of people speak it as a mother tongue, but also it is taken up by other people in different parts of the world. According to him, there are two main ways to give a language a special place in a country. Firstly, a language can be accepted as an official language in a country which is also called a second language. Secondly, a language can have priority in the foreign-language teaching system of a country. Accordingly, English is the most widely taught foreign language in more than 100 countries and it has a special status over seventy countries such as Nigeria, India and Ghana (Crystal, 2003). According to Swales (1987), we can see the impact of English on a global scale in different areas such as the internet, science, technology, business and entertainment; more than 50% of the academic papers are written in English each year, and the percentage is increasing (as cited in Nunan, 2003).

Even more, considering the future of English, Graddol (1999) proposes that it will be used mainly in multilingual contexts and between non-native speakers. He also informs about the decline of the native speaker not only in terms of proportion of them to the world’s population, but also with regards to the change of ideological discourse about languages, formations of identity and linguistic competence. The expansion of English with numbers shows us that in 1600, it was spoken by around 6 million people, more than 8 million in 1700, about 30 million in 1800, and 120 million in 1900, and with the Bryson’s statement in 1990, “more than 300 million people in the world speak English and the rest, it sometimes seems, try to” (Pennycook, 2007:19). Gooden (2009) informs that approximately 380 million people speak it as a first language, and 600 million as a second language.

According to Doyé (2005), although a lingua franca has a great advantage of making the communication possible for people with different mother tongues, it has also some disadvantages. These are “the danger of linguistic imperialism, the disadvantage of a culture-free use of the lingua franca, and insufficient communication and potential depreciation of the mother tongue”. In relation to this, Doyé remarks that “a language that is used without association or reference to its original culture is always in danger of being superficial” and even further the communication may lose its “depth, clarity and significance” (p. 8).

Generally two problems which are related to the teaching of English as a global language can be mentioned (Altun-Evci, 2010). Firstly, teaching nothing but the culture of a single country or even the cultures of, with the Kachru’s (1982) term, “inner circle countries” won’t be enough. Secondly, only knowing about a culture without the information of how to use it in appropriate conditions is a handicap, too. Baker (2011) also proposes that considering the lingua franca status of English “in a huge range of different cultural contexts, a correlation between the English language and a particular culture and nation is clearly problematic” (p. 1). Also, considering the dynamic contexts of English use and the fluid relationship between language and culture, he maintains intercultural awareness, which has been a significant term over the last few decades, as a more relevant concept rather than cultural awareness.

The lingua franca status of English is a controversial issue when culture teaching in ELT is considered. Especially in countries where the language is not spoken by native speakers, the question is which or whose cultural norms or values should be taught, and which cultural context should be used in EFL. Alptekin and Alptekin (1984) assert two ways: The first one is teaching the cultural elements of an English speaking country and the other one is an independent cultural context rather than a national cultural context. They decide that the ideal pedagogical model is a successful bilingual, and the ideal contexts are relevant local and international ones to the learners. By the same token, McKay (2003) summarizes the assumptions of English teaching especially as an international language in three items:

> First, the cultural content of EIL materials should not be limited to native English-speaking cultures. ... Second, an appropriate pedagogy of EIL needs to be informed by local expectations regarding the role of the teacher and learner. ... Third, the strengths of bilingual teachers of English need to be recognized. (p. 140)

Language education in the twenty-first century, especially with the help of technology in a globalized world in which students can easily transcend the boundaries, aims focusing on students' language and cultural knowledge in communication with others rather than rote learning, memorization or grammar (Eaton, 2010).

As a result, the lingua franca status of English is closely relevant with the area of teaching and learning of English. Its sphere of influence ranges from choosing the ideal speaker norms and contexts such as native or international ones to taking into account the varieties of English in the world. Consequently, those choices affect materials and techniques used in the classroom, and even how culture and language teaching is approached in the curriculum. It is also relevant with another dimension of education: the intercultural teaching and learning.

2.4. Culture in foreign language teaching and learning

Culture is accepted as a part of language. But there are some controversial issues about its role in language teaching and learning. Firstly, whether it is necessary to incorporate it into foreign language classroom or not and the reasons of culture teaching need to be discussed. Secondly, other questions related to culture teaching should be dealt with. These are when, how, to what extent and which cultural elements should be taught while teaching culture in foreign or second language classrooms if teaching of it is necessary or inevitable.

2.4.1. Teaching culture

In the foreign language classroom, the role of culture and how culture is approached is an important dimension of education. In this respect, how culture is defined is also crucial and specifies culture's role in instruction. In general terms, teaching culture means teaching cultural elements, attitudes or information about a specific culture or cultures.

For a general classification, culture teaching can be divided into two types as mentioned in Paige et al.'s (2003) model of culture learning: culture-specific and culture-general learning. According to the model, these two concepts have different knowledge, skill and attitude areas. Culture-specific learning is the acquisition of the culture of a target country, or any particular country or group. Whereas culture-general learning is the acquisition of more general knowledge or attitude common to different cultures, learning about more universal phenomena such as skills of tolerance and empathy in cross-cultural situations. They recognize knowledge such as geography, history or food as superficial aspects, and values, beliefs and norms as deeper aspects of a particular culture in the culture-specific model.

Teaching of culture in foreign language education can also be categorized in three approaches: multicultural, intercultural and cross-cultural (Vickov, 2007). A cross-cultural approach is learning about another culture by learning its language. The intercultural is similar to cross-cultural yet it may also mean communication of people from different cultural backgrounds by using the same language. On the other hand, multicultural approach can be referred to the initiatives in foreign language education, especially in the multicultural USA, which aim broadening the traditional views of culture beyond the concept of nation states.

2.4.2. Why to teach culture

The rationale partly depends on the belief that language and culture are inseparable, and it is predominantly accepted as impossible to teach them discretely (Fleet, 2006). According to some scholars, language and culture are always

together, and no matter we care it or not, when we teach some language, we also teach some culture. For instance, by emphasizing their inextricability, Heffernan (n.d.) states that “one cannot learn a language without concomitantly being exposed to and coming to appreciate and understand its culture, and vice-versa” (p. 133). Lessard-Clouston (1997) also underlines their deep relationship and says that “as L2 and FL educators, we teach and our students learn about the culture of the L2/FL whether or not we include it overtly in the curriculum” (para.7). Laforge (1993:816) also remarks the inevitability of teaching culture in language teaching and points out that “we hold then that there exist reciprocal relationships between language and culture, relationships of interdependence and of interaction and that, consequently, the teaching of a language inevitably implies the teaching of its corresponding culture” (as cited in Heffernan, n.d., p. 134).

On the contrary, Byram (1989) signifies that we can see in literature that language and culture can be separated. But, he adds that they shouldn’t be treated independently, especially in language teaching. According to him, language always refers to the native culture, for example, even in a foreign language atmosphere where the language is tried to be taught by referring to the native culture of the learners, it is considerably difficult to separate them and target culture should be introduced to the students.

According to Bennett (1993), considering language as a communication tool which can be learnt only by memorizing sets of rules or words is a way to becoming a “fluent fool” which means “someone who speaks a foreign language well but doesn’t understand the social or philosophical content of that language” (p. 16). He argues that such people cannot understand native speakers deeply; even they may get in trouble in social situations.

In line with this, Brooks (1968) remarked that “instruction in a foreign language, even at the start, remains inaccurate and incomplete unless it is complemented by appropriate studies in culture” (p. 206), because language as a means of communication consists of syntactic, semantic, and pragmatic aspects. Where the first two are about grammar, order of words, signs and related modifications, the pragmatic aspect is about the manipulation of syntax and

semantics by the speaker. Speaker's biological contribution as well as his/her social contribution to language come into question and become meaningful, and between the two the latter one is concerned with his/her beliefs, practices, and habits and deeply related to cultural dimension of language.

Corbett (2003) also maintained that although learners are outside the target language group, they need to understand the target language group's practices and beliefs in order to fully comprehend their language. Peck (1984) emphasized that in order to communicate perfectly and understand a kind of behaviour, tradition or pattern in the target language and culture, today's foreign language student should go beyond the manipulation of syntax and lexicon, and learn about the people of the language, their country and culture.

Motivation also can be another reason for and an advantage of culture teaching in EFL. It may be necessary not only for learners but also for teachers. Lado (1961) states that loving the culture of the language we teach helps us to deal with it more intensely. But he advises not to insist the students to feel the same and let them free for their own feelings and thoughts in this matter. In the end all the activities or features of a culture aren't loved by even all of its own members (Lado, 1961).

While emphasizing the importance of students' interest, active participation and attention in all classroom activities, Brooks (1968) remarks that some motivating factors of learning about culture are firstly student's feeling a sense of growth in a new symbolic expression area, secondly their feeling of learning about new places, different climates and times, different people and social groups, and finally pleasure for young people to be able to read the works of talented authors.

It is a fact that there is an interest in culture in language teaching in the past three decades or so. According to some researchers, this growing interest in cultural dimension of language teaching is partly the result of geo-political changes in the world (Byram & Risager, 1999). Regarding the reason of this current interest, Kramsch (1996) holds that there are some educational, political and ideological

factors and motives. She states that especially in the U.S. and Europe, foreign language teachers are even expected to help solve the current social and economic problems and it is certain that only acquiring linguistic systems doesn't provide a solution to conflicts and doesn't help international peace and understanding. Moore (1996) is in agreement with this while stating that there are "sociopolitical and socioeconomic advantages to be gained from the inclusion of the study of other cultures" (p. 596).

In more recent sources, with the global differences in the world and FLT field, intercultural approach gains priority. The incorporation of culture to language learning is taken as a goal to prepare the learners "to be both linguistically and culturally functional in a multicultural society and abroad" (Du, 2008:6).

We can summarize some of the advantages of culture study as increasing learners' communicative competence, motivating them to learn languages, making the learning more authentic and more purposeful, dispelling myths about foreign culture, and increasing the learners' intercultural competence (Fleet, 2006).

Despite the reasons which may lead to conduct culture teaching systematically as a part of foreign language, mostly it is not the case. As a response to why not place culture at the core of language teaching, Bennett, Bennett and Allen (2003) give some reasons. Some of those reasons are already loaded language curriculum and limited available time, the difficulty of teaching culture, especially in the eyes of teachers, and their being and feeling unprepared for it, and the external pressure for teachers such as the need of preparing students for national exams which is partly about the concern of the limited time.

Many teachers think that students can learn about the culture after they learn the language. According to Ariza (2007), another reason for the teachers to neglect culture teaching is some negative reactions from students who tend to reject the target culture.

Accordingly, Lange and Paige (2003) suggest the following as the difficulties to teach culture in language classes: First, its complex and elusive nature, which includes subjective elements such as beliefs, attitudes, ideologies and values. That's why it is difficult to include it in language programs. Second, it is not a core of language teaching. Third, it may lead students to change their own ways of behaving and thinking.

There are also negative ideas regarding the effects of foreign culture teaching in language classroom. Çamlıbel (1998) points out the cultural imperialism as a main concern especially in the ELT context as one of the reasons. She states that it may damage student's culture and identity and it is unnecessary especially when the students need the foreign language only for specific and limited purposes.

By the same token, Alptekin and Alptekin (1984) are opposed to the view that "a language cannot be used if it is emptied of its cultural content" (p. 17) and refer to the international status of English as a language which is often used outside of English speaking countries. They point to how one way transmission of Anglo-American culture was perceived as a danger to local culture in EFL in non-English speaking countries in 1980s. For that reason, at that time many countries such as China, Japan and Venezuela were looking for the ways to teach the English language independent of English speakers' cultural norms and values by preparing and using local materials which are appropriate to local culture.

Aliakbari (n.d.) also goes along with the idea that English language is an international language and can't be a tool for sharing native speakers' culture. Rather it is a medium among speakers from diverse backgrounds. As a medium for technology, science and trade, it does not belong to any particular culture. That's why, to him, such concerns as cultural homogeneity among the learners or linguistic imperialism are unnecessary and unrealistic. He argues that language itself does not carry culture but can be loaded with any cultural element in speech settings and implies that it does not need to be loaded by cultural elements of native speakers of English in teaching.

2.4.3. What to teach as culture

Regarding the question of which cultural elements or what should be taught about culture in foreign language teaching, Krasner (1999) accepts five types of culture classified by Brooks (1964) as a simple but useful base for the list of topics: literature and fine arts, biological growth, patterns of living, personal refinement and the sum of the way of life.

With respect to that question in the foreign language classroom, Peck (1984) accepts **culture with a small "c"** as the most productive way of approaching culture teaching and indicates that "if we provide our students only with a list of facts of history or geography and a list of lexical items, we have not provided them with an intimate view of what life is really like in the target culture" (para.9).

Similarly Mead (1961), as an anthropologist, believes that rather than providing geographical, economical or this sort of knowledge, "the sense of the living texture can be made apparent to the students … initially to the teacher, and then to the students" (p. 9) and emphasizes the importance of experience.

After all, although the initial teaching of culture with language started with the teaching of "high culture" (p. 64) such as literature, history or the arts, which will also be mentioned in the historical context section, in recent decades the anthropological point of view has gained support and teaching the aspects such as interpersonal relations, social institutions, leisure or everyday life of native speakers have become more popular (Met & Byram, 1999).

Another point of discussion about culture teaching is which countries' or group's culture should be taught. The English language is not a monolithic entity which is spoken only by a particular country or a group, but rather by many people who have different cultural backgrounds in the world. Although the language of the people of a country or the countries in which the English language is spoken as the mother tongue are accepted as an ideal image, there are many varieties of the language such as regional and class dialects, jargons, etc. (see Brook, 1973).

2.4.4. Historical context of culture teaching in ELT

The incorporation of culture into language education is not recent. Rather reading and studying the literature of a language was the aim to learn a foreign language earlier in 20th century with the Grammar-Translation method (Larsen-Freeman, 2000) and even it dates back to the middle of the 19th century. Allen (1985:138) indicates that "the primary reason for second language study in the earlier part of this century was access to the great literary masterpieces of civilization" (as cited in Lessard-Clouston, 1997:1). That's why the content of culture was often in the Big C form. "High culture" such as literature and fine arts was emphasized in the classroom.

According to Prodromou (2008), 1950s and 60s was the time for audio-lingual method and the view of "language=culture: you cannot teach a language without teaching its culture" (p. 12) and the interest in teaching Anglo-American customs, institutions and beliefs prevailed until the period of communicative language teaching in ELT. As Larsen-Freeman (2000) also informs, in the audio-lingual method, culture meant lifestyle and everyday behaviour of the native speakers. This way of idealizing Anglo-American values was criticized in terms of omitting the learners' native culture (Prodromou, 2008).

According to another view, in the late 1950s and later, literature, history, fine arts or other components of culture were still expected but as a "by-product" when the main aim of language teaching was cognitive understanding and memorization of rules, and the focus was on knowledge of grammar, reading and vocabulary (Paige et al., 2003, pp. 43-44). The students were expected to learn the grammar rules and apply them to their language.

Functional or Communicative Approach became popular in 1970s and 1980s which also affected the place of culture in language teaching. Communication or communicative competence was a desired goal rather than struggling to learn grammar rules or trying to develop habit formation by means of imitation and repetition as before. It was accepted that language was affected by the society and

culture. The process which begins with communicative competence and continues towards the concept of intercultural communicative competence will be dealt under a specific title (see section 2.5.).

In 1953, the seminar held by the Modern Language Association in the USA with the name “Developing Cultural Understanding through Foreign Language Study” was one of the minor changes of the attention given to culture in language teaching. After four weeks of study, results were reported in twenty-three pages and issued in PMLA in 1953. During these years, some research projects about culture in FLT were supported by NDEA. In 1960, the Northeast Conference about the Teaching of Foreign Languages chose the topic of “Culture in Language Learning” (as cited in Brooks, 1968).

Standards for Foreign Language Learning: Preparing for the 21st Century which was first published in 1996 prepared by the American Council on the Teaching of Foreign Languages (ACTFL) with some other national language organizations in the USA has been very influential and was a milestone in regard to the given importance to culture in FLT field. In this work, culture is accepted as one of the five major goal areas in foreign language education. The five C’s of foreign language education are mentioned as Cultures, Communication, Connections, Communities and Comparisons. It was stated that culture includes **perspectives** including meanings, attitudes and world view, **practices** such as patterns of accepted behaviour, and **products** such as laws, books and foods. In this work, four of eleven clearly defined standards directly deal with culture. Those related standards are:

> Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
> Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. ...
> Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ...

> Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. (ACTFL, n.d., pp. 1-8)

As a conclusion, the relationship between language and culture and how the culture is approached has always changed in language teaching history. Kramsch (1996) indicates three types of links between culture and language teaching in the history. The first one is universal links. In the past, Latin, Hebrew and classical Greek were popular languages and learning them and reading their literature meant a way to universality. The second type is national links. In the last 40 years or so, the teaching of language, literature and culture has separated and culture was often addressed as a fifth skill. Language acquisition was accepted as the acquisition of skills and behaviours carrying no cultural value only with an access to national literature dealt with separately. Within this perspective, culture teaching got also separated from language teaching with culture capsules, photographs, notes and lately with authentic texts. The third one is local links. In the 70s, language teaching was expected to meet the local needs of learners in local contexts. Therefore pragmatic functions and notions of everyday speech were accepted as “cultural component of language teaching” (p. 5).

In the foreign and second language teaching context, many countries have reserved a place for culture teaching in their curriculum in recent decades. For example, in French curriculum and policy, the teaching of German as a foreign language has cultural, linguistic and educational objectives; in England and Wales, cultural purposes of language teaching are emphasized in curriculum (Byram & Morgan, 1994).

Despite some defined standards and curriculum developments in culture teaching, there are still points to be clarified. Hammer (2008) indicates that clear effective teaching and learning factors and characteristics concerning student behaviour, incentives, class interaction, lesson routines and procedures have not been investigated or defined for the teaching of cultural awareness yet.

2.4.5. How to teach culture

Like in other educational areas, in order to attain a systematic and planned teaching, culture should also be taught by specified objectives, ways or means. Although some standards have been specified to teach culture, adequately planned and applied culture teaching with specific objectives, techniques, methods and approaches in ELT curriculums is still needed.

Galloway (1985) identifies four types of approaches to teach culture: The Frankenstein approach in which learners are provided with information such as “a taco from here ... a gaucho from there”; the 4-F approach which means folk dances, festivals, fairs and food; the Tour Guide approach is about giving information like historical sites, monuments, etc.; and the By-the-Way approach in which teachers share bits of information to emphasize a contrast or a point (as cited in Phillips, 2001). To Phillips, although these techniques may help for sharing cultural facts with students, they are distant from giving a holistic view of the target culture, fail to recognize variability within it, and even may promote stereotyping.

Peterson and Coltrane (2003) contend that the target culture should be reflected objectively to the students by not placing value or judgement on the differences between the native and target culture while helping them realize that there are more than one type of appropriate behaviour in a culture. They stress that for a successful communication to take place and to prevent misunderstandings, students need to know that appropriate kind of behaviour or intonation pattern may change across cultures.

According to Byram (1989) teachers need to change cognitive structures of learners for an attitude change towards a culture. He suggests firstly introducing an acceptable view of a foreigner about the learners’ culture which will influence the learners’ schemata. As a second stage, the learner will be introduced to the foreigners’ perception of their own culture. According to him, the learner is prepared to change his/her schemata or cognitive structure in this way.

In the speech setting, some physical and background knowledge is shared by the interlocutors. That's why some of the things are left unsaid. However everybody understands what is meant, and language is only used for the unknown part. According to Widdowson (1998), this is a realistic language and it is hard to find in ELT textbooks. To Widdowson, this shared knowledge, the local value of language and its contextual realities are very important for language. For example, when the door bell is ringing, we don't say "the bell is ringing, could you please open the door?" because everybody already knows that it is ringing. "Could you?" would be a more appropriate question in this case.

Accordingly, the language which is used in the foreign language classroom should be appropriate for the learners. Widdowson (1998) believes that authentic language as used by the native speakers is not authentic for the learners in the classroom because they are not native speakers or insiders of that community and the contextual conditions are not the same. That's why, for a realistic language, a local context in which the learner can authenticate the language has to be created (Widdowson, 1998).

In order to prevent the students from becoming "fluent fools", Bennett (1993) advises teachers to use a "culture-contrast approach":

> 1. Inform students about how their native language is related to basic values, beliefs, thought patterns, and social action in their own cultures. ...
> 2. Compare native language-culture patterns to those of the new language-culture. Look especially for concepts and structures in the new language that do not exist in the native language because they provide keys to shifting experience along lines provided by the acquired language. (p. 20)

Addressing culture may also cause some negative results. Patrikis (1988) points out four "sins" that have to be paid attention to while addressing culture in the classroom. They are stereotyping, political bias, triviality and incompleteness. To

Patrikis, teachers need to be aware of their own biases and help the students to do the same.

While emphasizing the importance of experience, Mead (1961) suggests bringing the living members of the culture to the classroom and giving a chance of relationship and experience to the students, if it is possible. However, to Byram (1989), many language teachers are aware that direct experience or exposure to the target culture whether in the authentic atmosphere, for example in the country where the target language is spoken by natives, or in the classroom does not directly result in an attitude change towards that culture. According to him, what is necessary is to change learners' cognitive structures. However, he adds that, the classroom atmosphere is a more controlled area and can be used to prepare the students for a direct exposure to the foreign culture. According to Byram (1997), besides the acquisition of the information and skills about culture in a structured and systematic way, classroom can be the place for reflection on knowledge and skills acquisition beyond the classroom walls, because, in addition to "the pedagogically structured experience" and "the independent experience" (p. 65), classroom is one of the important and extensive areas for the acquisition of intercultural competence. It is a protective environment under the guidance of a teacher both for experience and preparation of experience for the students (Göbel & Helmke, 2010).

Carpenter and Torney (1973) assert that "language competence may be attempted directly without prior immersion in the culture. But in the absence of culture experience, a dearth of motivation, achievement, and enjoyment is probable in the arduous task of language learning" (as cited in Tsou, 2005:39). Meyer (1991) also believes in the importance of providing opportunities for learners in cross-cultural situations which can help them handle problems arising from cultural differences rather than making them just realize the cultural differences cognitively between two cultures as in the traditional language education.

According to Byram and Feng (2004), culture learning should be based on experience and teachers' and learners' main attention needs to be on the experience of difference. For this object, new communication technologies can be used for interaction with native speakers.

Peterson and Coltrane (2003) emphasize the importance of integrating cultural objectives and activities to the lesson plans. They also give some instructional ideas. Some of them are:

a) Using "*authentic materials*" such as films, television shows, news, magazines and other printed materials. They can be used at all levels yet the material should be appropriate to the students' proficiency level. They can be used for different activities such as observing, reading, listening or discussion.

b) Using proverbs to explore the target culture, for analyzing stereotypes or values.

c) Role-plays by means of which students learn about how to behave addressing people from different backgrounds.

d) Culture capsules by presenting cultural objects to the students and expecting the students to find information about them.

e) Ethnographic studies in which students conduct their own research to learn about the target culture.

f) Using literary texts to give cultural information.

Lafayette (as cited in Diaz & Heining-Boynton, 1996) pointed out the importance of integration of culture into language lessons, and suggested some very basic and explicit instructional strategies for it:

1. Cultural lessons and activities need to be planned as carefully as language activities and integrated into lesson plans.
2. Present cultural topics in conjunction with related thematic units and closely related grammatical content whenever possible. Use cultural contexts for language-practice activities, including those that focus on particular grammatical forms.
3. Use a variety of techniques for teaching culture that involve speaking, listening, reading, and writing skills. Do not limit cultural instruction to lecture or anecdotal formats.
4. Make good use of textbook illustrations and photos. Use probing questions to help students describe and analyze the cultural significance of photos and realia.

5. Use cultural information when teaching vocabulary. Teach students about the connotative meaning of new words. Group vocabulary into culture-related clusters.
6. Use small-group techniques, such as discussions, brainstorming, and role-plays, for cultural instruction.
7. Avoid a "facts only" approach by including experiential and process learning wherever possible.
8. Use the target language whenever possible to teach cultural content.
9. Test cultural understanding as carefully as language is tested. (pp. 614-615)

There have also been suggestions in the field for the use of more innovative techniques or to benefit from recent discoveries. For example, Diaz and Heining-Boynton (1996) suggest the use of Gardner's multiple intelligences in instruction and lesson planning for culture teaching. They emphasize that this will take the learners beyond reading or knowing about a culture and give them a chance to experience a culture visually, musically or interpersonally.

Elorza (2008) looked for how intercultural communicative competence can be achieved by means of translation activities, which involve both of the languages and cultures dealt with, and concluded that they are useful for the promotion of ICC and raising students' critical cultural awareness.

While giving conceptual, theoretical and practical guidance for teaching culture and intercultural competence in the classroom, Bennett, Bennett and Allen (2003) advise the teachers to consider the linguistic and cultural readiness level of learners in order to choose the right activities for intercultural learning.

A sense of self-awareness is also required in the process of culture learning. Diaz and Heining-Boynton (1996) highlight that students firstly need to be aware of their own beliefs, values and prejudices and should realize how they behave in certain ways because of their culture. Then they can be aware of underlying reasons of other people's cultural attitudes and habits.

2.5. From communicative competence to intercultural communicative competence

Developing intercultural competence or intercultural communicative competence can be one of the goals of foreign language education. It is directly related to teaching culture in FLT. As foreign language usage takes place in intercultural communication mostly, it should be noted that, as Meyer (1991) suggests, we need to know about others' culture in order to be understood and understand them properly in intercultural communication.

Together with new technological and economical developments in the world, people with different native languages and from different backgrounds, cultures and nations have started to encounter more. In a sense, this disappearance of borders has contributed to the raising interest in intercultural issues. Together with the developments in line in the field of language education, business and other related areas, there has been a massive increase in the literature of intercultural education field and its related definitions and concepts.

As the number of intercultural encounters increase, the question of the possible negative results calls attention more. When people meet others from different cultures with different perspectives, habits and behaviour, which may be according to their point of view not the right way, the confrontation can result in prejudice, attaching negative labels and discrimination (Cushner & Brislin, 1996).

One of the other severe results of not teaching culture or intercultural awareness to the learners can be "culture shock" in the learners when they're confronted with a foreign culture (Cortes, 2007). According to Brown (2000), culture shock is the "phenomena ranging from mild irritability to deep psychological panic and crisis" and it is a stronger type of disruption in the person which challenges his/her "world view, self-identity, and systems of thinking, acting, feeling, and communicating" (p. 183).

In fact, intercultural competence has become a need and a necessary skill in today's rapidly changing social world and language educators are expected to take some responsibilities for such competence according to some. That's why the development of intercultural competence is already accepted as an important point in foreign language curricula in many countries. For example, according to Göbel and Helmke (2010), Germany is one of them, and it is even one of the key goals of EFL curricula for the secondary schools. According to Xiaohui and Li (2011), developing intercultural communicative competence is important especially for non-English speaking countries and it is accepted as "ultimate goal of English language teaching" (p. 175) by Chinese teachers of English. They also inform that the importance of ICC has taken part in teaching content and principles in national curriculum in China recently.

In FLT field, the appearance of intercultural communicative competence is generally accepted as a progression of communicative competence. The notion of "communicative competence" was proposed by Hymes in the early 1970s in opposition to the Chomsky's "linguistic competence" which addressed mainly memorization and knowledge of grammar rules. Hymes was critical about linguistic competence and added social and cultural rules to grammar rules as a necessity to interpret messages. In the 1980s, the CC concept was expanded by authors like Canale and Swain in the USA and Van Ek in Europe. Communicative competence was defined in terms of "grammatical competence, sociolinguistic competence and communication strategies" by Canale and Swain (1980, p. 27).

In the communicative competence concept, the ideal model was the native speaker which was replaced by "intercultural speaker". This was a term introduced by Byram and Zarate in a paper written in the preparation for **Common European Framework of Reference for Languages** of the Council of Europe (2001) in which Byram also defined four "savoirs" instead of sociocultural competence term of Council of Europe papers written before (Byram, 2009). He added another **savoir**, namely **critical cultural awareness** or "savoir s'engager" to his model in 1997. He informs that during that time the phrase "intercultural competence" emerged and followed by "intercultural communicative competence" in the foreign language teaching field.

Byram's model of intercultural communicative competence is designed for foreign language teaching and is widely accepted in the field. The model mainly consists of interrelations between intercultural competence, linguistic competence, sociolinguistic competence and discourse competence. When Byram (1997) defines intercultural competence in terms of objectives, he relates them to five main factors rather than focusing only on linguistic emphasis. These five main factors are also called savoirs which were mentioned before. These five factors are:

1. Attitudes: Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.
2. Knowledge: of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction.
3. Skills of interpreting and relating: Ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own.
4. Skills of discovery and interaction: Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.
5. Critical cultural awareness/political education: An ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries. (Byram, 1997, pp. 50-53)

These five factors are also called as "savoir être, savoirs, savoir comprendre, savoir apprendre/faire, savoir s'engager" in French. Someone who has at least some features of five savoirs of intercultural competence can be regarded as "intercultural speaker".

In another study, Byram (2000) defines someone with some intercultural competence as follows;

> ...someone who is able to see relationships between different cultures - both internal and external to a society - and is able to mediate, that is interpret each in terms of the other, either for themselves or for other people. It is also someone who has a critical or analytical understanding of (parts of) their own and other cultures - someone who is conscious of their own perspective, of the way in which their thinking is culturally determined, rather than believing that their understanding and perspective is natural. (pp 8-13)

A general, simpler but rather than education-oriented, a more business-oriented definition by Fantini (2005) reveals that intercultural communicative competence is "the complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself" (p. 1). In another similar definition, Meyer (1991) takes intercultural competence as "the ability of a person to behave adequately and in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures" (p. 137).

Before explaining how to integrate culture into language teaching as an elusive and complex task, Bennett, Bennett and Allen (2003) define intercultural competence as "the general ability to transcend ethnocentrism, appreciate other cultures, and generate appropriate behaviour in one or more different cultures" (p. 237). They point out the necessity of preparing students to live in a global world and multicultural societies rather than concentrating only on linguistic competence in education.

Kramsch's (1993) study in the USA was another important figure and another model in the development of ICC concept. She maintained that "a third place" needs to be established as the outcome of intercultural education which means a place or a perspective which develops for the learner between his/her first language and culture (C1) and the target language and culture (C2) and by means of which he/she can understand and discover both the target and the native culture. In order to develop "cross-cultural understanding" and establishing this "third place", she proposes a four-step approach:

1. Reconstruct the context of production and reception of the text within the foreign culture (C2, C2').
2. Construct with the foreign learners their own context of reception, i.e. find an equivalent phenomenon in C1 and construct that C1 phenomenon with its own network of meanings (C1, C1').
3. Examine the way in which C1' and C2' contexts in part determine C1" and C2", i.e. the way each culture views the other.
4. Lay the ground for a dialogue that could lead to change. (p. 210)

C1': C1 perception of self, C1": C1 perception of others,
C2': C2 perception of self, C2": C2 perception of others. (p. 208)

Common European Framework of Reference for Languages (CEFR) of Council of Europe was published in 2001. It was a guideline for the mutual acceptance of foreign language qualifications, also consisted of description of objectives, content and methods, and especially internationally comparable standards. It describes the necessary knowledge, skills and competences for communication. Because Europe consists of a wide range of cultures and languages, CEFR also had political objectives such as promoting mutual respect and understanding for a more effective international communication. Therefore, plurilingual and intercultural part of being a language learner was emphasized. Also the scope of sociocultural knowledge and intercultural awareness was defined in the document. It has been very influential in the field of FLT as a contribution to the relation between language teaching and culture.

Byram (1997) indicates that gaining intercultural communicative competence should be one of the aims of foreign language teaching; critical and political awareness also should be gained by the students with the teaching of language and culture. In order to develop specific elements of this competence, FLT teachers need to plan their methods, objectives and materials accordingly and take the notion of intercultural speaker as a framework (Byram, 2009).

While emphasizing the difference of "teaching intercultural competence" and "culture teaching" in the classroom, Bennett, Bennett and Allen (2003) maintain

that intercultural competence is not just about learning the knowledge of or to behave appropriately in a given culture, rather it requires a mix of above-mentioned culture-specific and culture-general approaches, and should refer to issues such as cultural self-awareness and ethnocentrism.

As Göbel and Helmke similarly and broadly remark, some of general intercultural learning goals are “overcoming ethnocentrism, developing cultural self-awareness, and encouraging appreciation, interest and respect for cultural diversity” and also “interest in the specific culture of the language being taught, as well as in intercultural topics in general” (2010, p. 1572).

In the globalizing world, where already a wide range of cultures, languages and different social identities exist, attaining an accurate and viable communication among people not only becomes a challenge but also gains priority. It is a fact that there are differences between people, but, as Cushner and Brislin (1996) suggest, as we belong to different social groups at the same time which influence our perspectives and world view such as gender, ethnicity, religion and socioeconomic status, we are all multicultural in nature. In education, rather than expecting or trying to impose on the learners to become “like them” while learning the foreign language, or trying to find the similarities or even sameness between two cultures, “others” should be accepted as such. According to Byram (1997), foreign language education should prepare students for this, and “politeness” should be a base for maintaining relationships with “others” and should be added to FLT syllabi.

For now, it seems that the scholars in the field of FLT are at consensus about the positive impact of intercultural competence of learners for cross-cultural encounters. The actual challenge of ICC in ELT and FLT is about how to integrate it in a systematic and effective way into the agenda of teaching.

2.6. Culture teaching in primary school

It is commonly accepted that early period of education in a child's life is very significant. Primary school is the first stage of compulsory education in many countries. This period is very important for the children's emotional, social and intellectual development (Phillips, 1993). Now, it is also a stage in which the English language is given a place more and more in the curriculum at both public and private schools (Phillips, 1993). In Turkey, primary school is the education period for the students between the ages of 6 to 14. The children from the age of four or five to eleven or twelve can be regarded as young learners in ELT context (Phillips, 1993; Cameron, 2001; Nagy, n.d.).

The studies concerning early foreign language education are not still abundant, although the need for them and interest in the area have started to increase recently. Also, the literature of language teaching for the young learners does not deal with culture teaching often. That's why, for a start, what has been told about it in different disciplines can be taken into account. In view of the research in geography teaching, it is apparent that young children's ability of learning another linguistic code develop much more quickly than their concepts of other countries and cultures (Byram, 1997). In a similar vein, Barrett and Buchanan-Barrow (2002) informs that children start to attribute preference for their own country when they are 5-6 ages or 7 or more according to some studies. They also attach importance to their national identity between 5-6 and 11-12 years of age. However these trends differ with respect to the country, region or community.

Byram and Morgan (1994) accept Piaget and Weil's (1951) model about children's understanding of places as an important example of language teachers working with children. According to Piaget and Weil, in order to understand their own country, children first need to understand and decentre different views than theirs. The first of the three stages they pass is "egocentricity" in which their views about their own and other countries are arbitrary. In the second stage "sociocentricity", they accept the views of their immediate social environment. At the third stage "reciprocity", which can be reached by the age of 10/11, children can acquire an

understanding of their own country and nationality; also understand that they can be seen as foreigners.

With respect to ICC, Byram (1997) propounds that learner needs are not static and may require a different order in different points. For instance, because of young learners' cognitive development stages, "For both teaching and assessment purposes, it can be argued that some aspects of ICC, though in definitional terms fundamental, cannot be acquired by young learners and therefore should be omitted" (pp. 75-76). However, young learners cannot be expected to gain the same level of attitudes, knowledge and skills of the intercultural communicative competence, therefore expected aims should be defined appropriately to their developmental stage in education (Byram, 1997).

The opinion that foreign culture teaching may threat or harm the learners' own culture, or it may result in the loss of their own culture is also discussed in the field of teaching foreign languages to young learners. For instance, Vickov (2007) informs that young learners of English in Croatia often have difficulty in giving information about their own culture as a result of the promotion of Anglo-Saxon culture. For Vickov, it is possibly the result of the current primary school English teaching materials which indicate a monolithic target culture.

However there are also scholars who are in favour of teaching culture to primary school students. To Byram (1990) an approach which accepts the language only as a skill and the aim of teaching a foreign language simply learning to transfer massages between interlocutors "ignores both the cultural meaning of even the simplest messages and the contribution of language teaching to learners' -especially young learners'- general education" (p. 1).

Er (2006), a Turkish scholar who is in favour of including cultural aspects into the foreign language programs in his research, points out that "it is also proven that enhancing the language curriculum with the cultural aspects makes language learning more sense and much easier for the learners, especially for the primary school students" (p. 1).

Some of the researchers support teaching culture even to younger children. For instance, Carpenter and Torney (1973) contend that early childhood is the most appropriate time to teach culture to children and this will help them to be flexible and adaptive adults and have sympathy towards foreign cultures.

Although Brooks (1968) didn't mean explicitly the primary school or young learner education, he stated that "it is the early phases of language instruction that the inclusion of culture is at once the most significant and the most baffling" (p. 205). Brooks maintains that culture is a good way to attract the attention and interest of the learner. Finding a new mode to express oneself is a part of the teaching of culture and it is a good motivating factor. To Brooks, it is very powerful if gained especially at the beginning of a language course as it continues for a long time.

According to Walton (1991), who supports the exposure of the learners to the authentic communication, the more the learners are capable of using the linguistic code of the target language, the bigger the expectations of the native speakers from them for their control of the pragmatic system of their language, and this creates more damage in intercultural communication for them (as cited in Peterson, 2003).

There are also suggestions for how to teach culture to children more appropriately. As one of the supporters of culture teaching from the very first day of the classroom, Hendon (1980) states that if the students are too young to learn and use the language fluently, culture can be taught in their mother tongue (as cited in Fleet, 2006).

Generally, the ideas about teaching foreign culture to primary school children are positive in the literature. There are supporters of teaching culture together with the language not only for motivational, social or political reasons, but also for instructional and linguistic causes. Nevertheless, still more investigation and progress is needed in the area.

As in other levels of English teaching, for the primary school teachers, information such as how to do culture teaching, its methods and theories, its assessment, its extent, etc. can be defined clearly, and added to the curriculum. The teachers can be educated and informed about them accordingly. According to Byram (1997), there is a need for further research in order to define the cultural learning goals in the early years of language education.

2.7. Previous research about culture teaching in ELT

Research for the opinions of foreign language teachers or learners about the cultural dimension of foreign language teaching is relatively recent. However there have been some studies regarding the effect of culture in foreign language teaching field. Unfortunately, most of the research is either in secondary or at higher education level or not related to teachers and primary school context at all.

Byram and Feng (2004) reported that the best researched area of culture learning is the relationships between learners' perception of other cultures and their success and motivation in language learning. They added that at first with a research by Gardner and Lambert (1972), integrative motivation was accepted as the best way, but later Dörnyei (1998) asserted that instrumental motivation may be more important with reference to the social context, and other factors should be taken into consideration, too. If the motivation is instrumental, the learner is affected by academic or career-related goals; if it is integrative, this means a wish to integrate socially or culturally to the second language group (Brown, 2000).

The Durham project was one of the most comprehensive researches in the field. It was designed to explore "the effects of language teaching on young people's perception of other cultures" between 1985 and 1988 (Byram, Esarte-Sarries, Taylor, & Allatt, p. 119). According to the statistical analysis of attitudes, pupils' background features, such as gender, socio-economic status and age are more strongly related to attitudes than experience of other countries and cultures. For example, girls have a more positive attitude towards foreign people. According to

the comments taken from teachers about the aim of culture teaching, they generally told that it was important for the students to learn about different life styles in order to be tolerant and to be less restricted in their own lifestyle. Generally cultural information was expected to affect learners' personalities and also was seen as an important pedagogic device.

Castro, Sercu and García (2004) conducted a research among Spanish secondary school EFL teachers about their beliefs and perceptions of the objectives of foreign language education and especially the extent to which those teachers support the cultural learning objectives which had been given more importance in their national curriculum, and about their views on teaching culture and promoting the acquisition of intercultural competence in EFL. According to the data collected from 35 Spanish teachers of English, the teachers were willing to implement the cultural learning objectives and aware of the importance of culture teaching, but because of some constraints, they couldn't do it often. The reasons were, teachers' "lack of confidence in themselves" about culture, "more linguistically oriented" curriculum, "lack of suitable materials," textbooks which "did not include enough cultural information," and "lack of time" (p. 100-101). Teachers were also willing to promote the acquisition of intercultural competence, but according to them, the linguistic objectives were more important than cultural objectives in their teaching.

A small-scale research was conducted by Xiaohui and Li (2011) in the Chinese context about teacher cognition, foreign language teachers' thoughts, belief and knowledge about ICC in relation to ELT. Participants were 30 University English teachers. The data were collected with a questionnaire survey. According to the results, Chinese teachers indicated their most important objectives of culture teaching firstly as providing information to the learners about shared values and beliefs in the target culture, and secondly promoting the ability to handle intercultural contact situations. When they deal with cultural issues, they generally tend to teach aspects that they are more familiar with such as daily life and routines. For subjects, culture teaching was as important as teaching the language in EFL context and intercultural competence should be acquired by students. To them, cultural and intercultural content which take place in the lessons is limited because of reasons such as inadequate teaching materials. Although they devote some time to culture

teaching, they think that the time devoted to intercultural teaching should be increased.

A research was conducted with six in-service English teachers in La Salle University in Colombia by Ariza (2007). The data were collected by means of teacher reports, class observations, interviews and questionnaires. The results were analyzed as a qualitative, descriptive and interpretative study. In this study, teachers' understanding of the concept of culture, the way of their addressing cultural issues in their teaching practices and the materials they use to address cultural issues were investigated. According to the results, although some teachers' concept of culture was categorized into symbolic representation (abstract conceptions of culture), some others were symbolic materialization (more concrete events of culture). Anthropological, educational and sociolinguistic conceptualizations of culture were observed. Teachers' teaching practices mainly consisted of "the Frankenstein approach," "the 4-F Approach," and "the By-the-way approach" of Galloway (1985). It was also found that authentic materials such as articles, movies and music are used by teachers to teach about culture.

According to a research project which was conducted in Croatia in order to find out whether grade one (age 6 or 7) is an appropriate time to start foreign languages, the results were positive. It was found that the same pupils who were in their third grades maintained very positive attitudes towards the foreign language and foreign language classes and the teachers. In time they became aware of the target language culture and had generally positive attitudes towards it and its native speakers (Djigunovic, 1993, 1995).

There are also researches regarding the place of culture in Turkish EFL context. Çamlıbel (1998) examined high school EFL teachers' opinions and attitudes in the classroom towards integrating English language culture into their lessons. Participants were 58 EFL teachers who worked in high schools in Istanbul. They were grouped as native and non-native, and also experienced and inexperienced. Data were collected via written survey questionnaire which is also used for the current study. Specifically that research aimed to find the definition of culture by EFL teachers, the role they give to culture in their foreign language classes, their

opinions on the role of culture in English lessons, and similarities or differences between the above mentioned subject groups. The researcher classified the answers for the definitions of culture into four groups of Adaskou et al.'s (1990) dimensions of culture. According to the results, the subjects defined and talked about culture mostly in the sociological sense. Many of them integrated culture into their lessons. Although they also believed in the importance and necessity of culture teaching, it was not a primary concern for the teachers. Regarding the role of culture in teaching English, they believed in the importance of making students aware of their own culture and also different cultures. Lastly, there weren't any significant differences between the non-native and native, and experienced and inexperienced groups and their results were similar.

In another research, Önalan (2004) investigated Turkish higher education EFL teachers' beliefs and opinions on the place of target culture in English language teaching. Subjects were 98 EFL teachers of Preparatory Programs of 4 universities in Ankara. The data were collected with a written survey questionnaire consisting of two parts and a follow-up interview. The results were similar to the previous research. Teachers defined culture on the sociological sense of Adaskou et al. (1990). According to the researcher, when it comes to ELT context, culture consisted of more visible cultural elements and communicative aspects for the teachers probably with instructional concerns. Attitudes of teachers were positive for integrating culture into their lessons. They also presented cultural content in their lessons whereas it was not their main concern and not even considered as important by them when compared to linguistic aims.

In the same period, another study was conducted in Çukurova University in the fall semester of 2003-2004 academic year in which ELT students attended the 28-hour culture class (Genc & Bada, 2005). According to the results taken by a five-item questionnaire applied to the participant students of the course, culture classes raised their cultural awareness, changed their attitudes towards the societies of target language culture and native culture, were beneficial to their language skills and contributed to their teaching profession. Although the study brings forward that the language skills of the students raised, this wasn't measured by tests which evaluated their related skills conducted on the students before and after the

courses. It only shows views of the students. However it was mentioned that developing language skills wasn't a major aim of the course. Similarly, although the writers asserted that students' attitudes towards the target culture changed, this was not an observed result but only constituted students' views. However it is positive that there was a similarity between students' ideas which indicated that their attitudes changed in a positive way and their awareness increased.

In 2010, Şen investigated the profile of 89 EFL instructors' knowledge of the target culture in an English Language Department in Turkey. The data were collected with a written survey questionnaire and a structured interview. The researcher tried to find out how EFL teachers defined the target culture, their epistemological sources of knowledge about the target culture, skills and tasks they incorporated into their teaching and the differences or similarities between the opinions of the participant teachers regarding their experience of teaching, and knowledge of technology. The results indicated that the teachers mostly defined culture as small-c culture. It was found that the sources of the teachers' cultural knowledge were books, journals, magazines, newspapers, television programs and films. The data also indicated that the participant teachers preferred to give cultural information through reading, vocabulary and speaking. No difference was found between the teachers regarding their teaching experience or level of knowledge of technology.

Recently, Deneme, Ada and Uzun (2011) studied how Turkish young learners acquired their knowledge of foreign culture. They found that the parents' role is crucial in cultural learning of the children not only in terms of their knowledge and experience but also for their support at all educational levels. Television and computers were also found to be other effective factors. Songs, video games, books, friends, relatives, and magazines were mentioned as the instruments that contributed to their culture learning. They also examined the cultural elements in public and private school ELT textbooks and found public ones to be insufficient.

There have been many studies and research on the place of culture in language teaching and in other fields. Some of them have been mentioned in the literature review of this thesis. In spite of this abundance, very few of them refer to

young learners' or primary school students' education. The present study aims to contribute to this sphere. It investigates the primary school foreign language teachers' opinions on the teaching of culture.

CHAPTER 3

METHODOLOGY

3.1. Overview and Research Questions

In this chapter, the overall aim of the study, its research questions, participants and their profile, the instruments and procedure used for collecting the data, and information on data analysis procedure will be explained.

The purpose of this study is to investigate and find the opinions of primary school EFL teachers in Turkey on teaching the target language culture, and the role they give to it in their lessons. Based on this purpose, the study seeks to answer the following research questions:

1. What is the role of culture in primary school EFL teachers' teaching?
2. What is the definition of culture by the primary school EFL teachers?
3. What are the primary school EFL teachers' opinions on teaching the foreign or target language culture while teaching English as a foreign language?
4. Is there any relationship between the opinions of teachers regarding previous research questions and their differences with respect to their gender, teaching experience, educational background, and sojourns abroad?

Their educational backgrounds will be taken into consideration with two different dimensions. Firstly, the departments the teachers are graduated from in higher education will be considered. Secondly, the ages of the teachers at which they started to study English language as a foreign language will be taken into account.

3.2. Participants

The participants in the study were 94 EFL teachers who worked in public primary schools in the province of Tekirdağ in Turkey. All of the participants were non-native speakers of English. In the present study, primary school means the education period for the students between the ages of 6 to 14. All of the participants were non-native speakers of English and native speakers of Turkish. 26 (27,7 %) of the subjects were male, and 68 (72,3%) of them were female. They were between the ages of 23 and 56. The subjects had teaching experience between 1 to 27 years. The additional courses related to ELT that the participants had received was also asked to the subjects. 52 (55,3 %) of them said that they had attended such additional courses and 42 (44,7%) of them said they hadn't.

According to different researches, although experience in teaching develops at different rates, generally teachers who have less than five years of teaching experience may be considered as inexperienced (Stronge, 2007; Darling-Hammond, 2000). That's why in the current research, teachers with four or less years of experience will be ranked in the inexperienced group, and teachers with five and more years of experience will be recognized as experienced. The number of teachers in the inexperienced group is 20 (21,3 %), while the number of teachers in the experienced group is 74 (78,7 %).

One of the aims of the study was to find whether there is significance between subjects' sojourns abroad and their opinions on teaching the foreign culture, because it was considered that foreign visits are more or less teachers' immersion in foreign cultures. The purpose was to investigate whether it affected their opinions or not. According to the data, the number of the participants who have been to a foreign country is 31 (33 %), whereas the number of participants who have no overseas experience is 63 (67 %).

In the study, it was also aimed to investigate whether there is a difference among the teachers considering their educational backgrounds and their opinions on the place of culture in language education. After the background information

analysis, it was found that most of the participants are either graduates of ELT departments, or graduates of English or American language and literature departments. For this reason, the answers were grouped into three regarding the educational background of the participants. 66 (70,2 %) of the participants were graduates of an ELT department, 20 (21,3%) of them were graduates of an English or American language and literature department, 8 (8,5%) of them were graduates of departments other than English language teaching, or English or American literature.

Another statistical comparison aspect related to the training of the respondents was their age at which they started to study English as all of them were non-native speakers of English. In this respect, they were categorized into two groups. First group consisted of the ones who started to study English language when they were 13 years old and younger. The teachers who started it when they were 14 years old and older were the second group. Students start high school education at the age of 14 in Turkish education system. This was taken as the criterion to group the subjects. Subjects indicated that 74 (78,7 %) of them had started to study English when they were 13 and younger, 20 (21,3 %) of them had started when they were 14 or older.

Table 3: Statistics on Participants

	Gender		Teaching Experience		Sojourns abroad	
	F	**M**	**Experienced**	**Inexperienced**	**Yes**	**No**
N	68 (72.3%)	26 (27.7%)	74 (78.7%)	20 (21.3%)	31 (33%)	63 (67%)

	Started to Study English		Graduate of Faculty		
	13 years and younger	**14 years and older**	**ELT**	**Literature**	**Other**
N	74 (78.7%)	20 (21.3%)	66 (70.2%)	20 (21.3 %)	8 (8.5%)

3.3. Data Collection Instrument

A written questionnaire (see Appendix A) which was designed and conducted by Çamlıbel (1998) in Istanbul was used to collect the data in the current research. She designed the questionnaire mainly to find EFL teachers' thoughts about the role of the target language culture in teaching English as a foreign language and whether they integrate target language culture into their lessons. A pilot study which was conducted by her indicated that items were comprehensible and 15-20 minutes were enough for completing it.

Surveys, as one of the most common instruments for a systematic research in social sciences, are used to describe the characteristics of a group by examining a sample of it; the questionnaires are the main data collection instruments in surveys (Dörnyei, 2007).

The instrument used in this study was conducted as a self-administered paper and pencil questionnaire. Data collection instrument consisted of four parts. The first part was used to gather demographic information about the participants and to group them according to their background features. The second part was Part A, which consisted of two rank-order type questions. First of these was used to gather information about the role the teachers gave to culture in their teaching compared to other aspects of ELT. The second question was used to investigate primary school EFL teachers' opinions on teaching the target language culture.

Part B included eleven open-ended questions. The first and the second questions of this part were used to discover the definition of culture by the subjects. Questions 3, 8, 9, 10, and 11 were about the role of culture in teachers' teaching and their opinions on the place of culture in teaching English. Questions 4, 5, 6, 7 of Part B were also about primary school EFL teachers' opinions on teaching the target language culture or foreign culture while teaching English as a foreign language. Four of the questions start with multiple choice items and added open-ended questions such as "why" or "how". The data gathered from Part B were both analyzed by categorizing the answers into certain groups and making use of a

quantitative approach and also evaluating the open ended items by benefiting from a qualitative approach.

Part C was the latest section of the questionnaire which consisted of ten five-point Likert-type questions, choices ranging from “strongly or completely disagree” to “strongly or completely agree”. This part was used to gather information about the opinions of teachers’ on the place of the foreign and target culture information in ELT.

Although the questionnaire was designed by Çamlıbel (1998), as she suggested, question 10 in Part B was written by Adaskou et al. (1990), question 11 in Part B by Prodromou (1992), and the items in Part C were inspired by Damen (1987), Byram (1988), Bentahila and Davies (1989), Brown (1990), Alptekin (1990), Adaskou et al. (1990), Fahmy and Bilton (1992), and Bex (1994).

3.4. Procedure

After consent for conducting the questionnaire was given by Provincial Directorate of National Education and Governorship of Tekirdağ in 2011 (see Appendix D), at the end of the 2010-2011 academic year, in a three-day course which was compulsory to all of the ELT teachers in the province, 200 copies of the questionnaire were delivered to all of the ELT teachers of public primary schools. The aim and scope of the study were explained to the respondents and instructors of the course in advance. It was also stated that it was not compulsory to take part in it. As Dörnyei (2007) suggested, questionnaires can be applied within institutional contexts and as a group administration, and administration by hand is a prominent method when considered to other ways such as postal. As it had been calculated in the pilot study, 20 minutes of one class hour was reserved to the questionnaire. Some of the papers were returned the following day. Totally 134 of the papers were returned. It was found that only 94 (70,1%) of the returned papers were properly completed, appropriate to analyze, and would not reduce the reliability and accuracy of the study.

3.5. Data Analysis

Data were analyzed by using “SPSS Statistics17.0” (Statistical Package for Social Sciences), the software package which is commonly used for statistical analysis in educational research. That’s why the study was conducted by using a quantitative approach mainly. However, in the analysis of data gathered from Part B, in order to explore the participants’ thoughts better, the nature of a qualitative approach was also benefitted from. The combination of these two types of research methods within a single research is called mixed methods research (Dörnyei, 2007). It may involve different combinations of quantitative and qualitative research either at the data collection or at analysis levels.

As Dörnyei (2007) points out quantitative research involves mainly analyzing the numerical data in a statistical way. This type of approach is more interested in common features of groups of people rather than individuals. It is more systematic, focused and tight. However it is considered as not very good at finding out the underlying reasons and having a more limited exploratory capacity. On the other hand, qualitative research is effective with an exploratory nature. It is more flexible, and good at answering why questions and obtains rich data which can be used to widen the scope of the understanding about the studied issue. Some of the weaknesses of this type of research are concerns for generalizability, its limited sample size, the role played by the researcher and the possibility of personal bias, and building too complex or too narrow theories (Dörnyei, 2007). By using a mixed methods approach and combining qualitative and quantitative research types, it was aimed to utilize the advantages of either, and to decrease the weaknesses of the two types.

Cronbach’s alpha coefficient of Part C which consisted of 10 Likert-type questions was estimated as 0,755. This means that the measurement with the scale was acceptable (Özdamar, 2002). As Dörnyei (2007) also stated “internal consistency estimates for well developed scales containing about 10 items ought to approach 0.80” (p. 207).

In the analysis of the 2 rank-order questions in Part A, descriptive statistics were used. Frequency counts and percentages of the choices of the subjects were calculated. Also modes, medians and mean scores were estimated. The choices of each separate group of teachers were presented for the items “culture” in the first rank order question, and “English/American literature”, “The culture of other countries”, and “British American life and institutions” in the second question of Part A in order to present the preferences of teachers from different backgrounds.

The data of Part B were analyzed by using the chi-square test statistic. With the randomly selected samples and nominal data, this test can be used in order to find out whether the observed relationship between the variables results from chance or not (Best & Kahn, 2006). The data were used not only to find whether there is significance between the answers of teachers but also between the answers of different groups with respect to demographic information of teachers within each separate item of Part B. The textual data of this part were also analyzed qualitatively.

For the analysis of the data from Part C, Mann-Whitney U and Kruskal-Wallis test statistics were used. They were used for assessing whether the answers between the groups in 5 different background categories of teachers tend to have a significant difference. For the first 4 categories, Mann-Whitney U test was used, because there were two groups within each category and this type of test statistic is designed to test the significance of difference between two populations (Best & Kahn, 2006). For the data of the fifth categorization which were grouped into three according to the faculties the teachers were graduated from, Kruskal-Wallis test statistic was used. The answers to the 1^{st}, 2^{nd}, 4^{th}, 8^{th} and 9^{th} Likert items of this section were reversed for statistical analysis. Also for the descriptive statistics of Part C, frequency counts, percentages and mean scores of the items were calculated.

CHAPTER 4

RESULTS AND DISCUSSION

4.1. Overview

In this chapter, the results of the research and discussion of the findings are presented. The questions of the questionnaire are thought to be related to some specific research questions of this study. That's why the results of the questions of the questionnaire will be displayed under the related research question titles. The findings related to the fourth research question are also given under the titles of the first three research questions because this question is mainly related to the first three ones but also asks whether there are differences between the groups of teachers regarding their background differences.

4.2. The Role of Culture in Primary School EFL Teachers' Teaching

"What is the role of culture in primary school EFL teachers' teaching?" is the first research question which the current study seeks to answer. 1st question in Part A and the questions 3, 8, 9, 10, and 11 in Part B of the questionnaire are regarded as related to the role of culture in teachers' teaching in this study. Thus only the results of the answers to those questions are presented in this part.

4.2.1. The results of the 1st Question of Part A

The first question of Part A asks the participants to rank-order 11 items such as grammar, reading, and culture according to their importance in their teaching. There was an additional item given as "other" by means of which respondents could specify their choices if there was something else on their mind except from the given choices. The aim of the question was to find whether the

teachers accept culture as an important aspect in their teaching or not. In total, only 2 (2,1%) of the participants perceived culture to be the most important item (1st rank) in their teaching. 1 (1,1%) of the participants placed culture as the 2nd, and 2 (2,1%) of them placed it as the 3rd important item. Cumulatively, only 5 (5,3%) of the 94 teachers placed culture among the first third important items out of 11 items in their teaching. Correlatively, the number of the teachers who placed culture among the least important three items was quite high. Totally, 65 (69,2%) of the teachers rated culture as either 9th, 10th or 11th important item. The mean score for this item was found to be 8,7, median as 10,0 and mode as 10,0 as well. When the ranking of the item "culture" compared to the place of other items in the list, it is seen that it is not one of the most important aspects of the primary school EFL teachers' lessons (see table 4 and table 5 below).

Table 4: Rank-Order of the "Culture" Item in terms of Its Importance in Participants Teaching

Importance (Ranking)	Frequency	Percentage
1st rank	2	2,1%
2nd	1	1,1%
3rd	2	2,1%
4th	3	3,2%
5th	3	3,2%
6th	3	3,2%
7th	8	8,5%
8th	7	7,4%
9th	14	14,9%
10th	34	36,2%
11th	17	18,1%
Total	94	100,0%

When the frequency counts of the choices for the important aspects in teachers' instruction were evaluated, it was seen that the most important aspect was "speaking" for 23 (24,5%) teachers (see Table 5). For 22 (23,4%) teachers, the most important aspect was "vocabulary". For 14 (14,9%) participants, the most important aspect was "grammar" in their teaching.

Table 5: The Distribution of the Important Aspects in Teachers' Instruction

	Grammar		Reading		Listening		Literature		Writing	
Rank	f	%	f	%	f	%	f	%	f	%
1	14	14,9	8	8,5	5	5,3	-	-	-	-
2	9	9,6	11	11,7	9	9,6	-	-	4	4,3
3	8	8,5	22	23,4	7	7,4	-	-	11	11,7
4	13	13,8	12	12,8	16	17,0	-	-	9	9,6
5	13	13,8	14	14,9	14	14,9	1	1,1	13	13,8
6	8	8,5	8	8,5	14	14,9	4	4,3	16	17,0
7	6	6,4	9	9,6	9	9,6	5	5,3	14	14,9
8	7	7,4	6	6,4	9	9,6	6	6,4	9	9,6
9	9	9,6	1	1,1	9	9,6	10	10,6	9	9,6
10	5	5,3	2	2,1	1	1,1	22	23,4	6	6,4
11	2	2,1	1	1,1	1	1,1	45	47,9	3	3,2
12	-	-	-	-	-	-	1	1,1	-	-
Total	94	100,0	94	100,0	94	100,0	94	100,0	94	100,0

	Pronunciation		Vocabulary		Fluency in Communication		Accuracy in Communication		Speaking	
Rank	f	%	f	%	f	f	f	%	f	%
1	1	1,1	22	23,4	16	17	2	2,1	23	24,5
2	10	10,6	15	16,0	9	9,6	9	9,6	19	20,2
3	10	10,6	11	11,7	4	4,3	5	5,3	15	16,0
4	9	9,6	6	6,4	8	8,5	4	4,3	14	14,9
5	11	11,7	8	8,5	2	2,1	7	7,4	8	8,5
6	16	17,0	12	12,8	4	4,3	2	2,1	7	7,4
7	18	19,1	8	8,5	8	8,5	5	5,3	5	5,3
8	7	7,4	7	7,4	22	23,4	12	12,8	2	2,1
9	11	11,7	1	1,1	9	9,6	20	21,3	1	1,1
10	1	1,1	2	2,1	10	10,6	11	11,7	-	-
11	-	-	2	2,1	2	2,1	17	18,1	-	-
12	-	-	-	-	-	-	-	-	-	-
Total	94	100,0	94	100,0	94	100,0	94	100,0	94	100,0

According to the cumulative results of the first three choices of teachers, the order didn't change. As a majority, 57 (60,7%) of the teachers accepted "speaking" as one of the most important three aspects in their teaching. The number of teachers who chose "vocabulary" in their first three ranking was 48 (51,1%). The

number of teachers who selected “grammar” in their first three ranking was 31 (33%). “Culture” was among the least important items in the first three ranks according to teachers’ choices. As stated before, only 5 (5,3%) teachers reserved a place for culture in their first three choices. On the other hand, from the other ten items, only “literature” wasn’t ranked among the first three choices by any of the participants. Also, none of the participants added the item “other” to their first 11 choices and specified what it was. That’s why it wasn’t included in the ranking.

The details of the distribution of the subjects’ responses to Part A considering their background information can be found in Appendix E. When this information is considered, it is seen that 1 (5%) of the 20 inexperienced teachers took culture as an important aspect among their first three choices. Only 4 (5,4%) of the total 74 experienced ones took it among their first three choices. Similar in proportion, 13 (65%) of the inexperienced teachers ranked it among their latest three choices, and 52 (70,3%) of the experienced teachers also wrote it in their last three aspects.

Concerning teachers’ age of starting to study English as educational background information aspect, 5 (6,8%) of the early starters ranked culture among the first three, whereas none of the late starters ranked it in their first three important aspects in their classes. On the other hand, 49 (66,2%) of the early starters and 16 (80%) of the late starters ranked it in their last three items. This shows that the teachers who started to study English earlier in their education career have allocated a slightly more important place to culture in their lessons than the teachers who started to study English later in their life.

Foreign country visits was another background factor which was investigated. 2 (6,4%) of the foreign country visitors have chosen the “culture” item in their first three aspects, and 3 (4,8%) of the other group. Among the former group 20 (64,6%) of the teachers ranked it in the last three items, and among the latter group who haven’t been to a foreign country, 45 (71,5%) of the teachers placed it among their last three choices. Although there wasn’t significant difference between the groups, the ones who have sojourns abroad are only slightly more in percentage

to give the item culture a more important place in their teaching than the latter group.

Their faculties of graduation were another educational background difference between the subjects. 3 (4,5%) of the ELT graduates ranked culture in their first three important aspects in their lessons. While 2 (10%) of the Literature faculty graduates ranked it there, none of the teachers from other faculties ranked the item culture in their first three choices. The respondents who ranked the item culture in the three least important aspects were 43 (65,2%) for the ELT graduates, 15 (75%) for the Literature graduates, and 7 (87,5%) for the graduates of other faculties.

When the participants' gender was considered, it was seen that 2 (7,6%) of the male and 3 (4,5%) of the female teachers ranked culture in the first three lines. The number of the teachers who put culture in their last three choices and accepted it as one of the least important aspects in their classes was 16 (61,5%) for the male and 49 (72%) for the female participants.

4.2.2. The results of the 3rd Question of Part B

The results of the 3rd question of Part B of the questionnaire are important in terms of the role of culture in teachers' teaching. It directly asks whether the teachers include the target language culture in their teaching or not. It also investigates which materials or activities the teachers use if they include culture in their teaching.

As the question already presents "yes" and "no" choices, the results were grouped into two. According to them, as a majority 83 (88,3%) of the teachers answered affirmatively to the question and accepted that they incorporate target culture in their teaching. On the other hand, 11 (11,7%) of the teachers said that they don't incorporate the target language culture in their classes. It can be seen in table 6 below that the difference between two responses was statistically significant.

Table 6: One Sample Chi-Square Test Results Regarding the Answers to the 3rd Question of Part B

Answers	Observed N	Expected N	Residual	Chi-Square	sd	symp. Sig.
1.Yes	83	47,0	36,0	55,149	1	,000
2.No	11	47,0	-36,0			
Total	94					

According to the results of one sample chi-square test which is given in the table 6 above, the difference between the answers to the 3rd question of Part B has been found as significant [$\chi^2_{(1)}$=55,149, p<.05]. The most preferred answer is “1”, and the least preferred answer is “2”.

When the different background categories are examined with the chi-square statistics, it is found that the responses of the answers do not differ regarding the gender of the participants (see table 7 below). According to the data, 22 (84,6%) of the male participants’ answers were affirmative, and 4 (15,4%) of them were negative. Similarly, a great majority of the female teachers were positive, and very few of them were negative and stated that they don’t incorporate target culture in their teaching.

In a similar way, the responses of the individuals to this question do not differ significantly regarding their teaching experience (see Appendix F). Most of the inexperienced teachers (85%) accepted that they incorporate target culture in their teaching whereas a few of them (15%) said they don’t. In a similar vein, 66 (89,2%) experienced teachers were affirmative to the question but 8 (10,8%) of them weren’t.

According to the statistical analysis, the age at which the teachers started to study English wasn’t a factor which affected teachers’ responses to the 3rd question of Part B either (see Appendix F). Most of the early starters (86,5%) stated

that they allocate a place to target culture and a few of them (13,5%) said they don't. The number of the late starters who included target culture in their lessons were 83 (88,3%), whereas 11 (11,7%) of them didn't.

Table 7: Chi-Square Results of the Answers to the 3rd Question of Part B Regarding Gender Differences of the Participants

Answers		Gender								
		Male		Female		Total				
		f	%	f	%	f	%	χ^2	sd	p
	1.Yes	22	0,846	61	0,897	83	0,883	,472[a]	1	,492
	2.No	4	0,154	7	0,103	11	0,117			
Total		26	1	68	1	94	1			

Answers of the individuals to the 3rd question of Part B do not differ regarding their gender [$\chi^2_{(1)}$=0,472, p>.05].

When the chi-square statistical analyses are regarded, it can be seen that there is no statistically significant difference between the responses of the teachers who have been to a foreign country and the ones who haven't (see Appendix F). However, the number and percentage of the participants of the former group were quite high. A great majority (96,8%) of them stated that they incorporate target culture in their teaching, whereas only one of them was negative. On the other hand, 53 (84,1%) of the participants of the teachers who haven't been to a foreign country before were affirmative, and 10 (15,9%) of them didn't include target culture in their classes.

The responses of the individuals between different higher educational backgrounds aren't statistically different either. Rather they were quite similar to each other in proportion (see Appendix F). The number of teachers who said that they include culture in their lessons were 59 (89,4%) for the graduates of ELT, 17 (85%) for the graduates of the Faculty of Literature, and 7 (87,5%) for the graduates of other faculties. The negative responses were 7 (10,6%), 3 (15%) and 1 (12,5%)

for the groups with the same order. As a result, there was no statistical difference between any different groups of teachers regarding the 3rd question of Part B on their teaching experiences to include culture.

The same question also investigates the materials and activities teachers use to include target culture in their lessons. The most popular materials and activities mentioned were **pictures** or **photos** (25 times), **reading** (19 times), **songs** (16 times) and **videos** (13 times). Secondly **role plays, drama, flashcards, films, short stories, realia, listening materials, magazines, slight shows, and speaking activities** were mentioned by the teachers as the activities and materials they used mostly. Except from these, **translation, gestures, games, jokes, tongue twisters, news, newspapers, anecdotes, documentaries, handouts, posters, brochures, soap operas, poems, books,** and **maps** were also mentioned by the teachers as examples of activities and materials to include target language culture in their teaching. **Original** and **authentic reading texts** were given as examples to reading texts by the teachers. **Costumes, traditions**, **special, national and religious days, celebrities, cities** and **food** were among the things which are shown in pictures as examples of culture by the teachers.

One of the teachers stated that she doesn't use materials, but she only uses oral ways to explain and give information about the target culture. There were others who stated that they mention or speak about target culture by giving examples of their personal experiences and the target language speaker's lifestyle, local expressions, likes, dislikes, habits and famous cities.

Three of the teachers stated that they used foreign culture related materials sometimes or when necessary, not often. One of the participants especially stated that he has to include the target culture into his teaching because the textbook includes such information.

4.2.3. The results of the 8th Question of Part B

The 8th question of Part B was asked to the teachers to investigate their students' reaction to cultural information. The answers of the participants were categorized into five groups. They were "interested/positive", "usually interested", "sometimes interested/depends on the situation", "surprised/find it strange", "they don't care/ignore/unwilling". The statistical results show that there is a significant difference between the answers of participants (see table 8 below). The most preferred answer was the first one, because 49 (52,1%) of the teachers think that the students are "positive, willing, interested, or curious" to cultural information and they like it. The least preferred answers were the 2nd and the 5th one. In other words, only 7 (7,4%) of the teachers think that students "don't care or ignore" cultural information and they are "unwilling" to it. Another 7 (7,4%) teachers stated that their students were "usually interested". Some teachers (18,1%) notified that the students were "sometimes interested" or "it depends on the situation". Some of the teachers (14,9%) informed that the students were "surprised" and even "found it strange" when confronted with cultural information.

Table 8: One Sample Chi-Square Test Results Regarding the Answers to the 8th Question of Part B Which Investigates Reactions of Students to Cultural Information

Answers	Observed N	Expected N	Residual	Chi-Square	sd	Asymp. Sig.
1.interested/positive	49	18,8	30,2	64,723	4	,000
2.usually interested	7	18,8	-11,8			
3.sometimes interested/depends	17	18,8	-1,8			
4.surprised/they find it strange	14	18,8	-4,8			
5.they don't care/ ignore/unwilling	7	18,8	-11,8			
Total	94					

According to the results of one sample χ^2 test which is given in the table 8 above, the difference between the answers to the 8th question of Part B has been found as significant [$\chi^2_{(4)}$=64,723, p<.05]. The most preferred answer is "1", the least preferred answers are "2" and "5".

When the different backgrounds of the teachers were considered regarding the 8th question of Part B, it has been seen that there is significant difference between the answers of the male and female participants (see table 9 below). Female teachers stated much more than the male ones that students are interested and positive towards cultural information. Also the percentage of the female teachers who think that their students are surprised or find the cultural information strange is slightly higher than the percentage of the male ones. For other answers which state that "students are usually or sometimes interested, it depends on the situation and even they don't care or ignore and are unwilling to cultural information", the percentage of the male teachers was higher.

Table 9: Chi-Square Results of the Answers to the 8th Question of Part B Regarding the Gender of the Individuals

	Gender								
Answers	Male		Female		Total				
	f	%	f	%	f	%	χ^2	sd	p
1.interested/positive	7	0,269	42	0,618	49	0,521	13,931[a]	4	,008
2.usually interested	3	0,115	4	0,059	7	0,074			
3.sometimes interested/ depends on the situation	9	0,346	8	0,118	17	0,181			
4.surprised/they find it strange	3	0,115	11	0,162	14	0,149			
5.they don't care/ ignore/unwilling	4	0,154	3	0,044	7	0,074			
Total	26	1	68	1	94	1			

Answers of the individuals to the 8th question of Part B differ regarding their gender [$\chi^2_{(4)}$ =3,579, p<.05]. The percentage of the female individuals who gave the answer 1 is higher than the percentage of the male individuals, and their percentage of the answers to the questions of 2, 3 and 5 is lower.

When the experiences of the teachers are considered, the ideas of them regarding the reaction of the students towards cultural information don't differ significantly (see Appendix F). The number of the participants who stated that the students are interested in cultural information was 12 (60%) for inexperienced teachers and 37 (50%) for experienced teachers.

The participants' age at which they started to study English was another ineffective factor for their ideas about their students' reactions to cultural information. There was no statistically significant difference between the responses of teachers who have been to a foreign country and who haven't. Higher education background of the individuals was also another factor which didn't affect the answers of the individuals according to the chi-square test results (see Appendix F).

Some of the teachers made some comments about their students' reactions towards cultural information in addition to the answers such as "students enjoy, like, want to learn more, and wonder about cultural information", "it depends on the situation", "they are sometimes interested", and even "they find it strange" or "they don't care about it or ignore it",. Some of them pointed out that the students compare the foreign culture with their own. One of them implied how the cultural information may seem unrealistic to the students when they don't see in it in their daily lives by stating that "they are interested and they wonder but they can't picture it in their minds." One of the graduates of ELT pointed out that "sometimes they can't understand the differences and are surprised because of their ages." A teacher mentioned an interesting point and said that "if students know something about the cultural information, they find it more interesting. If the information is totally foreign to them they get bored and don't like it."

4.2.4. The results of the 9th Question of Part B

In order to investigate the views of teachers regarding the textbooks they use in their lessons, a related question was directed to them in the questionnaire. Firstly the question directly asks whether the teachers have any problems dealing with the cultural content of the textbooks. The answers were categorized into three

groups as “yes”, “no” and “sometimes”. There was a significant difference between the answers. According to the results, majority of the teachers have problems with the cultural content of their textbooks (see table 10 below). The number of teachers who stated directly that they have problems with the cultural content of their textbooks were 52 (55,9%). Also some of the teachers (8,6%) pointed out that sometimes they have problems with it. For 33 (35,5%) subjects, the textbooks didn’t have any problems regarding their cultural content.

Table 10: Chi-Square Test Results Regarding the Responses to the 9th Question of Part B

Answers	Observed N	Expected N	Residual	Chi-Square	sd	Asymp. Sig.
1.Yes	52	31,0	21,0	31,419	2	,000
2.No	33	31,0	2,0			
3.Sometimes	8	31,0	-23,0			
Total	94					

According to the results of one sample χ^2 test which is given in the table 10 above, the difference between the answers to the 9th question of Part B has been found as significant [$\chi^2_{(2)}$=31,419, p<.05]. The most preferred answer is “1”, and the least preferred answer is “3”.

There was no significant difference between the groups regarding the teachers’ demographic information. For instance, 10 (50%) of the inexperienced and 42 (57,5%) of the experienced teachers found the textbook insufficient (see the table 11 below). Yet, 6 (30%) of the inexperienced and 27 (37%) of the experienced teachers regarded the textbooks as sufficient. There wasn’t a statistically meaningful difference between the views of other demographic groups either (see Appendix F).

Some of the teachers (28,7%) especially remarked that they use supplementary materials because they don’t find the cultural content of their textbooks sufficient. Some of them gave examples such as “storybooks, films, cartoons, internet, worksheets and videos.” Only three of the teachers specified that

"because the textbooks are written by Turkish authors, they are either about Turkish culture or unrealistic." According to a teacher, the textbooks weren't attractive and this was the reason for their inadequacy. Similarly, another one commented that "the texts about cultural context are too long and hard to understand. The texts should be easy and entertaining. Pictures of the text should appeal the students."

Table 11: Chi-Square Results of the Answers to Part B Question 9 Regarding the Experience of the Individuals

		Experience								
	Answers	Inexperienced		Experienced		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB9	1.Yes	10	0,500	42	0,575	52	0,559	4,223[a]	2	,121
	2.No	6	0,300	27	0,370	33	0,355			
	3.Sometimes	4	0,200	4	0,055	8	0,086			
Total		20	1	73	1	93	1			

Answers of the individuals to the 9th question of Part B do not differ regarding their experience [$\chi^2_{(2)}$=4,223, p>.05].

4.2.5. The results of the 10th Question of Part B

Another question related to the role of culture in teachers' teaching asked the respondents whether there are culture-specific patterns of behaviour that they wouldn't present to their students. The results were mainly grouped into two as affirmative and negative. They indicate that there is statistically significant difference between them (see table 12 below). As the most preferred answer, 56 (60,2%) of the teachers were thinking that there wouldn't be such culture-specific patterns of behaviour that they wouldn't present to their students. On the other hand, 37 (39,8%) of them were more conservative and thought that there would be such patterns.

Table 12: Chi-Square Test Results Regarding the Responses to the 10th Question of Part B

	Observed N	Expected N	Residual	Chi-Square	sd	Asymp. Sig.
1.Yes	37	46,5	-9,5	3,882	1	,049
2.No	56	46,5	9,5			
Total	94					

According to the results of one sample χ^2 test which is given in the table 12 above, the difference between the answers to the 10th question of Part B has been found as significant [$\chi^2_{(1)}$=3,882, p<.05]. The most preferred answer is "2", and the least preferred answer is "1".

Table 13: Chi-Square Results of the Answers to Part B Question 10 Regarding Gender of the Individuals

Answers		Gender								
		Male		Female		Total				
		f	%	f	%	f	%	χ^2	sd	p
	1.Yes	12	0,462	25	0,373	37	0,398	,611[a]	1	,434
	2.No	14	0,538	42	0,627	56	0,602			
Total		26	1	67	1	93	1			

Answers of the individuals to the 10th question of Part B do not differ regarding their gender [$\chi^2_{(1)}$=0,611, p>.05].

Regarding the backgrounds of teachers, there wasn't any statistically meaningful difference between the responses of different groups to this question (see Appendix F). For example, 12 (46,2%) of the male teachers said that there are culture-specific patterns that they wouldn't present to their students. The number of the female teachers who have the same opinion was 25 (37,7%) (see table 13 above). No significant difference was found between the answers of male and female teachers.

Some of the participants who said that there weren't any patterns which they wouldn't present to their students remarked that "because they should learn the realities as they are", "it would be an effective way", and "because they need to know English culture." The reasons stated by the participants who were opposed to presenting every culture specific pattern were diverse. The most common point was their concern about cultural differences between English speaking countries and Turkey while stating that "some of them are not suitable to our culture and country", and "because of our cultural difference". Some teachers were worried about the possible effects of it on students and stated that "it can be harmful for them, for example drinking alcohol is not very common in Turkey", another one said that "I don't want them to live the same way, for example they may want to start to live alone when they are eighteen." Some participants thought that some of the patterns are not appropriate to the students' ages. Some teachers pointed out that they don't know enough about foreign culture to present its details. One teacher was worried about the reaction of the parents and stated that "it's because of religious and conservative thoughts of parents." Also a few of them gave examples such as violence.

4.2.6. The results of the 11th Question of Part B

Another question was asked to the primary school EFL teachers to learn the model of English language and/or culture that they teach. The difference between the responses was significant (see table 14 below). The most preferred answer was British language or culture for 62 (66%) of the respondents. As the least preferred answer, only 2 (2,1%) of the teachers said that they teach "other" models. But unfortunately they didn't specify them. Only 9 (9,6%) of the participants said that they teach American model of English language or culture. Whereas 21 (22,3%) teachers pointed out that they teach both British and American language or culture models.

Responses of the teachers didn't differ regarding their backgrounds to this question which is related to the model the teachers teach. As an example, 12 (60%)

of the inexperienced and 50 (67,6%) of the experienced teachers remarked that they teach British language and/or culture (see the table 15 below).

Table 14: Chi-Square Test Results of to the Responses to the 11th Question of Part B

Answers	Observed N	Expected N	Residual	Chi-Square	sd	Asymp. Sig.
1.British	62	23,5	38,5	91,957	3	,000
2.American	9	23,5	-14,5			
3.Other	2	23,5	-21,5			
4.Both	21	23,5	-2,5			
Total	94					

According to the results of one sample χ^2 test which is given in the table 14 above, the difference between the answers to the 11th question of Part B has been found as significant [$\chi^2_{(3)}$=91,957, p<.05]. The most preferred answer is “1”, and the least preferred answer is “3”.

Table 15: Chi-Square Results of the Answers to Part B Question 11 Regarding the Experience of the Individuals

		Experience								
		Inexperienced		Experienced		Total				
		f	%	f	%	f	%	χ^2	sd	p
	1.British	12	0,600	50	0,676	62	0,660	1,349[a]	3	,717
	2.American	2	0,100	7	0,095	9	0,096			
	3.Other	0	0,000	2	0,027	2	0,021			
	4.Both	6	0,300	15	0,203	21	0,223			
Total		20	1	74	1	94	1			

Answers of the individuals to the 11th question of Part B do not differ regarding their experience [$\chi^2_{(3)}$=1,349, p>.05].

What one of the teachers said may summarize the teachers’ reasons who selected British culture more than American culture: “I prefer British culture to American culture because the English language has its source in Britain.”

4.3. The definition of culture by the primary school EFL teachers

The second research question of the current study aims to answer is the definition of culture by the participant teachers. Thus, only the results of the questions 1 and 2 of Part B of the questionnaire were presented in this section.

4.3.1. The results of the 1st Question of Part B

Adaskou et al.'s (1990) four senses of culture were taken as categories to group the answers of the teachers for this question. As it was mentioned in the literature review section to define culture, they were aesthetic sense, sociological sense, semantic sense, and pragmatic sense. Some of the teachers simply said that culture is "everything" or they defined it on a general level which included all four senses. For those answers a fifth category was made up.

The differences between the answers of the subjects were found as significant (see table 16 below). **Sociological sense** or **culture with a small c** which includes customs, daily life, interpersonal relations, leisure and work was used to define culture by most of the teachers. The number of the teachers who made definitions involving it was 65 (69,1%). As the least preferred answers, 6 (6,4%) subjects for each 1st, 3rd and 4th categories defined culture in aesthetic, semantic and pragmatic senses. 6 of them said that culture consists of literature, cinema, music and other aesthetic features. 6 teachers defined culture by referring to culturally distinctive areas of the language. Another 6 teachers emphasized pragmatic sense of culture which includes social skills, paralinguistic skills and background knowledge. Only 11 (11,7%) of the subjects defined culture as "everything" or included generally the four senses of culture into their definition as the fifth category.

When it comes to the different background groups of teachers, there was no statistically significant difference between the answers of different groups. For instance, when the subjects' higher education background is considered, it is seen that 44 (66,7%) of the graduates of ELT departments, 16 (80%) of the graduates of

Faculty of Literature and 5 (62,5%) of the graduates of other faculties defined culture in the sociological sense (see table 17).

Table 16: Chi-Square Test Results Regarding the 1st Question of Part B

Answers	Observed N	Expected N	Residual	Chi-Square	sd	Asymp. Sig.
1.Aesthetic	6	18,8	-12,8	142,915	4	,000
2.Sociological	65	18,8	46,2			
3.Semantic	6	18,8	-12,8			
4.Pragmatic	6	18,8	-12,8			
5.All	11	18,8	-7,8			
Total	94					

According to the results of one sample χ^2 test which is given in the table 16 above, the difference between the answers to the 1st question of Part B regarding "definition of culture" has been found as significant [$\chi^2_{(4)}$=142,915, p<.05]. The most preferred answer is "2", and the least preferred answers are "1", "3" and "4".

Table 17: Chi-Square Results of the Answers to the 1st Question of Part B Regarding Higher Education Background of the Participants

		Type of Faculty										
	Answers	ELT		Literature		Other		Total				
		f	%	f	%	f	%	f	%	χ^2	sd	p
	1.Aesthetic	4	0,061	2	0,100	0	0,000	6	0,064	5,979[a]	8	,650
	2.Sociological	44	0,667	16	0,800	5	0,625	65	0,691			
	3.Semantic	5	0,076	0	0,000	1	0,125	6	0,064			
	4.Pragmatic	5	0,076	1	0,050	0	0,000	6	0,064			
	5.All	8	0,121	1	0,050	2	0,250	11	0,117			
Total		66	1	20	1	8	1	94	1			

Answers of the individuals to the 1st question of Part B do not differ regarding their educational background regarding higher education [$\chi^2_{(8)}$=5,979, p>.05].

Some teachers who defined culture in the sociological sense said that “culture is the lifestyle of the people”, “it is habits, beliefs and the way of life of a society”, “it is customs and traditions of the people of a country”, “it is social habits, rules, values and norms”, “it is the customs, attitudes, and living conditions.” But some of those answers which were counted as “sociological sense” also included pieces from other defined senses of Adaskou et al. (1990) such as “music, literature, or art” which were defined in the aesthetic sense by them. That’s why for some of the answers it was difficult to separate and group the definitions of culture into different senses. For another instance, “food and clothes” are culturally distinctive areas and can be taken in the semantic sense but they are also the part of daily life and sociological sense. That’s why in order to group the answers the most emphasized senses by the subjects were regarded and included in the categories.

4.3.2. The results of the 2nd Question of Part B

The 2nd question of Part B was very similar to the previous one and asks the teachers what cultural information should consist of. It can be both used for cross-reference to the previous question’s results and also be a sign to cultural aspects which the teachers would like to include in their teaching. Results were very similar to the results of 1st question of Part B. The answers were categorized in the same way. It was found that the results are statistically significant. The most preferred answer was “sociological sense” by the teachers (see table 18 below). According to 53 (56,4%) of the teachers, cultural information should consist of sociological aspects such as daily life, customs and interpersonal relationships. The least preferred answer was pragmatic sense, because only 4 (4,3%) of the teachers stated that cultural information should consist of social skills, paralinguistic skills or background knowledge for a successful communication.

In terms of the demographic information gathered from the teachers, there is a significant difference between the answers of them regarding their working experience. According to 12 (60%) inexperienced teachers, cultural information should consist of sociological sense as for the 41 (55,4%) of the experienced teachers. But the percentage of inexperienced teachers (15%) who think that

cultural information should consist of pragmatic sense aspects such as social skills, paralinguistic skills and background knowledge is more than the experienced ones (1,4%). Also the percentage of experienced teachers who think that cultural information should consist of “semantic sense” and also all senses or “everything” is more than the percentage of inexperienced teachers (see table 19).

Table 18: Chi-Square Test Results of the Responses to the 2nd Question of Part B

Answers	Observed N	Expected N	Residual	Chi-Square	sd	Asymp. Sig.
1.Aesthetic	14	18,8	-4,8	82,915	4	,000
2.Sociological	53	18,8	34,2			
3.Semantic	16	18,8	-2,8			
4.Pragmatic	4	18,8	-14,8			
5.All	7	18,8	-11,8			
Total	94					

According to the results of one sample χ^2 test which is given in the table 18 above, the difference between the answers to the 2nd question of Part B has been found as significant [$\chi^2_{(4)}$=82,915, p<.05]. The most preferred answer is “2”, and the least preferred answer is “4”.

Although the results of the answers to this 2nd question of Part B and categorization of them were very similar to the previous question which asks the definition of culture, answers to the current question gathered more specific aspects of culture because of the nature of the question. Regarding it, some of the teachers stated that cultural information should consist of “traditions, relationship between people, behaviour, beliefs, living conditions, and customs of a society,” “popular traditional sayings, phrases, religious motives, national accomplishments, jokes, cartoons, general habits of people and achievements,” “literature, traditions food, drinks, historical places, tales,” “beliefs, cuisine, behaviours, ideas, food, clothes, language and traditions,” “lifestyles and traditions,” “history, social facts, traditions, beliefs, food, the way of entertainment, and art”. Some other participants whose answers are categorized as the “aesthetic sense” pointed out that cultural

information should consist of “folk dances, folk music, art, beliefs, behaviour of people”, and “literature, art, language of a society”.

Table 19: Chi-Square Results of the Answers to Part B Question 2 Regarding the Experience of the Individuals

		Experience								
	Answers	Inexperienced		Experienced		Total				
		f	%	f	%	f	%	χ^2	sd	p
	1.Aesthetic	3	0,150	11	0,149	14	0,149	9,579[a]	4	,048
	2.Sociological	12	0,600	41	0,554	53	0,564			
	3.Semantic	2	0,100	14	0,189	16	0,170			
	4.Pragmatic	3	0,150	1	0,014	4	0,043			
	5.All	0	0,000	7	0,095	7	0,074			
Total		20	1	74	1	94	1			

Answers of the individuals to the 2nd question of Part B differ regarding individuals’ experiences [$\chi^2_{(4)}$ =9,579, p<.05]. Inexperienced individuals gave the answers categorized in the 3rd and the 5th group less and they gave the answers categorized in the 4th group more than the experienced subjects.

4.4. Primary school EFL teachers’ opinions on teaching the foreign or target language culture

The third research question of the study is “What are the primary school EFL teachers’ opinions on teaching the foreign or target language culture while teaching English as a foreign language?” The results of questions 2, 4, 5, 6, and 7 of Part B, the 2nd question of Part A, and the results of Part C will be presented under this title.

4.4.1. The results of the 2nd Question of Part A

The question investigates the teachers' opinions on the content of English lessons. 9 choices with an additional blank option were given and the respondents ranked them in order of importance according to their opinions. Among the given options, some of the aspects which were related to the teaching of culture were "the culture of other countries", "English/American literature", "local life and institutions", and also "British/American life and institutions".

The aspect which was accepted as the most important content of English lessons among the given choices was "English language". Almost half of the teachers (53,2%) wrote it in the first rank. Secondly, "local life and institutions" was written by 12 (12,8%) teachers as the most important content. "Experiences of other students in the class" and "the culture of other countries" shared the third most important content in the first rank chosen by all teachers (see table 20 below).

"British/American life and institutions" as one of the other related aspects to teachers' opinions on teaching the target language culture received the first rank according to 5 (5,3%) teachers. Only 1 (1,1%) teacher accepted "English/ American literature" as the most important content of English lessons.

For the distribution of the answers to the 2nd question of Part B considering the participants' background information, see the tables in Appendix E. When these results are considered, it is seen that "the culture of other countries" was received as the most important content for 2 (10%) of the inexperienced and 6 (8,1%) of the experienced teachers. Also their opinions on "local life and institutions" are very similar in proportion and the percentage of inexperienced teachers is less for this instance. 2 (10%) of the inexperienced teachers and 10 (13,5%) of the experienced teachers thought that "local life and institutions" is the most important content. Their opinions on the content of "British/American life and institutions" are also very similar in proportion.

How early they started to study English was another factor compared. Regarding that the percentage of late starters is slightly more for the content of “the culture of other countries” for its first rank. It is 8,1% (6) for the early starters and 10% (2) for the late starters. The percentage of “local life and institutions” is more for the early starters as being 13,5% (10) to 10% (2) in the first rank. The percentage of the voters for “British/American life and institutions” is also higher for the late starters as 15% (3), and it is 2,7 (2) for the early starters.

Table 20: The Distribution of the Responses to the 2nd Question of Part A

	English language		Facts about science and society		Social Problems		The culture of other countries	
Rank	f	%	f	%	f	%	f	%
1st	50	53,2	3	3,2	6	6,4	8	8,5
2nd	14	14,9	9	9,6	20	21,3	10	10,6
3rd	12	12,8	17	18,1	17	18,1	13	13,8
4th	8	8,5	16	17,0	9	9,6	20	21,3
5th	5	5,3	14	14,9	11	11,7	16	17,0
6th	4	4,3	15	16,0	12	12,8	7	7,4
7th	-	-	12	12,8	12	12,8	9	9,6
8th	1	1,1	6	6,4	6	6,4	7	7,4
9th	-	-	2	2,1	1	1,1	4	4,3
Total	94	100	94	100	94	100	94	100

	English/ American Literature		Political problems		Experiences of other students in the class		Local life and institutions		British/ American life and institutions	
Rank	f	%	f	%	f	%	f	%	f	%
1st	1	1,1	-	-	8	8,5	12	12,8	5	5,3
2nd	5	5,3	1	1,1	16	17,0	12	12,8	8	8,5
3rd	6	6,4	1	1,1	11	11,7	10	10,6	6	6,4
4th	3	3,2	3	3,2	20	21,3	9	9,6	8	8,5
5th	6	6,4	4	4,3	10	10,6	16	17,0	11	11,7
6th	14	14,9	4	4,3	12	12,8	12	12,8	14	14,9
7th	20	21,3	7	7,4	4	4,3	12	12,8	17	18,1
8th	26	27,7	18	19,1	10	10,6	6	6,4	14	14,9
9th	12	12,8	55	58,5	3	3,2	4	4,3	10	10,6
10th	1	1,1	1	1,1	-	-	1	1,1	1	1,1
Total	94	100	94	100	94	100	94	100	94	100

In terms of their sojourns abroad, “the culture of other countries” is in the first rank as a content for 19,4% (6) teachers who has an experience, but only 3,2% (2) for the others. Similarly, “local life and institutions” is lower for the foreign visitors for the first rank. It is 6,5% (2) for the former group whereas 15,9% (10) for the others. None of the foreign visitors received “British/American life and institutions” to the first rank while 7,9% (5) of the teachers in the latter group did.

When the subjects’ higher education background is considered, it is found out that “the culture of other countries” is the most important content of English lessons for 6,1% (4) of the graduates of ELT departments, 10% (2) of the graduates of the Faculties of Literature and 25% (2) of the graduates of other faculties. The percentages for “local life and institutions” are very similar as being 13,6% (9), 10% (2), and 12,5% (1) in the same order for these groups. The percentages of teachers who gave the first rank to “British/American life and institutions” is 6,1% (4) for the graduates of ELT departments, 5% (1) for the graduates of the Faculty of Literature, 0% for the graduates of other faculties.

For 11,5% (3) of the male, 7,4% (5) of the female respondents, “the culture of other countries” is the most important content of English lessons. “Local life and institutions” received the first rank for 16,2% (11) of the female teachers but only for 3,8% (1) of the male ones. The proportion of the first rank given to “British/American life and institutions” was similar between male and female teachers as being 3,8% (1) for the males and 5,9% (4) for the females.

4.4.2. The results of the 4th Question of Part B

The question was directed to teachers to learn about the major goals of information on target language culture while they’re presenting it to students. The answers were grouped into 6 categories according to the answers given by the participants. They were “to realize different cultures and understand them”, “to use language better or communication”, “behavioural changes”, “to introduce target/foreign culture”, “motivation”, and “insight into one’s own culture”.

According to the significantly most preferred answer, 30 (31,9%) of the teachers think that “realizing different cultures and understanding them” is the major goal of information on target language culture in ELT. On the other hand, “motivation” is found to be the least preferred answer as an objective to present cultural information. Only 3 (3,2%) of the respondents accepted it as a major goal (see table 21 below). The number of teachers who stated that cultural information can be presented for the object of communication is relatively high as well. In total, 27 (28,7%) of the subjects agreed on it as the most important objective.

Table 21: Chi-Square Test Results of the Responses to the 4th Question of Part

Answers	Observed N	Expected N	Residual	Chi-Square	sd	Asymp. Sig.
1. to realize different cultures and understand them	30	15,7	14,3	37,872	5	,000
2. to use language better or communication	27	15,7	11,3			
3. behavioural changes	14	15,7	-1,7			
4. to introduce target/foreign culture	14	15,7	-1,7			
5. motivation	3	15,7	-12,7			
6. insight into one’s own culture	6	15,7	-9,7			
Total	94					

According to the results of one sample χ^2 test which is given in the table 21 above, the difference between the answers to the 4th question of Part B has been found as significant [$\chi^2_{(5)}$=37,872, p<.05]. The most preferred answer is “1”, and the least preferred answer is “5”.

No statistically significant difference was found between the participants as regards their demographic information. For instance, 7 (35%) of the inexperienced and 23 (31,1%) of the experienced teachers regarded “realizing different cultures and understanding them” as a major goal in presenting target culture information (see table 22). None of the inexperienced and only 3 (4,1%) of the experienced teachers regarded “motivation” as an objective. On the other hand 7 (35%) of the inexperienced and 7 (9,5%) of the experienced teachers recognized “introducing target culture” as a major goal for which the percentage of the inexperienced

teachers are quite high. However, the differences between these two groups for this question aren't significant as stated before.

Two of the teachers whose answers were in the group of language and communication objectives specified that cultural information is necessary for teaching target language skills effectively. Another two teachers stated that the objective is "to know about the target language culture but to live your own culture". Four of the teachers who told that the goal of presenting cultural information is to understand people from foreign cultures also used the word "empathy" for defining it. An experienced female teacher whose answer wasn't categorized into any of the groups remarked that the major goal should be "to make the students think in different ways". Another one stated that "it should help students to understand the behaviour and thoughts of the people of the target language culture" and added "but I think it's not so important to give cultural information in ELT."

Table 22: Chi-Square Results of the Answers to Part B Question 4 Regarding the Experience of the Individuals

	Answers	Experience								
		Inexperienced		Experienced		Total				
		f	%	f	%	f	%	χ^2	sd	p
	1. to realize different cultures and understand them	7	0,350	23	0,311	30	0,319	10,201[a]	5	,070
	2. to use language better or communication	4	0,200	23	0,311	27	0,287			
	3. behavioural changes	1	0,050	13	0,176	14	0,149			
	4. to introduce target/foreign culture	7	0,350	7	0,095	14	0,149			
	5. motivation	0	0,000	3	0,041	3	0,032			
	6. insight into one's own culture	1	0,050	5	0,068	6	0,064			
Total		20	1	74	1	94	1			

As it can be seen in Table 22, answers of the individuals to the 4th question of Part B do not differ regarding their experience [$\chi^2_{(5)}$=10,201, p>.05].

4.4.3. The results of the 5th Question of Part B

The question was asked to learn about teachers' opinions on the levels at which giving of cultural information would be most appropriate for students. Advanced, intermediate and beginner options were given. Some of the respondents marked all three options that's why a fourth answer was calculated in the analysis as "all". According to the statistically significant results, intermediate and beginner options were marked equally as the most preferred answers (see tables 23 and 24 below). Each of them was chosen 39 times (41,5% for each). This means that almost half of the teachers acknowledge intermediate, another half beginner levels as the most appropriate levels for giving cultural information. Only 5 (5,3%) of the teachers marked all three options. As the question asks the most appropriate level, those who marked all may be accepted as the indecisive participants, or simply they regard each level as appropriate. Only 11 (11,7%) of the teachers thought that advanced level is the most appropriate one.

No difference was found between the subgroups. For instance, among the teachers who has been to a foreign country, 27 (42,9%) marked intermediate and another 27 (42,9%) marked beginner as the most appropriate level. Among the teachers who haven't been to a foreign country, 12 (38,7%) marked intermediate and 12 (38,7%) selected beginner as the most appropriate level. Both of the subgroups approached the appropriateness of the levels similarly.

The reason of their choices for the most appropriate level for cultural information was also asked to the teachers. The answers of the teachers who selected intermediate level generally can be grouped into three. Firstly, according to the most common view within the group, "the students firstly should learn about more basic things about language such as vocabulary or grammar rules. After that they can learn more details such as cultural information." "It will be easier for them in that way because they can understand and interpret the information." Secondly the subjects mentioned that "the students at the beginner level are generally too small to understand the cultural differences." They also said that "beginner level is so early", "beginners may get confused", and "it is complicated for them." Thirdly, as the least

repeated view it was emphasized that “because culture is not the most important thing, communication or language precedes culture so it can start at a later stage than beginner.”

Table 23: Chi-Square Test Results of the Responses to the 5th Question of Part B

Answers	Observed N	Expected N	Residual	Chi-Square	sd	Asymp. Sig.
1.Advanced	11	23,5	-12,5	41,66	3	,000
2.Intermediate	39	23,5	15,5			
3.Beginner	39	23,5	15,5			
4.All	5	23,5	-18,5			
Total	94					

According to the results of one sample χ^2 test which is given in the table 23 above, the difference between the answers to the 5th question of Part B has been found as significant [$\chi^2_{(3)}$=41,66, p<.05]. The most preferred answers are “2” and “3”, and the least preferred answer is “4”.

Table 24: Chi-Square Results of the Answers to Part B Question 5 Regarding Sojourns Abroad of the Individuals

		Sojourns abroad								
	Answers	Yes		No		Total				
		f	%	f	%	f	%	χ^2	sd	p
	1.Advanced	4	0,129	7	0,111	11	0,117	1,881[a]	3	,597
	2.Intermadiate	12	0,387	27	0,429	39	0,415			
	3.Beginner	12	0,387	27	0,429	39	0,415			
	4.All	3	0,097	2	0,032	5	0,053			
Total		31	1	63	1	94	1			

Answers of the individuals to the 5th question of Part B do not differ regarding their sojourns abroad [$\chi^2_{(3)}$=4,881, p>.05].

The reasons stated by the teachers who selected beginner level were more general which mentioned the advantages of teaching the culture of a language. Some of the answers were “in order to learn a new language, culture of that country is inevitable”, “they understand the language better”, “because it’s the most important thing in language”, “when we teach language, we also teach some culture”, “in order to be more familiar with the language”, “language is formed in its culture.” A teacher pointed out that “curiosity is the best tool for teaching.”

According to the reasons stated by the teachers who chose advanced level as the most appropriate one to give cultural information, it can be said that the teachers generally accept beginners as young learners and are concerned about the inability of them to understand cultural details and differences. They pointed out that “it’s easier to understand the details for advanced students”, “beginners are not even aware of their own culture.” A few teachers were concerned about cultural imperialism. One pointed out that “advanced learners can learn new cultures but also protect their own.” Another one said that “if they are aware of their own culture, they can see the differences between the native and the target cultures. If they don’t know about their own culture, it can be harmful.” There were also 5 teachers who selected all three levels. Their common point of view was that “culture can be given at all levels.”

4.4.4. The results of the 6th Question of Part B

The 6th question investigates teachers’ opinions on Turkish students’ need to learn the British/American culture. The answers were grouped into two as being positive and negative. Results indicate that there is a significant difference between the answers and most of the teachers think that Turkish students need to learn the British and/or American culture.

The question was one of the most important and direct questions of Part B investigating teachers’ opinions on the necessity of cultural information in the classroom. According to the results of demographic information comparisons, there are significant differences between three groups (see tables 26, 27 and 28 below).

Firstly, the results indicate that female participants pointed out more than the male ones that Turkish students need to learn the British/American culture. The percentages were 91,2% to 61,5%, and so female teachers remarked less than the male ones that Turkish students don't need to learn the British/American culture.

Secondly, there was a significant difference between the participants regarding their age at which they started to study English. According to the results, late starters thought more than the early starters that Turkish students need to learn British/American culture. The percentages were 100% to 78,4%.

Thirdly, there was a significant difference between the subjects regarding their higher education background. The results indicate that ELT graduates were in favour of Turkish students' need to learn British/American culture more than the graduates of literature faculties and other faculties. The percentages for the affirmative answers were 89,4%, 70% and 62,5%.

Table 25: Chi-Square Test Results of the Responses to the 6th Question of Part B

Answers	Observed N	Expected N	Residual	Chi-Square	sd	Asymp. Sig.
1.Yes	78	47,0	31,0	40,894	1	,000
2.No	16	47,0	-31,0			
Total	94					

According to the results of one sample χ^2 test which is given in the table 25 above, the difference between the answers to the 6th question of Part B has been found as significant [$\chi^2_{(1)}$=40,894, p<.05]. The most preferred answer is "1", and the least preferred answer is "2".

The teachers who told that Turkish students need to learn British or American culture mostly put forward reasons about language proficiency. Some of those were "for an accurate and fluent communication, it's a key to understand their behaviours and the messages they send", "it's important for learning the language well", "learning a language means learning a culture", "they can learn the target language easily", "students learn the target language only by grammar and vocabulary dimensions, they need to learn the culture as well", "...in order to

understand the language itself easier", "...to understand and learn the language better", "...to use language effectively", "they can use language patterns better", "if they want to learn a language, they need to learn its culture, too."

Table 26: Chi-Square Results of the Answers to Part B Question 6 Regarding the Gender of the Individuals

		Gender								
	Answers	Male		Female		Total				
		f	%	f	%	f	%	χ^2	sd	p
	1.Yes	16	0,615	62	0,912	78	0,830	11,698[a]	1	,001
	2.No	10	0,385	6	0,088	16	0,170			
Total		26	1	68	1	94	1			

Answers of the individuals to the 6th question of Part B differ regarding their gender [$\chi^2_{(1)}$=11,698, p<.05]. The percentage of the female individuals who gave the answer 1 is higher than the percentage of the male individuals, and their percentage of 2 answers is lower.

Table 27: Chi-Square Results of the Answers to Part B Question 6 Regarding Individuals' Ages at Which They Started Studying English

		Educational Background of Studying English								
	Answers	Early starter		Late starter		Total				
		f	%	f	%	f	%	χ^2	sd	p
	1.Yes	58	0,784	20	1,000	78	0,830	5,211[a]	1	,022
	2.No	16	0,216	0	0,000	16	0,170			
Total		74	1	20	1	94	1			

Answers of the individuals to the 6th question of Part B differ regarding their age at which they started studying English [$\chi^2_{(1)}$=5,211, p<.05]. Early starters of studying English gave the 2nd answer more and 1st answer less than the participants who started to study English in an older age.

A few of the teachers put forward "motivation" as a reason for Turkish students' need to learn the target language culture. They said that "students can

learn easily if they're curious about the culture", "it encourages students to learn more", "...to make it more attractive". One teacher pointed out that "so that students will have better understanding of other cultures, as a result, there will be less prejudice and more positive interactions. Willingness to learn will increase." A few of the teachers who were in favour of students' learning the target language culture also were concerned about the effects of foreign culture on local culture while stating that "...for language ...it's necessary but they shouldn't make it a part of their life", "they need to learn it but they don't need to live it." Another one said that "they need to know the basic things in the culture, it's not necessary to go into the details, but just the main features of the culture..."

The teachers who stated that the students don't need to learn target language culture were mostly concerned about the effects of it on local culture. Some said that "otherwise they'll copy their traditions", "British and American culture have been very popular for a long time. They also learn it from TV, etc. So they don't need to learn them at school."

Table 28: Chi-Square Results of the Answers to Part B Question 6 Regarding Higher Education Background of the Individuals

	Answers	Type of Faculty										
		ELT		Literature		Other		Total				
		f	%	f	%	f	%	f	%	χ^2	sd	p
	1.Yes	59	0,894	14	0,700	5	0,625	78	0,830	6,684[a]	2	,035
	2.No	7	0,106	6	0,300	3	0,375	16	0,170			
Total		66	1	20	1	8	1	94	1			

Answers of the individuals to the 6th question of Part B differ regarding their graduation faculties in higher education [$\chi^2_{(2)}$=6,684, p<.05]. As a percentage the graduates of ELT faculties gave the 1st response more than the graduates of Literature and other faculties.

4.4.5. The results of the 7th Question of Part B

The question investigates teachers' opinions on EFL teachers' role in the language learners' perceptions of the foreign culture. It was found that the answers can be grouped into 5 categories. They were "instructor", "guide, facilitator, or encourager", "model", "to give examples or introducer", and "no role". There was a significant difference between the answers (see table 29). The most repeated answer was "guide, facilitator or encourager". It was stated by 40 (42,6%) teachers. The least repeated answer was "no role". This was the statement of only one (1,1%) teacher. When five different categories regarding demographic information of participants were examined, no statistically significant difference between the group results was found. The results of the difference between groups regarding English learning background of the teachers can be seen at table 30, and statistics and difference according to other background information in Appendix F.

Table 29: Chi-Square Test Results of the Responses to the 7th Question of Part B

Answers	Observed N	Expected N	Residual	Chi-Square	sd	Asymp. Sig.
1.instructor	17	18,8	-1,8	46,213	4	,000
2.guide, facilitator, or encourager	40	18,8	21,2			
3.model	11	18,8	-7,8			
4.to give examples or introducer	25	18,8	6,2			
5.no role	1	18,8	-17,8			
Total	94					

According to the results of one sample χ^2 test which is given in the table 29 above, the difference between the answers to the 7th question of Part B has been found as significant [$\chi^2_{(4)}$=46,213, p<.05]. The most preferred answer is "2", and the least preferred answer is "5".

As it can be seen in the tables, most of the respondents specified the role of teachers regarding the language learners' perceptions of the foreign culture as guide, facilitator or encourager. Secondly, they told that they should give examples

or introduce the foreign culture. Thirdly, according to them they are the instructors. Some of the answers which were included in the most repeated answer group were “as a guide, the teacher should supply the materials and necessary information,” “the teacher should be a guide, the students should search for the target culture,” “we are the guides who teach the foreign language and culture by combining them.” From the second most common answer group, a participant stated that “their role is to introduce and show the basic things of the foreign culture to make students enthusiastic about learning English.” Another one which were examined in the same group pointed out that “we should only introduce the foreign culture, it’s enough just to show pictures, make them listen to songs or learn food. But we needn’t force them act like an English person. I think, universal culture consists of local values and you can add your culture and virtues to it by being yourself.” There were also a few other participants who are concerned about the effect of the foreign culture on target culture while stating that “I think the teacher should teach the target culture but s/he should also emphasize that we should protect our culture as it is valuable.”

Table 30: Chi-Square Results of the Answers to Part B Question 7 Regarding Individuals’ Ages at Which They Started Studying English

		Educational Background of Studying English								
	Answers	Early starter		Late starter		Total				
		f	%	f	%	f	%	χ^2	sd	p
	1.instructor	16	0,216	1	0,050	17	0,181	6,683[a]	4	,154
	2.guide, facilitator, or encourager	27	0,365	13	0,650	40	0,426			
	3.model	10	0,135	1	0,050	11	0,117			
	4.to give examples or introducer	20	0,270	5	0,250	25	0,266			
	5.no role	1	0,014	0	0,000	1	0,011			
Total		74	1	20	1	94	1			

Answers of the individuals to the 7th question of Part B do not differ regarding their ages at which they started to study English [$\chi^2_{(4)}$=6,683, p>.05].

Some teachers stated that “we should give some information to enable them understand cultural things,” and “teachers should help students to understand others’ life style and beliefs.” A few of the teachers emphasized the importance of comparison and stated that “we should emphasize the differences and similarities between the cultures,” “teachers can compare their cultures with the foreign culture while teaching,” “they should present the target culture by comparing it with the native culture. Target culture should be given as general information.” A few of the teachers emphasized that “the teachers should try to be like native speakers and make the students feel relaxed,” “the teachers should be like a citizen of the target language country,” “maybe they should act like a person from the native culture.” A respondent stated that “they should be just curious about the foreign culture. They should talk about the latest films, books or TV shows.” Another one pointed out that “we should provide cultural information while giving target language as it makes children understand the new language as a whole item. We cannot separate language and culture from each other.” A teacher underlined that “teachers shouldn’t bias the students against foreign cultures.”

4.4.6. The Results of Part C

Part C which is the last section about primary school EFL teachers’ opinions on teaching the foreign or target culture is also the last part of the questionnaire. It consisted of 10 five-point Likert-type questions, choices ranging from “strongly or completely disagree” to “strongly or completely agree”. The statistical results of this part indicate that there aren’t any significant differences between the answers of participants with respect to five groups formed regarding their background information (see the tables 31, 32, 33, 34, and 35 below).

The frequency counts and percentages of the items separately can be seen in table 36 below. The first item of Part C stated that in language teaching we should emphasize basic linguistic training and leave the culture training to our students. As the biggest group, 36 (38,3%) of the teachers disagreed with the statement. Cumulatively 61 (64,9%) of the teachers were negative and 20 (21,3%) of the teachers were positive to the statement. This meant that majority of the teachers

believed that emphasising only basic linguistic training without culture training may not be enough.

Table 31: Mann Whitney U Test Results of PART C Regarding Gender of Participants

Gender	N	Sequence Average	Sequence Sum	U	p
Male	26	43,85	1140,00	789,000	,421
Female	68	48,90	3325,00		

Mann Whitney U test results of PART C regarding gender indicate that there aren't any significant differences between the groups (U=789,000, p>.05).

Table 32: Mann Whitney U Test Results of PART C Regarding the Experience of Participants

Experience	N	Sequence Average	Sequence Sum	U	p
Inexperienced	20	47,93	958,50	731,500	,937
Experienced	74	47,39	3506,50		

Mann Whitney U test results of PART C regarding the experience of participants indicate that there aren't any significant differences between the groups (U=731,500, p>.05).

Table 33: Kruskal Wallis Test Results of PART C Regarding the Higher Education Background of Participants

Graduate of Faculty	N	Sequence Average	sd	χ^2	p
ELT	66	49,32	2	1,336	,513
Literature	20	41,30			
Other	8	48,00			

Test results of PART C regarding the higher education background of participants indicate that there aren't any significant differences between the groups [$\chi^2_{(2)}$=1,336, p>.05].

Table 34: Mann Whitney U Test Results of PART C Regarding English Studying Background of Participants

	N	Sequence Average	Sequence Sum	U	p
Early starter	74	48,28	3573,00	682,000	,591
Late starter	20	44,60	892,00		

Mann Whitney U test results of PART C regarding English studying background of participants indicate that there aren't any significant differences between the groups (U=682,000, p>.05).

Table 35: Mann Whitney U Test Results of PART C Regarding Sojourns Abroad of Participants

Answers	N	Sequence Average	Sequence Sum	U	p
Yes	31	51,19	1587,00	862,000	,356
No	63	45,68	2878,00		

Mann Whitney U test results of PART C regarding sojourns abroad of participants indicate that there aren't any significant differences between the points of groups (U=862,000, p>.05).

The second item stated that it is not the role of the English language curriculum to cover foreign language history and culture. It was seen that 45 (47,9%) of the teachers disagreed with the statement. Cumulatively, 61 (64,9%) of the teachers answered negatively and 16 (17%) of the teachers affirmatively to the item. Majority of the teachers thought that it is the role of English language curriculum to cover foreign language history and culture.

About the third item which states that the teachers should set cultural learning goals and objectives for their students as well as linguistic goals and objectives, 60 (63,8%) of the teachers were positive. Totally 78 (82,9%) of the teachers were affirmative, whereas 6 (6,4%) of the respondents were negative. It can be said that the teachers are overwhelmingly of the opinion that cultural learning goals and objectives should be set.

Another item stated that it is possible to teach English in a culture-free way without giving cultural information at all. Almost half of the participants (46,8%) disagreed with the item. In total, 62 (65,9%) of the subjects disagreed or strongly disagreed. 18 (19,1%) of them agreed or strongly agreed. Majority of the teachers indicated that it is not possible to teach English language in a culture-free way.

More than half of the subjects (57,4%) agreed that information about the target language culture is a part of foreign language teaching and learning. Cumulatively, 84 (89,4%) of the teachers agreed or strongly agreed with this statement. Only 3 (3,2%) of them disagreed or strongly disagreed. A vast majority of the teachers believed that information about the target language culture is a part of foreign language teaching and learning.

Another statement on which a great majority of the teachers agreed was the sixth item which stated that cultural understanding is important for effective language learning. The number of teachers who only agreed with the statement was 52 (55,3%). Cumulatively, 82 (87,2%) of the teachers agreed or strongly agreed with the statement.

The next item put forward that to enhance the development of communicative competence in our language learners; we must explicitly teach British/American social values, norms and rules. While the number of the teachers who agreed with the statement was 49 (52,1%), only 4 (4,3%) of the subjects strongly agreed with it.

The 8th item of Part C asserted that learning about a foreign culture is dangerous for the survival of native culture. The participants answered similarly to this item. In total, 80 (85,1%) of the teachers disagreed or strongly disagreed with the statement. Among them, 46 (48,9%) of the teachers disagreed with it. Only 3 (3,2) participants agreed with it.

Table 36: Frequency and Percentage Distribution of the Answers of PART C

Answers	1st Item		2nd Item		3rd Item		4th Item		5th Item	
	f	%	f	%	f	%	f	%	f	%
Strongly disagree	25	26,6	16	17,0	1	1,1	18	19,1	2	2,1
Disagree	36	38,3	45	47,9	5	5,3	44	46,8	1	1,1
Neither agree nor disagree	13	13,8	17	18,1	10	10,6	14	14,9	7	7,4
Agree	17	18,1	14	14,9	60	63,8	16	17,0	54	57,4
Strongly agree	3	3,2	2	2,1	18	19,1	2	2,1	30	31,9
Total	94	100,	94	100,0	94	100,0	94	100,0	94	100,0
Answers	6th Item		7th Item		8th Item		9th Item		10th Item	
	f	%	f	%	f	%	f	%	f	%
Strongly disagree	2	2,1	1	1,1	34	36,2	29	30,9	-	-
Disagree	4	4,3	14	14,9	46	48,9	44	46,8	1	1,1
Neither agree nor disagree	6	6,4	26	27,7	11	11,7	17	18,1	4	4,3
Agree	52	55,3	49	52,1	3	3,2	3	3,2	42	44,7
Strongly agree	30	31,9	4	4,3	-	-	1	1,1	47	50,0
Total	94	100,	94	100,0	94	100,0	94	100,0	94	100,0

Table 37: Distribution of the Mean Scores of the Answers to PART C

	N	Minimum	Maximum	Mean	Std. Deviation
1st Item*	94	1,00	5,00	3,6702	1,14899
2nd Item*	94	1,00	5,00	3,6277	1,00519
3rd Item	94	1,00	5,00	3,9468	,78105
4th Item*	94	1,00	5,00	3,6383	1,04574
5th Item	94	1,00	5,00	4,1596	,78017
6th Item	94	1,00	5,00	4,1064	,86096
7th Item	94	1,00	5,00	3,4362	,83677
8th Item*	94	2,00	5,00	4,1809	,76148
9th Item*	94	1,00	5,00	4,0319	,84817
10th Item	94	2,00	5,00	4,4362	,63175

Note: 1st, 2nd, 4th, 8th and 9th items are reversed.

Out of 73 (77,7%) negative answers, 44 (46,8%) of them disagreed, and 29 (30,9%) of them strongly disagreed with the statement which pointed out that the use of a foreign cultural content will make the students discontent with their native culture. Only 4 (4,3%) of the subjects agreed or strongly agreed.

The last item of the questionnaire was also one of the most overwhelmingly supported statements of Part C by the subjects. In total, 89 (94,7%) of them answered affirmatively to it. Only 1 (1,1%) participant disagreed with it. The item put forward that the English language teacher should know about the native culture of his/her students.

4.5. Discussion of the findings

The first research question which the current study seeks to answer investigates the role of culture in primary school EFL teachers' teaching. Indeed, the results exclusively reflect the respondents' thoughts on it. Observations of their classes or any other methods to evaluate their actual practices haven't been used.

The results indicate that the participant EFL teachers who work in the public primary schools in Turkey point out that they do not regard culture as an important aspect in their teaching when considered to other aspects of language teaching. According to the ranking, the most important three aspects of participant teachers' lessons were speaking, vocabulary and grammar respectively. The respondents accepted culture as one of the least important aspects among the given choices. It was placed mostly in the 10th rank among the given eleven options. However this result does not mean that the teachers do not allocate time to culture in their teaching, nor does it mean that it is the least handled aspect of their classes. But the result reveals clearly that the participant teachers regarded the aspects such as speaking, vocabulary, grammar, fluency in communication, reading and pronunciation as the priorities which should be primarily dealt with by the foreign language teachers in primary schools.

There are previous studies which revealed similar results in different contexts. Cooper (1985) after a survey which was conducted on foreign language teachers, consultants and supervisors, pointed out that culture learning ranked as the eighth priority for the participants whereas objectives such as developing oral proficiency, testing, and promoting interest in foreign language were among the most important ones; moreover, according to the study of Wolf and Riordan (1991)

culture teaching was not even among the top ten priorities of U.S. language teachers (as cited in Paige et al., 2003). Those studies do not mean that the teachers do not allocate time to culture teaching in their classes, either.

In spite of the fact that the participant teachers regard linguistic training rather than culture as more important in foreign language lessons, the results of the current study also reveal that most of the teachers allocate time to culture in their teaching. According to the data, they mostly used materials and activities such as pictures, photos, reading, songs, and videos. This result means that although the teachers do not regard culture as one of the most crucial aspects of the lessons, they still recognize it as a part of foreign language. This may be due to the view that language and culture are inseparable and even if the teacher does not mean, he or she already teaches some culture. Or simply they intend to teach cultural information but do not regard it as a more important priority than other elements related to language itself. The use of technology for supplementary materials and textbooks may be also very effective in determining whether the teachers include the target language culture in their teaching. Especially the materials which can be downloaded from the internet such as slideshows, songs, or games are richer in terms of cultural information. More teachers are using the internet and technology in classes currently. This might have affected the use of cultural information for those teachers. Other teachers, being fewer in number, may have various reasons for not allocating time to culture in their lessons such as their limited knowledge about the foreign culture, their perceptions about younger ages or lower proficiency levels of their students, textbooks or the limited time of the classes.

The result contradicts with the research of Castro et al. (2004) which was conducted with Spanish secondary school EFL teachers. According to it, the teachers were aware of the importance of culture teaching, but they allocated very little time to it because of constraints such as “lack of confidence in themselves”, “more linguistically oriented” curriculum, and “lack of time” (p.100-101). The time and the context difference may be the reason for this difference. As previously mentioned, the use of technology by the teachers currently may be a factor. Also the difference may have resulted from the perceptions of teachers. But very similarly to this current study, the participant teachers regarded the linguistic objectives as

being more important than cultural objectives in their teaching. There were also other researches which supported the same result. For instance, Sercu (2001) pointed out that foreign language teachers in different contexts such as French, English and German defined the objectives of foreign language instruction in linguistic dimension, not in cultural dimension (as cited in Castro et al., 2004).

The respondent teachers also stated their opinions on their students' reactions to cultural information when it was presented. According to teachers' opinions, most of the students are interested in and positive, enthusiastic or curious about cultural information. Some of them are usually or sometimes interested in it. Only a few of them are surprised at cultural information or unwilling to receive it, and find it strange. Although the results only reflect teachers' observations and perceptions rather than actual student attitudes or thoughts, it can be said that according to this research the primary school students in Turkey do not have a negative attitude toward foreign culture; moreover, they are open to foreign cultures and mostly eager to learn about them.

The result is consistent with several earlier studies. In Lessard-Clouston's study (2006), which was conducted with Chinese middle school teachers, eleven of sixteen participant teachers stated that their students were interested in and wanted to learn about English language culture. Karaş (1996) also found that the students displayed positive attitude towards foreign language and culture, and there was no significant difference between male and female students in this regard (as cited in İnal, Evin, & Seda, 2005). According to a research project which was conducted with grade one students (age 6 or 7), it was found that when the same pupils were in their third grade and started to learn a foreign language, they had generally positive attitudes towards culture and its native speakers of the foreign language (Djigunovic, 1993, 1995). Actually, it sheds light mainly on the results of culture teaching to young learners.

The teachers' opinions on the cultural content of their textbooks were also investigated. Because all of the participant teachers work in public schools, all of them use similar textbooks. The textbooks in the public schools are either published by domestic private sector and chosen by or completely published by the Ministry of

National Education. As the teachers have the chance to use supplementary materials, it was also investigated whether they needed to support their lessons by them in terms of their cultural information. Significant number of teachers put forward that the textbooks are insufficient regarding their cultural content. Actually, the literature review is consistent with the opinions of the participants of the current research about the sufficiency of the cultural information in textbooks. Paige et al. (2003) presented findings which indicated the lack of textbooks in terms of the depth and range of cultural information. Also, Deneme et al. (2011) found cultural elements in ELT textbooks of public schools in Turkey as insufficient.

Many of the teachers in the current research stated that they used supplementary materials. The internet, books, films, worksheets and videos are some good examples of supplementary materials. Except from being insufficient in cultural information, some of the respondents had also complaints about the textbooks as being unattractive or unappealing. Although the Ministry of National Education hasn't been inexperienced in textbook publishing, for many years the same books have been used for English lessons in public primary schools and no new books were studied on. The teaching of English has taken its place in earlier grades recently in Turkey, so the need for new textbooks has instantly increased. Also the importance of cultural understanding and the teaching of culture in foreign language education have started to gain importance in the world in recent decades. It seems, maybe for these reasons, this particular subject has not still been reflected in textbooks published in Turkey. Another reason, as stated by some of the participants of the research, may be that the books are written by Turkish authors. Their knowledge about the foreign or target language culture, and intercultural contexts may be limited.

The findings also showed that for more than half of the participant teachers, there wouldn't be culture-specific patterns of behaviour that they wouldn't present to their students. There were also some more conservative teachers for whom all cultural information cannot be presented to the students. The concerns for these teachers were diverse. For most of these respondents, the local culture and the culture of the English speaking countries were very different. So they didn't want their students to be affected by the differences in a negative way. Among those,

different beliefs, ways of life, or bad habits were instances to the reasons. In fact, the communication has increased between different people from different parts of the world and different cultures because of various technological and economical developments. There are many individuals who have a desire to learn about foreign people and cultures. However there may be also people who think that learning about foreign cultural values and habits may endanger local culture. Also a few of the participants have stated that the students already experience the culture of English speaking countries enough by means of media and elsewhere. According to some teachers, their students are younger, and it is the main reason they found some patterns as inappropriate. In spite of those answers, the majority thought that all the cultural patterns may be presented to the students as a reality.

According to the findings, a substantially high number of teachers teach British model of English language and/or culture. Only a few of the participants teach American model. Some also stated that they teach both British and American model of English language and/or culture. Except from those two models, none of the teachers adopted a different model like Australian, Canadian or an international one. As the teachers accepted the teaching of English as mainly giving information about British language and culture, it may be appreciated that they recognize it as the standard model and source of the language and take it as the ideal. But the fact that there isn't any emphasis to English as an international language by the participant teachers in the research data, presumably demonstrated that the teachers still do not attribute a role to English language as a lingua franca which is shared by millions of people all over the world and not only used by native speakers but also between non-native and non-native speakers in different international and intercultural settings.

As an answer to the second research question of this study, it was expected from the primary school EFL teachers to specify a definition of culture. The main reason for this was that it can affect their classroom practices regarding the handling of culture teaching. Paige et al. (2003) reported evidence which suggested that teachers' thoughts on their subjects influence their instructional applications.

According to the findings, most of the teachers regarded culture as “the sociological sense” of Adaskou et al. (1990:3), or “culture with a small c” as mostly attributed to in the literature. They generally expressed customs, values, daily life, and interpersonal relations as parts of culture. This result corresponds to the findings of other three researches conducted with teachers working with older learners in Turkey (Çamlıbel, 1998; Önalan, 2004; Şen, 2010). In the current study, some of the participant defined culture by referring to culturally distinctive areas of the language such as food and clothes. Some of them also included other aspects such as literature, cinema, music and art which are defined as culture with a capital C by scholars. Pragmatic sense of culture which includes social skills, paralinguistic skills and background knowledge was also mentioned by some of the participants. Some respondents included all of these different dimensions of culture in their definitions. The findings indicated that although the teachers mostly regard culture as consisting of sociological aspects such as customs, daily life, and daily relations, many of them are aware of the other aspects of it which are related to language and high culture. Teachers mentioned more tangible elements of culture such as food, clothes, and songs while referring to the cultural products that take part in classroom practice.

The third research question of the current study investigated the primary school EFL teachers’ opinions on teaching the foreign or target language culture while teaching English as a foreign language. The result is important in the sense that a review of the literature shows that there is a direct relationship between a teacher’s beliefs and his/her choices about teaching practice (Castro et al., 2004; Paige et al., 2003).

Findings indicated that teachers accepted English language as the most important content of the lessons. Secondly, local life and institutions, social problems, experiences of other students in the class and culture of other countries were chosen as some of the contents of English lessons. But, according to the participants, the local life in target language countries is not among the important contents of their lessons.

According to the results, teachers think that if information about target language culture is presented, its major aim should be to raise awareness towards different cultures, make students realize them, and help students to understand others. Secondly, they put forward communicative purposes for presenting cultural information such as using language better with the skills of speaking, reading, writing and listening. This second reason signifies that some of the teachers believe in the necessity of cultural information to learn, understand and speak a language better as stated by some scholars in the field before (see chapter 2). It is also surprising that although being foreign language teachers, the participants of the study firstly put forward an objective which is more social rather than a linguistic one to present cultural information.

Actually, the teaching of culture with the reasons different from the language itself is not a new phenomenon, rather something gained importance in the field of FLT in recent decades. For instance, Standards for Foreign Language Learning which were released in 1995 in the USA, defined as a milestone in education history of U.S by Met and Byram (1999), included four standards directly related to culture among eleven defined standards. As they were presented above in this study, those four standards, which mainly aim to specify what the students should know and be able to do as other standards, are not mainly linguistic oriented, rather mostly they consisted of the understanding of the perspectives, products, and viewpoints of the culture studied and their relationship with each other.

The findings of the current study also demonstrate that almost half of the teachers see beginner level as the most appropriate level to give cultural information. On the other hand, almost half of the participants accept intermediate level and only a few teachers regard advanced level as the most appropriate levels to teach cultural information. The reasons they put forward vary. But mainly the respondents who find intermediate and advanced levels the most appropriate ones think that firstly the components of language such as vocabulary or grammar should be given to the students and culture should be a second step. Secondly, the main concern is the ages of students. According to those respondent teachers, the beginners are too young to start to learn about the target culture.

In fact, the most appropriate age to start to learn about cultural information wasn't directly investigated. Only the most appropriate levels for culture teaching were asked to the teachers. But, since it is generally the case, some of the respondents accepted the beginners as young learners and answered in that way.

The results also signify that Turkish EFL teachers who work with young learners mostly think that Turkish students need to learn about British and/or American culture. The participants generally think that in order to understand a language and the massages sent by the speakers, the students should know about the culture of the speakers of that language. As it was stated above, this view was pointed out by many scholars in FLT field before.

Teachers perceive their ideal role in presenting cultural information as a guide, facilitator or encourager. According to most of them, it is the right way to introduce and present the cultural information and help, encourage and guide the learners to combine the language and culture, and to understand the facets of them by themselves. To some of them, it is right to compare the native and the target cultures. Teachers generally do not regard their role as an instructor in presenting cultural information. The main reason for this may be that they don't want to force their learners to accept a particular way of life as right or wrong and let them discover the realities and differences by themselves, which seems to be the fair way.

The following findings are found out by means of the Likert scale items. According to most of the participant teachers, cultural information about the target language is a part of FLT. According to them, an English teacher should also have some information about the culture of his/her students. The teachers are opposed to the views which suggest that learning about a foreign culture is dangerous for the survival of native culture and the use of such information will make the students discontent with their own culture. They regarded cultural understanding as an important part of effective language learning and perceived setting cultural objectives as well as linguistic objectives as necessary.

The findings related to the demographic variables of the participant teachers demonstrated that the teachers generally have similar thoughts when their different backgrounds are considered. However, there have been different opinions on some points.

Firstly, the results indicate that female participants believe more strongly than the male ones that Turkish students need to learn British/American culture. Regarding the reactions of the students to the cultural information, female teachers believe more than the male ones that their students are positive about and interested in cultural information. These findings may be interpreted in the sense that the female participants have a more positive approach to cultural information.

Secondly, inexperienced teachers believe more than experienced ones that cultural information should consist of pragmatic sense whereas for the experienced teachers it should consist of sociological sense or simply of everything. So the inexperienced teachers believe that social skills, paralinguistic skills and background knowledge are necessary for a successful communication. The difference most probably resulted from more up-to-date information of inexperienced teachers who are generally recent graduates of universities. Since the cultural information and its importance in language has attracted more attention and has been reflected more in university classes in recent years, the inexperienced teachers may have defined what cultural information should consist of in a more detailed way and may have included more specific aspects into their definition which can be grouped into different categories such as pragmatic sense. As a second possibility, the experienced teachers may be more aware of the needs of students and its consistency with actual usage and practices of language and culture in daily life and may have defined it in that way with the sociological sense.

Last but not least, the results indicate that ELT graduates believe Turkish students' need to learn British/American culture more strongly than the graduates of literature and other faculties do. Most probably, this was due to the importance given to culture teaching in the education ELT graduates received.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

In this last chapter, summary and limitations of the study will be presented; suggestions for further research with pedagogical implications of the study will be discussed.

5.1. Summary

This study aimed to unearth the opinions of primary school EFL teachers in Turkey on presenting cultural information about the target language. It has also attempted to discover teachers' practices regarding the place of the target language culture in their teaching, and their definition of culture. Besides, it has been investigated whether there is difference between the opinions of teachers regarding their demographic information. The participants were grouped regarding five different demographic aspects. These were their gender, their educational background, their age at which they started to study English, their sojourns abroad, and their teaching experience. A questionnaire was conducted on the subjects to find related answers to the research questions of the study.

An overview of the literature was provided in the second chapter of this thesis. The main titles which were focused on were the definition of culture, language and culture relationship, previous and current place of culture in language teaching, international status of English and how it is related to teaching culture, culture teaching in primary school, and previous research similar to the current one in the field of foreign language education.

The literature review revealed that primary school is a very significant part in a child's life. In recent years English as a foreign language is taking place more and more in the curriculum in this important period. It also revealed that although teaching culture in foreign language education is more than a century old, cultural

information in FLT and promoting the acquisition of intercultural competence have gained importance in recent decades. However, it was found that studies on teaching the target culture to young learners are still very rare and limited. Teachers' opinions and attitudes are very significant about what actually takes place in the classroom. In this respect, although there have been some studies regarding the opinions and attitudes of Turkish EFL teachers about teaching culture in different contexts, this thesis has been the first one conducted in the context of primary school. Hopefully, it is supposed to shed light on future studies about culture teaching to young learners which is relatively an unexplored field of ELT.

This study set out to answer mainly four research questions. The first one investigated the role of culture in primary school EFL teachers' teaching. The findings revealed that the role of culture in participant teachers' teaching is secondary when compared to some other aspects which are related to linguistic training such as speaking, vocabulary, and grammar. This result was in line with other studies conducted in different contexts in the field as it has been emphasized before. However, this does not mean that participant teachers do not include culture in their teaching. Actually, according to their opinions, most of the subjects of this research allocate some time to culture teaching with some materials and activities such as pictures, photos, reading, songs, and videos. They accept foreign culture as a part of foreign language. However, most of the teachers find their textbooks insufficient regarding their cultural content. As all of the participants work in public schools, they generally use the same books. Some of the subjects stated that they use supplementary materials in this regard.

From the findings of this thesis, which merely reflects teachers' opinions, it can be deduced that primary school students generally like foreign cultural information and want to learn about it. According to the views of the participants, students are mostly interested in, curious and positive about cultural information. Nevertheless, although most of the participants thought that there wouldn't be cultural patterns that they wouldn't present to their students, there were some teachers who contradicted. The main reason for this contradiction and concern was cultural differences between English speaking countries and Turkey. It was found that teachers are not culturally sensitive to the diversity of the contexts where

English is spoken as a mother tongue. The respondents who teach British model of English language and/or culture outnumbered respondents who teach other models.

The second research question of the current investigation aimed to elicit a definition of culture from the primary school EFL teachers. In spite of the fact that, as it was revealed in the literature review, there are many different ways to define culture, findings indicated that most of the participant teachers define it as "the sociological sense" of Adaskou et al. (1990:3), or **culture with a small "c"** which includes customs, daily life, interpersonal relations, leisure and work. More tangible elements of culture were mentioned such as food, clothes and songs when teachers referred to the cultural elements that take part in classes. Music, cinema, literature and other aspects of **culture with a capital "C"**, or some aspects related to language such as social skills and paralinguistic skills, or culture's dynamic nature were not mentioned by many of the participant teachers in their definitions.

The third research question of this study investigated primary school EFL teachers' opinions on teaching the target language culture or foreign culture while teaching English as a foreign language. There was a general consensus that the local life and institutions of target language countries are not among the important contents of a lesson. According to teachers, English language is the most important content of the lessons. In general, cultures of other countries are among less important contents. However teachers generally believe that students need to learn about British and/or American culture. For most of the teachers, the underlying reason for this is language proficiency or understanding the language and messages sent by the native speakers. Similarly, some teachers mentioned aims related to communication and linguistic concerns to present cultural information. On the other hand, some of the teachers thought that, the major aim to present cultural information could be to raise awareness towards different cultures, and make the students realize and understand cultural behaviours. Teachers mostly acknowledged their role about teaching culture as a guide, facilitator or encourager.

Most of the teachers regard beginner or intermediate level as the most appropriate levels to present cultural information. Some teachers believe that firstly students should learn about basic vocabulary and grammar rules, only then information about culture can be given. Whereas some others believe that cultural information can be presented from the very first day.

All in all, results of this research demonstrated that teachers generally have positive opinions about the place of culture in foreign language teaching. Most of them believe that cultural information about the target language is a part of foreign language education. In general, they do not think that presenting information about the target language is dangerous for the survival of native culture. They mostly perceive cultural understanding as a part of effective language learning. They also regard setting cultural objectives as well as linguistic objectives as necessary.

The findings of this research indicated that primary school EFL teachers have similar opinions when their differences regarding their gender, teaching experience, educational background and sojourns abroad are taken into consideration. However there were some contradictions on some issues. For instance, female teachers believed more than the male ones that Turkish students need to learn about British and/or American culture. Also ELT graduates believed more strongly than the graduates of literature and other faculties that Turkish students need to learn the cultural elements of the target language.

5.2. Limitations of the study

Although this study has revealed some findings regarding the opinions of teachers on teaching culture in ELT, it has several limitations in accordance with the nature of the research.

The current study was conducted with 94 EFL teachers who work in public schools in the province of Tekirdağ in Turkey. It only reflects the opinions of participant teachers. Also the time when the research was conducted was another limitation. If the research had been conducted in another time, in another city or

place, or in different contexts of education, the results might have been different. It should also be taken into account that the study can be conducted with a higher number of participants and different data collection instruments for more reliable and valid results. Regarding one of the research questions which is about the role of culture in teachers' teaching, only the opinions of the teachers were taken into account. Classroom observations, student interviews, or other data collection methods can be used to compare the results or eliminate restrictions regarding teachers' personal opinion or bias, and to find out the actual classroom practices or applications of teachers. In order to compare whether there has been an influence of cultural encounters in the opinions of teachers with respect to teaching culture, sojourns abroad of them were taken into account. Only the information about whether they have had any sojourns in foreign countries hardly reflects the quality or quantity of their immersion in foreign cultures. For a more detailed and relevant investigation, aspects such as the reason and the duration of their visits or stays, and even other ways of their cultural encounters, such as local or technological ones, can be can be taken into account in another research and statistical analysis.

5.3. Suggestions

As it was stated before, studies regarding the place of culture in language teaching to young learners are very rare and limited. First of all, more studies and research should be conducted in this area. Studies may include effects of teaching about foreign cultures on young learners. Also, ICC and foreign language teaching to young learners, and the relationship between learning about language and learning about culture in teaching young learners can be investigated.

Further research may be conducted in order to discover more about how to teach culture more effectively in general. The status of teaching culture and teaching for raising students' intercultural awareness in different language teaching methods, approaches, and techniques and their effects on the learners can be researched in detail. The differences between a classroom based cultural training and actual cultural immersion in foreign countries can be compared. What are their outcomes? Which one has more positive effects on the attitudes and thoughts of learners in

terms of their linguistic and cultural gains? Curriculums of countries regarding the status of teaching culture in their foreign language education systems and their corresponding effects on the learners can be compared and investigated. Another interesting point to study would be the ways to assess culture learning.

Based on the findings of the current study, following implications can be suggested. It can be deduced that in foreign language teaching departments, importance of culture in ELT has received some attention in recent years. But what it is, how it is defined, and how and why to allocate time to it in the language teaching classes should be clarified and emphasized. Especially, for the graduates of other departments of universities, the same information should be given in their pedagogical courses organized before they start to work as teachers. Culture teaching or the acquisition of intercultural competence should be mentioned in the curriculum of language teaching in Turkey. How culture should be approached, and the reasons and aims of teaching culture in FLT in the national level should be specified. It can be noted that the level and type of cultural information which will be given to young learners and older learners should be defined. In language teaching programmes, more purposeful or systematic ways may be developed to promote intercultural awareness of learners in various language teaching approaches, methods and techniques. ELT textbooks which are used in public schools in Turkey should be strengthened in terms of cultural information. Teachers who work in public schools can be supported for more standardized additional or supplementary materials.

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APPENDIX A: The questionnaire

BACKGROUND INFORMATION

1. Male ( ) Female ( )
2. Year of Birth: .....
3. How long have you been teaching English?
.....
4. When did you start learning English?
.....
5. Have you ever been abroad? Yes ( ) No ( )
If yes, where? .....
How long? .....
For what reason? .....
6. Educational Background:
Field of Study in University BA Level (Department):
.....
7. Have you ever attended additional courses related to teaching English?
Yes ( ) No ( )

PART A:

1. Rank-order the following 11 or 12 items in terms of their importance in your teaching. (1=most important, 2=next most important ... etc.)

____ grammar
____ reading
____ writing
____ speaking
____ listening
____ literature
____ pronunciation
____ culture
____ vocabulary
____ fluency in communication
____ accuracy in communication
____ other (please specify) _____

2. What do you think should be the content of English lessons? Rank 9 or 10 aspects in an order of importance. (1=most important, 2=next most important, etc.) [1]

____ English language
____ Facts about science and society
____ Social problems
____ English/ American literature
____ The culture of other countries
____ Political problems
____ Experiences of other students in the class
____ Local life and institutions
____ British/American life and institutions
____ Other (please specify) _____

PART B: Please answer the following questions.

1. What is your definition of “culture”?

_____
_____
_____

2. What should cultural information consist of?

_____
_____

[1] From Prodromou

3. Do you include the target language culture in your teaching?
Yes ( ) No ( ) If yes, how (using what materials, activities)?

_____
_____

4. What should be the major goals of information on target language culture in ELT, if at all? (e.g. behavioral changes, insight into one's own cultural patterns, etc.) Please be specific in your answer.

_____
_____

5. At which level(s) would the giving of cultural information be most appropriate for students? Advanced ( ) Intermediate ( ) Beginner ( ) Why?

_____
_____

6. What is your opinion on Turkish students' need to learn the British/American culture? Please state the reasons for your answer.

_____
_____

7. What do you think EFL teachers' role should be in the language learners' perceptions of the foreign culture?

_____
_____

8. When given, how do your students react to cultural information?

_____
_____

9. Do you have any problems in dealing with the cultural content of textbooks? (e.g., do you find the textbook explicit enough in this respect or do you need to use supplementary materials?)

_____
_____

10. Are there culture-specific patterns of behaviour that you wouldn't present to your students? Yes ( ) No ( )[2] Why? Examples? _____
_____

11. Which model of English language and/or culture do you teach? [3]
( ) British ( ) American ( ) Other (please specify) _____

[2]From Adaskou et al. (1990) [3]From Prodromou (1992)

PART C: Please use the following scale to place yourself on the continuum given for each statement. Circle the appropriate number.

1	2	3	4	5
Strongly or completely disagree	Disagree	Undecided (neither agree nor disagree)	Agree	Strongly or completely agree

1. In language teaching we should emphasize basic linguistic training and leave the culture learning to our students. 1---------2---------3---------4---------5

2. It is not the role of the English language curriculum to cover foreign language history and culture. 1---------2---------3---------4---------5

3. Teachers should set cultural learning goals and objectives for their students as well as linguistic goals and objectives. 1---------2---------3---------4---------5

4. It is possible to teach English in a culture-free way, without giving cultural information at all. 1---------2---------3---------4---------5

5. Information about the target language culture is a part of foreign language teaching and learning. 1---------2---------3---------4---------5

6. Cultural understanding is important for effective language learning. 1---------2---------3---------4---------5

7. To enhance the development of communicative competence in our language learners, we must explicitly teach American/British social values, norms and rules. 1---------2---------3---------4---------5

8. Learning about a foreign culture is dangerous for the survival of native culture. 1---------2---------3---------4---------5

9. The use of a foreign cultural content will make the students discontent with their native culture. 1---------2---------3---------4---------5

10. The English language teacher should know about the native culture of his/her students. 1---------2---------3---------4---------5

APPENDIX B: Permission letter for conducting the questionnaire

Dear Zeynep Cumhur Çamlıbel,

I am a Master of Arts Student in English Language Teaching Department at Trakya University. My thesis is about primary school EFL teachers' opinions on teaching the target language culture. In order to conduct my study, I need your permission for using your questionnaire about "EFL Teachers Opinions On Teaching The Target Language Culture" (1998). I would be very grateful if you could help me.

Best regards,

Emre Bilgin

M.A. Student

ELT Department

Trakya University

EDİRNE

APPENDIX C: Consent form for conducting the questionnaire

CONSENT FORM GRANTING PERMISSION FOR

"EFL Teachers' Opinions On Teaching The Target Language Culture" (1998)

Date: May 10, 2011

I, Dr. Zeynep Cumhur Çamlıbel, hereby grant permission to Mr. Emre Bilgin for using my questionnaire about "EFL Teachers' Opinions On Teaching The Target Language Culture" (1998) in his master thesis titled "Primary School EFL Teachers' Opinions about Teaching the Target Language Culture". A copy of the final thesis will be mailed to the following address when it is available.

Electronic Signature: ZCC

Name: Zeynep Cumhur Çamlıbel

Affilations: Ph.D. , Department of English Language Teaching, Marmara University, Istanbul, Turkey

Address: Atatürk Eğitim Fakültesi, Göztepe Kampüsü, 34722 / Kadıköy - İstanbul

Telephone: 0090 216 345 4705 (206-208/131 - 211)

E mail: zeynep.camlibel@marmara.edu.tr

Requested by _____

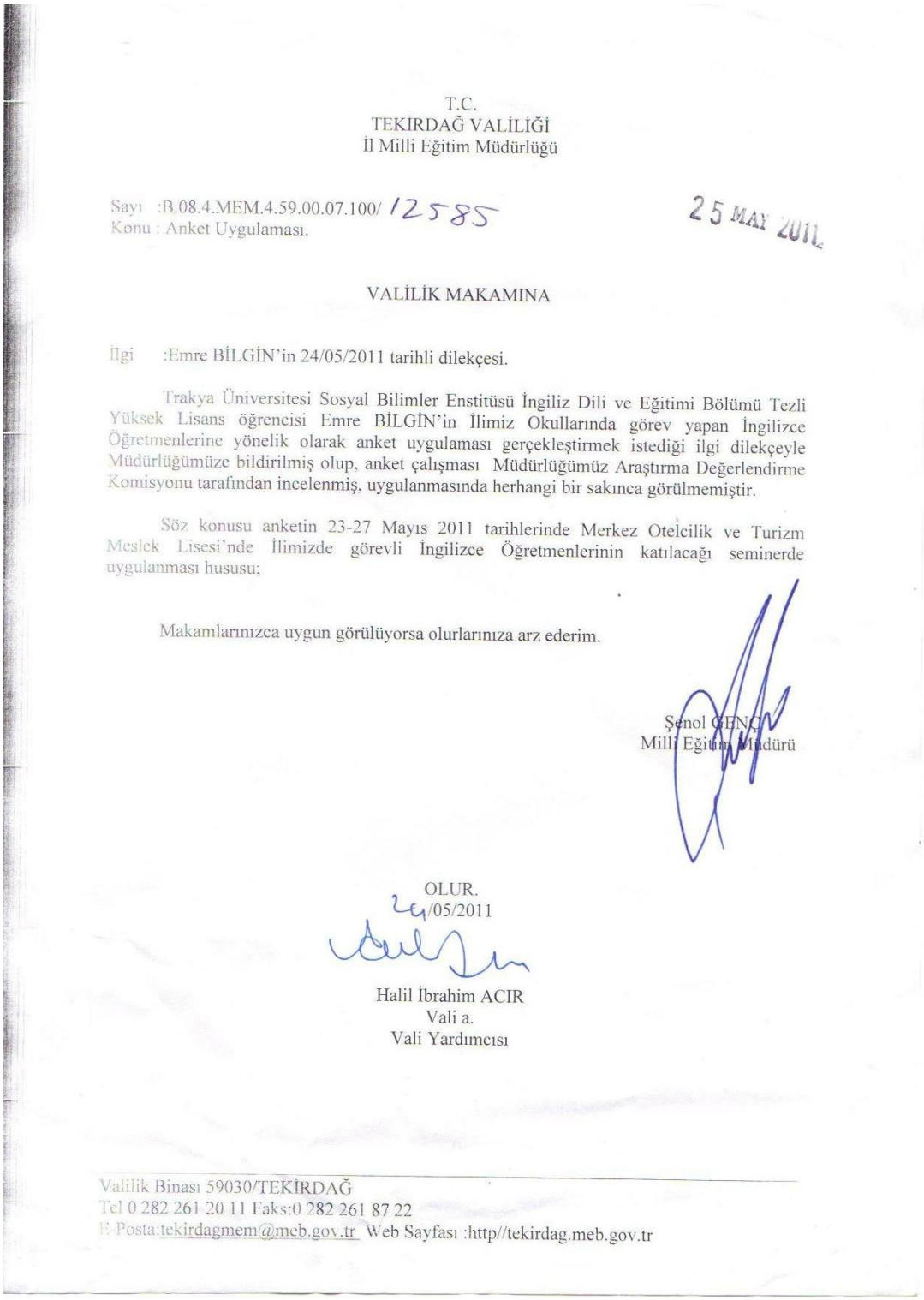
Name: Emre Bilgin

Affilations: M. A Student in English Language Teaching Department

Address: Trakya University English Language Teaching Department

Edirne/ TURKEY

APPENDIX D: Permission from the Provincial Directorate of National Education



T.C.
TEKİRDAĞ VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı :B.08.4.MEM.4.59.00.07.100/ 12585
Konu : Anket Uygulaması.

25 MAY 2011

VALİLİK MAKAMINA

İlgi :Emre BİLGİN'in 24/05/2011 tarihli dilekçesi.

Trakya Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili ve Eğitimi Bölümü Tezli Yüksek Lisans öğrencisi Emre BİLGİN'in İlimiz Okullarında görev yapan İngilizce Öğretmenlerine yönelik olarak anket uygulaması gerçekleştirmek istediği ilgi dilekçeyle Müdürlüğümüze bildirilmiş olup, anket çalışması Müdürlüğümüz Araştırma Değerlendirme Komisyonu tarafından incelenmiş, uygulanmasında herhangi bir sakınca görülmemiştir.

Söz konusu anketin 23-27 Mayıs 2011 tarihlerinde Merkez Otelcilik ve Turizm Meslek Lisesi'nde İlimizde görevli İngilizce Öğretmenlerinin katılacağı seminerde uygulanması hususu;

Makamlarınızca uygun görülüyorsa olurlarınıza arz ederim.

Şenol GENÇ
Milli Eğitim Müdürü

OLUR.
24/05/2011

Halil İbrahim ACIR
Vali a.
Vali Yardımcısı

Valilik Binası 59030/TEKİRDAĞ
Tel 0 282 261 20 11 Faks:0 282 261 87 22
E-Posta:tekirdagmem@meb.gov.tr Web Sayfası :http//tekirdag.meb.gov.tr

Appendix E: The distribution of the responses of Part A regarding different backgrounds of the participants

Table 38: Distribution of answers to Part A regarding the experience of participants

Part A - 1st Question												
			1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Grammar	<4 years	f	4	4	3	2	1	2	0	1	1	1	1
		%	20,0	20,0	15,0	10,0	5,0	10,0	,0	5,0	5,0	5,0	5,0
	>5 years	f	10	5	5	11	12	6	6	6	8	4	1
		%	13,5	6,8	6,8	14,9	16,2	8,1	8,1	8,1	10,8	5,4	1,4
Reading	<4 years	f	2	3	5	2	2	1	3	0	1	1	0
		%	10,0	15,0	25,0	10,0	10,0	5,0	15,0	,0	5,0	5,0	,0
	>5 years	f	6	8	17	10	12	7	6	6	0	1	1
		%	8,1	10,8	23,0	13,5	16,2	9,5	8,1	8,1	,0	1,4	1,4
Writing	<4 years	f	0	1	2	2	1	4	0	4	2	3	1
		%	,0	5,0	10,0	10,0	5,0	20,0	,0	20,0	10,0	15,0	5,0
	>5 years	f	0	3	9	7	12	12	14	5	7	3	2
		%	,0	4,1	12,2	9,5	16,2	16,2	18,9	6,8	9,5	4,1	2,7
Speaking	<4 years	f	5	2	2	5	3	1	1	1	0	0	0
		%	25,0	10,0	10,0	25,0	15,0	5,0	5,0	5,0	,0	,0	,0
	>5 years	f	18	17	13	9	5	6	4	1	1	0	0
		%	24,3	23,0	17,6	12,2	6,8	8,1	5,4	1,4	1,4	,0	,0
Listening	<4 years	f	0	2	2	2	4	2	2	2	3	0	1
		%	,0	10,0	10,0	10,0	20,0	10,0	10,0	10,0	15,0	,0	5,0
	>5 years	f	5	7	5	14	10	12	7	7	6	1	0
		%	6,8	9,5	6,8	18,9	13,5	16,2	9,5	9,5	8,1	1,4	,0
Literature	<4 years	f	0	0	0	0	0	1	1	1	2	4	11
		%	,0	,0	,0	,0	,0	5,0	5,0	5,0	10,0	20,0	55,0
	>5 years	f	0	0	0	0	1	3	4	5	8	18	35
		%	,0	,0	,0	,0	1,4	4,1	5,4	6,8	10,8	24,3	47,3
Pronunciation	<4 years	f	0	2	3	2	3	5	2	1	2	0	0
		%	,0	10,0	15,0	10,0	15,0	25,0	10,0	5,0	10,0	,0	,0
	>5 years	f	1	8	7	7	8	11	16	6	9	1	0
		%	1,4	10,8	9,5	9,5	10,8	14,9	21,6	8,1	12,2	1,4	,0
Culture	<4 years	f	0	1	0	1	0	0	3	2	3	7	3
		%	,0	5,0	,0	5,0	,0	,0	15,0	10,0	15,0	35,0	15,0
	>5 years	f	2	0	2	2	3	3	5	5	11	27	14
		%	2,7	,0	2,7	2,7	4,1	4,1	6,8	6,8	14,9	36,5	18,9
Vocabulary	<4 years	f	5	4	1	1	2	2	2	2	0	0	1
		%	25,0	20,0	5,0	5,0	10,0	10,0	10,0	10,0	,0	,0	5,0
	>5 years	f	17	11	10	5	6	10	6	5	1	2	1
		%	23,0	14,9	13,5	6,8	8,1	13,5	8,1	6,8	1,4	2,7	1,4
Fluency in communication	<4 years	f	2	2	0	2	2	1	4	3	2	2	0
		%	10,0	10,0	,0	10,0	10,0	5,0	20,0	15,0	10,0	10,0	,0
	>5 years	f	14	7	4	6	0	3	4	19	7	8	2
		%	18,9	9,5	5,4	8,1	,0	4,1	5,4	25,7	9,5	10,8	2,7
Accuracy in communication	<4 years	f	1	0	2	1	2	1	2	3	4	2	2
		%	5,0	,0	10,0	5,0	10,0	5,0	10,0	15,0	20,0	10,0	10,0
	>5 years	f	1	9	3	3	5	1	3	9	16	9	15
		%	1,4	12,2	4,1	4,1	6,8	1,4	4,1	12,2	21,6	12,2	20,3

Table 38: Distribution of answers to Part A regarding the experience of participants (continued)

Part A – 2nd Question													
			1	2	3	4	5	6	7	8	9	10	11
English language	<4 years	f	11	4	3	1	0	1	0	0	0	0	0
		%	55,0	20,0	15,0	5,0	,0	5,0	,0	,0	,0	,0	,0
	>5 years	f	39	10	9	7	5	3	0	1	0	0	0
		%	52,7	13,5	12,2	9,5	6,8	4,1	,0	1,4	,0	,0	,0
Facts about science and society	<4 years	f	0	3	3	3	4	2	4	1	0	0	0
		%	,0	15,0	15,0	15,0	20,0	10,0	20,0	5,0	,0	,0	,0
	>5 years	f	3	6	14	13	10	13	8	5	2	0	0
		%	4,1	8,1	18,9	17,6	13,5	17,6	10,8	6,8	2,7	,0	,0
Social problems	<4 years	f	2	5	3	3	1	4	1	1	0	0	0
		%	10,0	25,0	15,0	15,0	5,0	20,0	5,0	5,0	,0	,0	,0
	>5 years	f	4	15	14	6	10	8	11	5	1	0	0
		%	5,4	20,3	18,9	8,1	13,5	10,8	14,9	6,8	1,4	,0	,0
English/ American literature	<4 years	f	0	0	2	0	1	3	6	5	3	0	0
		%	,0	,0	10,0	,0	5,0	15,0	30,0	25,0	3,2	,0	,0
	>5 years	f	1	5	4	3	5	11	14	21	9	0	1
		%	1,4	6,8	5,4	4,1	6,8	14,9	18,9	28,4	9,6	,0	1,4
The culture of other countries	<4 years	f	2	2	2	6	3	1	0	3	1	0	0
		%	10,0	10,0	10,0	30,0	15,0	5,0	,0	15,0	5,0	,0	,0
	>5 years	f	6	8	11	14	13	6	9	4	3	0	0
		%	8,1	10,8	14,9	18,9	17,6	8,1	12,2	5,4	4,1	,0	,0
Political problems	<4 years	f	0	0	1	0	1	0	2	5	11	0	0
		%	,0	,0	5,0	,0	5,0	,0	10,0	25,0	55,0	,0	,0
	>5 years	f	0	1	0	3	3	4	5	13	44	1	0
		%	,0	1,4	,0	4,1	4,1	5,4	6,8	17,6	59,5	1,4	,0
Experiences of other students in the class	<4 years	f	3	4	3	4	1	2	2	0	1	0	0
		%	15,0	20,0	15,0	20,0	5,0	10,0	10,0	,0	5,0	,0	,0
	>5 years	f	5	12	8	16	9	10	2	10	2	0	0
		%	6,8	16,2	10,8	21,6	12,2	13,5	2,7	13,5	2,7	,0	,0
Local life and institutions	<4 years	f	2	1	2	3	6	1	3	2	0	0	0
		%	10,0	5,0	10,0	15,0	30,0	5,0	15,0	10,0	,0	,0	,0
	>5 years	f	10	11	8	6	10	11	9	4	4	0	0
		%	13,5	14,9	10,8	8,1	13,5	14,9	12,2	5,4	5,4	,0	,0
British/American life and institutions	<4 years	f	1	1	1	0	3	6	2	3	3	0	0
		%	5,0	5,0	5,0	,0	15,0	30,0	10,0	15,0	15,0	,0	,0
	>5 years	f	4	7	5	8	8	8	15	11	7	1	0
		%	5,4	9,5	6,8	10,8	10,8	10,8	20,3	14,9	9,5	1,4	,0

Table 39: Distribution of answers to Part A regarding the age of participants at which they started to learn English

Part A - 1st Question													
			1	2	3	4	5	6	7	8	9	10	11
Grammar	<13 years	f	13	7	7	11	10	5	3	5	8	4	1
		%	17,6	9,5	9,5	14,9	13,5	6,8	4,1	6,8	10,8	5,4	1,4
	>14 years	f	1	2	1	2	3	3	3	2	1	1	1
		%	5,0	10,0	5,0	10,0	15,0	15,0	15,0	10,0	5,0	5,0	5,0
Reading	<13 years	f	5	9	17	9	13	7	6	6	0	1	1
		%	6,8	12,2	23,0	12,2	17,6	9,5	8,1	8,1	,0	1,4	1,4
	>14 years	f	3	2	5	3	1	1	3	0	1	1	0
		%	15,0	10,0	25,0	15,0	5,0	5,0	15,0	,0	5,0	5,0	,0
Writing	<13 years	f	0	3	9	7	11	12	10	8	8	4	2
		%	,0	4,1	12,2	9,5	14,9	16,2	13,5	10,8	10,8	5,4	2,7
	>14 years	f	0	1	2	2	2	4	4	1	1	2	1
		%	,0	5,0	10,0	10,0	10,0	20,0	20,0	5,0	5,0	10,0	5,0
Speaking	<13 years	f	19	14	11	12	6	5	5	1	1	0	0
		%	25,7	18,9	14,9	16,2	8,1	6,8	6,8	1,4	1,4	,0	,0
	>14 years	f	4	5	4	2	2	2	0	1	0	0	0
		%	20,0	25,0	20,0	10,0	10,0	10,0	,0	5,0	,0	,0	,0
Listening	<13 years	f	3	5	6	12	10	12	7	8	9	1	1
		%	4,1	6,8	8,1	16,2	13,5	16,2	9,5	10,8	12,2	1,4	1,4
	>14 years	f	2	4	1	4	4	2	2	1	0	0	0
		%	10,0	20,0	5,0	20,0	20,0	10,0	10,0	5,0	,0	,0	,0
Literature	<13 years	f	0	0	0	0	1	3	4	5	7	16	38
		%	,0	,0	,0	,0	1,4	4,1	5,4	6,8	9,5	21,6	51,4
	>14 years	f	0	0	0	0	0	1	1	1	3	6	8
		%	,0	,0	,0	,0	,0	5,0	5,0	5,0	15,0	30,0	40,0
Pronunciation	<13 years	f	1	10	7	5	9	14	14	4	9	1	0
		%	1,4	13,5	9,5	6,8	12,2	18,9	18,9	5,4	12,2	1,4	,0
	>14 years	f	0	0	3	4	2	2	4	3	2	0	0
		%	,0	,0	15,0	20,0	10,0	10,0	20,0	15,0	10,0	,0	,0
Culture	<13 years	f	2	1	2	1	2	2	8	7	8	28	13
		%	2,7	1,4	2,7	1,4	2,7	2,7	10,8	9,5	10,8	37,8	17,6
	>14 years	f	0	0	0	2	1	1	0	0	6	6	4
		%	,0	,0	,0	10,0	5,0	5,0	,0	,0	30,0	30,0	20,0
Vocabulary	<13 years	f	17	13	10	6	4	9	7	6	1	1	0
		%	23,0	17,6	13,5	8,1	5,4	12,2	9,5	8,1	1,4	1,4	,0
	>14 years	f	5	2	1	0	4	3	1	1	0	1	2
		%	25,0	10,0	5,0	,0	20,0	15,0	5,0	5,0	,0	5,0	10,0
Fluency in communication	<13 years	f	12	7	4	7	2	3	7	15	7	9	1
		%	16,2	9,5	5,4	9,5	2,7	4,1	9,5	20,3	9,5	12,2	1,4
	>14 years	f	4	2	0	1	0	1	1	7	2	1	1
		%	20,0	10,0	,0	5,0	,0	5,0	5,0	35,0	10,0	5,0	5,0
Accuracy in communication	<13 years	f	2	7	2	4	6	2	4	8	16	9	14
		%	2,7	9,5	2,7	5,4	8,1	2,7	5,4	10,8	21,6	12,2	18,9
	>14 years	f	0	2	3	0	1	0	1	4	4	2	3
		%	,0	10,0	15,0	,0	5,0	,0	5,0	20,0	20,0	10,0	15,0

Table 39: Distribution of answers to Part A regarding the age of participants at which they started to learn English (continued)

Part A – 2nd Question													
			1	2	3	4	5	6	7	8	9	10	11
English language	<13 years	f	41	10	9	7	4	3	0	0	0	0	0
		%	55,4	13,5	12,2	9,5	5,4	4,1	,0	,0	,0	,0	,0
	>14 years	f	9	4	3	1	1	1	0	1	0	0	0
		%	45,0	20,0	15,0	5,0	5,0	5,0	,0	5,0	,0	,0	,0
Facts about science and society	<13 years	f	3	7	14	14	11	10	9	5	1	0	0
		%	4,1	9,5	18,9	18,9	14,9	13,5	12,2	6,8	1,4	,0	,0
	>14 years	f	0	2	3	2	3	5	3	1	1	0	0
		%	,0	10,0	15,0	10,0	15,0	25,0	15,0	5,0	5,0	,0	,0
Social problems	<13 years	f	4	12	15	9	9	11	8	5	0	0	0
		%	5,4	16,2	20,3	12,2	12,2	14,9	10,8	6,8	,0	,0	,0
	>14 years	f	2	8	2	0	2	1	4	1	0	0	0
		%	10,0	40,0	10,0	,0	10,0	5,0	20,0	5,0	,0	,0	,0
English/American literature	<13 years	f	0	3	6	3	6	12	13	22	8	0	1
		%	,0	4,1	8,1	4,1	8,1	16,2	17,6	29,7	10,8	,0	1,4
	>14 years	f	1	2	0	0	0	2	7	4	4	0	0
		%	5,0	10,0	,0	,0	,0	10,0	35,0	20,0	20,0	,0	,0
The culture of other countries	<13 years	f	6	8	9	15	12	6	9	6	3	0	0
		%	8,1	10,8	12,2	20,3	16,2	8,1	12,2	8,1	4,1	,0	,0
	>14 years	f	2	2	4	5	4	1	0	1	1	0	0
		%	10,0	10,0	20,0	25,0	20,0	5,0	,0	5,0	5,0	,0	,0
Political problems	<13 years	f		1	1	3	2	4	6	11	45	1	0
		%		1,4	1,4	4,1	2,7	5,4	8,1	14,9	60,8	1,4	,0
	>14 years	f		0	0	0	2	0	1	7	10	0	0
		%		,0	,0	,0	10,0	,0	5,0	35,0	50,0	,0	,0
Experiences of other students in the class	<13 years	f	7	15	7	14	9	7	4	10	1	0	0
		%	9,5	20,3	9,5	18,9	12,2	9,5	5,4	13,5	1,4	,0	,0
	>14 years	f	1	1	4	6	1	5	0	0	2	0	0
		%	5,0	5,0	20,0	30,0	5,0	25,0	,0	,0	10,0	,0	,0
Local life and institutions	<13 years	f	10	12	6	6	10	11	10	4	4	1	0
		%	13,5	16,2	8,1	8,1	13,5	14,9	13,5	5,4	5,4	1,4	,0
	>14 years	f	2	0	4	3	6	1	2	2	0	0	0
		%	10,0	,0	20,0	15,0	30,0	5,0	10,0	10,0	,0	,0	,0
British/American life and institutions	<13 years	f	2	7	6	5	10	10	14	11	8	1	0
		%	2,7	9,5	8,1	6,8	13,5	13,5	18,9	14,9	10,8	1,4	,0
	>14 years	f	3	1	0	3	1	4	3	3	2	0	0
		%	15,0	5,0	,0	15,0	5,0	20,0	15,0	15,0	10,0	,0	,0

Table 40: Distribution of the answers to Part A regarding sojourns abroad of participants

Part A – 1st Question												
			1	2	3	4	5	6	7	8	9	10	11
Grammar	Yes	f	4	2	3	3	6	3	2	5	0	1	2
		%	12,9	6,5	9,7	9,7	19,4	9,7	6,5	16,1	,0	3,2	6,5
	No	f	10	7	5	10	7	5	4	2	9	4	0
		%	15,9	11,1	7,9	15,9	11,1	7,9	6,3	3,2	14,3	6,3	,0
Reading	Yes	f	1	2	8	5	5	3	4	1	0	1	1
		%	3,2	6,5	25,8	16,1	16,1	9,7	12,9	3,2	,0	3,2	3,2
	No	f	7	9	14	7	9	5	5	5	1	1	0
		%	11,1	14,3	22,2	11,1	14,3	7,9	7,9	7,9	1,6	1,6	,0
Writing	Yes	f	0	1	3	5	3	6	6	1	5	1	0
		%	,0	3,2	9,7	16,1	9,7	19,4	19,4	3,2	16,1	3,2	,0
	No	f	0	3	8	4	10	10	8	8	4	5	3
		%	,0	4,8	12,7	6,3	15,9	15,9	12,7	12,7	6,3	7,9	4,8
Speaking	Yes	f	9	8	3	3	3	1	2	1	1	0	0
		%	29,0	25,8	9,7	9,7	9,7	3,2	6,5	3,2	3,2	,0	,0
	No	f	14	11	12	11	5	6	3	1	0	0	0
		%	22,2	17,5	19,0	17,5	7,9	9,5	4,8	1,6	,0	,0	,0
Listening	Yes	f	2	3	2	6	2	5	4	3	3	1	0
		%	6,5	9,7	6,5	19,4	6,5	16,1	12,9	9,7	9,7	3,2	,0
	No	f	3	6	5	10	12	9	5	6	6	0	1
		%	4,8	9,5	7,9	15,9	19,0	14,3	7,9	9,5	9,5	,0	1,6
Literature	Yes	f	0	0	0	0	1	3	1	4	4	7	11
		%	,0	,0	,0	,0	3,2	9,7	3,2	12,9	12,9	22,6	35,5
	No	f	0	0	0	0	0	1	4	2	6	15	35
		%	,0	,0	,0	,0	,0	1,6	6,3	3,2	9,5	23,8	55,6
Pronunciation	Yes	f	0	5	4	2	4	3	5	2	5	1	0
		%	,0	16,1	12,9	6,5	12,9	9,7	16,1	6,5	16,1	3,2	,0
	No	f	1	5	6	7	7	13	13	5	6	0	0
		%	1,6	7,9	9,5	11,1	11,1	20,6	20,6	7,9	9,5	,0	,0
Culture	Yes	f	1	1	0	2	1	1	3	2	3	10	7
		%	3,2	3,2	,0	6,5	3,2	3,2	9,7	6,5	9,7	32,3	22,6
	No	f	1	0	2	1	2	2	5	5	11	24	10
		%	1,6	,0	3,2	1,6	3,2	3,2	7,9	7,9	17,5	38,1	15,9
Vocabulary	Yes	f	5	7	5	1	4	4	2	1	0	2	0
		%	16,1	22,6	16,1	3,2	12,9	12,9	6,5	3,2	,0	6,5	,0
	No	f	17	8	6	5	4	8	6	6	1	0	2
		%	27,0	12,7	9,5	7,9	6,3	12,7	9,5	9,5	1,6	,0	3,2
Fluency in communication	Yes	f	7	2	1	3	0	1	2	7	4	4	0
		%	7,4	2,1	1,1	3,2	,0	1,1	2,1	7,4	4,3	4,3	,0
	No	f	9	7	3	5	2	3	6	15	5	6	2
		%	9,6	7,4	3,2	5,3	2,1	3,2	6,4	16,0	5,3	6,4	2,1
Accuracy in communication	Yes	f	2	2	2	1	2	1	1	4	6	3	7
		%	2,1	2,1	2,1	1,1	2,1	1,1	1,1	4,3	6,4	3,2	7,4
	No	f	0	7	3	3	5	1	4	8	14	8	10
		%	,0	7,4	3,2	3,2	5,3	1,1	4,3	8,5	14,9	8,5	10,6

Table 40: Distribution of the answers to Part A regarding sojourns abroad of participants (continued)

Part A – 2nd Question													
			1	2	3	4	5	6	7	8	9	10	11
English language	Yes	f	15	4	6	4	1	1	0	0	0	0	0
		%	48,4	12,9	19,4	12,9	3,2	3,2	,0	,0	,0	,0	,0
	No	f	35	10	6	4	4	3	0	1	0	0	0
		%	55,6	15,9	9,5	6,3	6,3	4,8	,0	1,6	,0	,0	,0
Facts about science and society	Yes	f	1	5	7	5	4	3	3	2	1	0	0
		%	3,2	16,1	22,6	16,1	12,9	9,7	9,7	6,5	3,2	,0	,0
	No	f	2	4	10	11	10	12	9	4	1	0	0
		%	3,2	6,3	15,9	17,5	15,9	19,0	14,3	6,3	1,6	,0	,0
Social problems	Yes	f	2	6	3	4	4	7	3	2	0	0	0
		%	6,5	19,4	9,7	12,9	12,9	22,6	9,7	6,5	,0	,0	,0
	No	f	4	14	14	5	7	5	9	4	1	0	0
		%	6,3	22,2	22,2	7,9	11,1	7,9	14,3	6,3	1,6	,0	,0
English/ American literature	Yes	f	0	1	2	1	2	6	7	6	6	0	0
		%	,0	3,2	6,5	3,2	6,5	19,4	22,6	19,4	19,4	,0	,0
	No	f	1	4	4	2	4	8	13	20	6	0	1
		%	1,6	6,3	6,3	3,2	6,3	12,7	20,6	31,7	9,5	,0	1,6
The culture of other countries	Yes	f	6	2	6	5	5	0	5	2	0	0	0
		%	19,4	6,5	19,4	16,1	16,1	,0	16,1	6,5	,0	,0	,0
	No	f	2	8	7	15	11	7	4	5	4	0	0
		%	3,2	12,7	11,1	23,8	17,5	11,1	6,3	7,9	6,3	,0	,0
Political problems	Yes	f	0	0	1	0	0	1	3	8	17	1	0
		%	,0	,0	3,2	,0	,0	3,2	9,7	25,8	54,8	3,2	,0
	No	f	0	1	0	3	4	3	4	10	38	0	0
		%	,0	1,6	,0	4,8	6,3	4,8	6,3	15,9	60,3	,0	,0
Experiences of other students in the class	Yes	f	5	5	3	4	2	5	0	6	1	0	0
		%	16,1	16,1	9,7	12,9	6,5	16,1	,0	19,4	3,2	,0	,0
	No	f	3	11	8	16	8	7	4	4	2	0	0
		%	4,8	17,5	12,7	25,4	12,7	11,1	6,3	6,3	3,2	,0	,0
Local life and institutions	Yes	f	2	6	3	5	6	4	3	1	1	0	0
		%	6,5	19,4	9,7	16,1	19,4	12,9	9,7	3,2	3,2	,0	,0
	No	f	10	6	7	4	10	8	9	5	3	1	0
		%	15,9	9,5	11,1	6,3	15,9	12,7	14,3	7,9	4,8	1,1	,0
British/American life and institutions	Yes	f	0	3	0	4	6	4	6	4	3	1	0
		%	,0	9,7	,0	12,9	19,4	12,9	19,4	12,9	9,7	3,2	,0
	No	f	5	5	6	4	5	10	11	10	7	0	0
		%	7,9	7,9	9,5	6,3	7,9	15,9	17,5	15,9	11,1	,0	,0

Table 41: Distribution of answers to Part A regarding the higher education background of teachers

Part A – 1st Question													
Item	**Grad**		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Grammar	ELT	f	9	6	7	11	6	5	4	4	8	4	2
		%	13,6	9,1	10,6	16,7	9,1	7,6	6,1	6,1	12,1	6,1	3,0
	Literature	f	4	2	1	1	6	2	1	1	1	1	0
		%	20,0	10,0	5,0	5,0	30,0	10,0	5,0	5,0	5,0	5,0	,0
	Other	f	1	1	0	1	1	1	1	2	0	0	0
		%	12,5	12,5	,0	12,5	12,5	12,5	12,5	25,0	,0	,0	,0
Reading	ELT	f	4	7	14	4	12	8	7	6	1	2	1
		%	6,1	10,6	21,2	6,1	18,2	12,1	10,6	9,1	1,5	3,0	1,5
	Literature	f	4	3	3	7	1	0	2	0	0	0	0
		%	20,0	15,0	15,0	35,0	5,0	,0	10,0	,0	,0	,0	,0
	Other	f	0	1	5	1	1	0	0	0	0	0	0
		%	,0	12,5	62,5	12,5	12,5	,0	,0	,0	,0	,0	,0
Writing	ELT	f	0	2	6	4	5	14	12	8	7	6	2
		%	,0	3,0	9,1	6,1	7,6	21,2	18,2	12,1	10,6	9,1	3,0
	Literature	f	0	1	5	2	5	1	2	1	2	0	1
		%	,0	5,0	25,0	10,0	25,0	5,0	10,0	5,0	10,0	,0	5,0
	Other	f	0	1	0	3	3	1	0	0	0	0	0
		%	,0	12,5	,0	37,5	37,5	12,5	,0	,0	,0	,0	,0
Speaking	ELT	f	17	9	11	12	8	4	2	2	1	0	0
		%	25,8	13,6	16,7	18,2	12,1	6,1	3,0	3,0	1,5	,0	,0
	Literature	f	3	7	4	2	0	2	2	0	0	0	0
		%	15,0	35,0	20,0	10,0	,0	10,0	10,0	,0	,0	,0	,0
	Other	f	3	3	0	0	0	1	1	0	0	0	0
		%	37,5	37,5	,0	,0	,0	12,5	12,5	,0	,0	,0	,0
Listening	ELT	f	2	8	5	11	10	8	8	5	7	1	1
		%	3,0	12,1	7,6	16,7	15,2	12,1	12,1	7,6	10,6	1,5	1,5
	Literature	f	1	1	2	2	3	6	1	3	1	0	0
		%	5,0	5,0	10,0	10,0	15,0	30,0	5,0	15,0	5,0	,0	,0
	Other	f	2	0	0	3	1	0	0	1	1	0	0
		%	25,0	,0	,0	37,5	12,5	,0	,0	12,5	12,5	,0	,0
Literature	ELT	f	0	0	0	0	1	3	3	3	6	14	36
		%	,0	,0	,0	,0	1,5	4,5	4,5	4,5	9,1	21,2	54,5
	Literature	f	0	0	0	0	0	1	2	2	3	4	8
		%	,0	,0	,0	,0	,0	5,0	10,0	10,0	15,0	20,0	40,0
	Other	f	0	0	0	0	0	0	0	1	1	4	2
		%	,0	,0	,0	,0	,0	,0	,0	12,5	12,5	50,0	25,0

Table 41: Distribution of answers to Part A regarding the higher education background of teachers (continued)

Part A – 1st Question													
Item	**Grad**		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Pronunciation	ELT	f	1	7	9	8	6	10	12	4	8	1	0
		%	1,5	10,6	13,6	12,1	9,1	15,2	18,2	6,1	12,1	1,5	,0
	Literature	f	0	2	1	1	3	5	4	3	1	0	0
		%	,0	10,0	5,0	5,0	15,0	25,0	20,0	15,0	5,0	,0	,0
	Other	f	0	1	0	0	2	1	2	0	2	0	0
		%	,0	12,5	,0	,0	25,0	12,5	25,0	,0	25,0	,0	,0
Culture	ELT	f	2	0	1	2	3	3	6	6	5	26	12
		%	3,0	,0	1,5	3,0	4,5	4,5	9,1	9,1	7,6	39,4	18,2
	Literature	f	0	1	1	1	0	0	1	1	6	7	2
		%	,0	5,0	5,0	5,0	,0	,0	5,0	5,0	30,0	35,0	10,0
	Other	f	0	0	0	0	0	0	1	0	3	1	3
		%	,0	,0	,0	,0	,0	,0	12,5	,0	37,5	12,5	37,5
Vocabulary	ELT	f	16	15	7	3	7	7	5	3	1	1	1
		%	24,2	22,7	10,6	4,5	10,6	10,6	7,6	4,5	1,5	1,5	1,5
	Literature	f	4	0	2	3	1	2	3	3	0	1	1
		%	20,0	,0	10,0	15,0	5,0	10,0	15,0	15,0	,0	5,0	5,0
	Other	f	2	0	2	0	0	3	0	1	0	0	0
		%	25,0	,0	25,0	,0	,0	37,5	,0	12,5	,0	,0	,0
Fluency in communication	ELT	f	12	7	2	8	2	2	6	15	6	5	1
		%	18,2	10,6	3,0	12,1	3,0	3,0	9,1	22,7	9,1	7,6	1,5
	Literature	f	4	1	1	0	0	1	0	5	3	4	1
		%	20,0	5,0	5,0	,0	,0	5,0	,0	25,0	15,0	20,0	5,0
	Other	f	0	1	1	0	0	1	2	2	0	1	0
		%	,0	12,5	12,5	,0	,0	12,5	25,0	25,0	,0	12,5	,0
Accuracy in communication	ELT	f	2	6	5	3	6	2	2	9	16	6	9
		%	3,0	9,1	7,6	4,5	9,1	3,0	3,0	13,6	24,2	9,1	13,6
	Literature	f	0	3	0	1	1	0	2	1	3	3	6
		%	,0	15,0	,0	5,0	5,0	,0	10,0	5,0	15,0	15,0	30,0
	Other	f	0	0	0	0	0	0	1	2	1	2	2
		%	,0	,0	,0	,0	,0	,0	12,5	25,0	12,5	25,0	25,0

Table 41: Distribution of answers to Part A regarding the higher education background of teachers (continued)

Part A – 2nd Question													
Item	**Grad**		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
English language	ELT	f	34	10	9	7	2	3	0	1	0	0	0
		%	51,5	15,2	13,6	10,6	3,0	4,5	,0	1,5	,0	,0	,0
	Literature	f	13	1	3	1	2	0	0	0	0	0	0
		%	65,0	5,0	15,0	5,0	10,0	,0	,0	,0	,0	,0	,0
	Other	f	3	3	0	0	1	1	0	0	0	0	0
		%	37,5	37,5	,0	,0	12,5	12,5	,0	,0	,0	,0	,0
Facts about science and society	ELT	f	2	7	11	11	10	9	11	4	1	0	0
		%	3,0	10,6	16,7	16,7	15,2	13,6	16,7	6,1	1,5	,0	,0
	Literature	f	0	2	5	3	3	4	1	1	1	0	0
		%	,0	10,0	25,0	15,0	15,0	20,0	5,0	5,0	5,0	,0	,0
	Other	f	1	0	1	2	1	2	0	1	0	0	0
		%	12,5	,0	12,5	25,0	12,5	25,0	,0	12,5	,0	,0	,0
Social problems	ELT	f	6	12	12	5	9	10	5	6	1	0	0
		%	9,1	18,2	18,2	7,6	13,6	15,2	7,6	9,1	1,5	,0	,0
	Literature	f	0	6	3	3	1	2	5	0	0	0	0
		%	,0	30,0	15,0	15,0	5,0	10,0	25,0	,0	,0	,0	,0
	Other	f	0	2	2	1	1	0	2	0	0	0	0
		%	,0	25,0	25,0	12,5	12,5	,0	25,0	,0	,0	,0	,0
English/ American literature	ELT	f	0	3	4	3	5	12	13	17	8	0	1
		%	,0	4,5	6,1	4,5	7,6	18,2	19,7	25,8	12,1	,0	1,5
	Literature	f	0	2	2	0	1	1	6	6	2	0	0
		%	,0	10,0	10,0	,0	5,0	5,0	30,0	30,0	10,0	,0	,0
	Other	f	1	0	0	0	0	1	1	3	2	0	0
		%	12,5	,0	,0	,0	,0	12,5	12,5	37,5	25,0	,0	,0
The culture of other countries	ELT	f	4	8	10	12	12	6	7	4	3	0	0
		%	6,1	12,1	15,2	18,2	18,2	9,1	10,6	6,1	4,5	,0	,0
	Literature	f	2	0	2	8	3	1	1	3	0	0	0
		%	10,0	,0	10,0	40,0	15,0	5,0	5,0	15,0	,0	,0	,0
	Other	f	2	2	1	0	1	0	1	0	1	0	0
		%	25,0	25,0	12,5	,0	12,5	,0	12,5	,0	12,5	,0	,0
Political problems	ELT	f	0	1	0	3	2	1	2	15	42	0	0
		%	,0	1,5	,0	4,5	3,0	1,5	3,0	22,7	63,6	,0	,0
	Literature	f	0	0	1	0	2	3	3	2	9	0	0
		%	,0	,0	5,0	,0	10,0	15,0	15,0	10,0	45,0	,0	,0
	Other	f	0	0	0	0	0	0	2	1	4	1	0
		%	,0	,0	,0	,0	,0	,0	25,0	12,5	50,0	12,5	,0
Experiences of other students in the class	ELT	f	5	12	10	15	6	7	4	5	2	0	0
		%	7,6	18,2	15,2	22,7	9,1	10,6	6,1	7,6	3,0	,0	,0
	Literature	f	3	3	0	3	3	3	0	4	1	0	0
		%	15,0	15,0	,0	15,0	15,0	15,0	,0	20,0	5,0	,0	,0
	Other	f	0	1	1	2	1	2	0	1	0	0	0
		%	,0	12,5	12,5	25,0	12,5	25,0	,0	12,5	,0	,0	,0
Local life and institutions	ELT	f	9	8	5	7	11	8	10	4	3	0	0
		%	13,6	12,1	7,6	10,6	16,7	12,1	15,2	6,1	4,5	,0	,0
	Literature	f	2	4	3	1	4	4	1	1	0	0	0
		%	10,0	20,0	15,0	5,0	20,0	20,0	5,0	5,0	,0	,0	,0
	Other	f	1	0	2	1	1	0	1	1	1	0	0
		%	12,5	,0	25,0	12,5	12,5	,0	12,5	12,5	12,5	,0	,0
British/ American life and institutions	ELT	f	4	6	5	4	9	10	13	10	4	1	0
		%	6,1	9,1	7,6	6,1	13,6	15,2	19,7	15,2	6,1	1,5	,0
	Literature	f	1	2	0	2	1	2	3	3	6	0	0
		%	5,0	10,0	,0	10,0	5,0	10,0	15,0	15,0	30,0	,0	,0
	Other	f	0	0	1	2	1	2	1	1	0	0	0
		%	,0	,0	12,5	25,0	12,5	25,0	12,5	12,5	,0	,0	,0

Table 42: Distribution of answers to Part A regarding the gender of participants

Part A – 1st Question													
			1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Grammar	M	f	2	2	2	3	6	1	1	4	2	2	1
		%	7,7	7,7	7,7	11,5	23,1	3,8	3,8	15,4	7,7	7,7	3,8
	F	f	12	7	6	10	7	7	5	3	7	3	1
		%	17,6	10,3	8,8	14,7	10,3	10,3	7,4	4,4	10,3	4,4	1,5
Reading	M	f	2	3	5	5	5	3	1	1	0	0	1
		%	7,7	11,5	19,2	19,2	19,2	11,5	3,8	3,8	,0	,0	3,8
	F	f	6	8	17	7	9	5	8	5	1	2	0
		%	8,8	11,8	25,0	10,3	13,2	7,4	11,8	7,4	1,5	2,9	,0
Writing	M	f	0	2	5	3	4	3	3	2	2	1	1
		%	,0	7,7	19,2	11,5	15,4	11,5	11,5	7,7	7,7	3,8	3,8
	F	f	0	2	6	6	9	13	11	7	7	5	2
		%	,0	2,9	8,8	8,8	13,2	19,1	16,2	10,3	10,3	7,4	2,9
Speaking	M	f	10	5	3	2	2	2	2	0	0	0	0
		%	38,5	19,2	11,5	7,7	7,7	7,7	7,7	,0	,0	,0	,0
	F	f	13	14	12	12	6	5	3	2	1	0	0
		%	19,1	20,6	17,6	17,6	8,8	7,4	4,4	2,9	1,5	,0	,0
Listening	M	f	3	0	2	6	3	6	2	2	2	0	0
		%	11,5	,0	7,7	23,1	11,5	23,1	7,7	7,7	7,7	,0	,0
	F	f	2	9	5	10	11	8	7	7	7	1	1
		%	2,9	13,2	7,4	14,7	16,2	11,8	10,3	10,3	10,3	1,5	1,5
Literature	M	f	0	0	0	0	1	2	3	4	4	7	5
		%	,0	,0	,0	,0	3,8	7,7	11,5	15,4	15,4	26,9	19,2
	F	f	0	0	0	0	0	2	2	2	6	15	41
		%	,0	,0	,0	,0	,0	2,9	2,9	2,9	8,8	22,1	60,3
Pronunciation	M	f	0	1	2	1	3	3	8	4	4	0	0
		%	,0	3,8	7,7	3,8	11,5	11,5	30,8	15,4	15,4	,0	,0
	F	f	1	9	8	8	8	13	10	3	7	1	0
		%	1,5	13,2	11,8	11,8	11,8	19,1	14,7	4,4	10,3	1,5	,0
Culture	M	f	1	0	1	2	1	1	3	1	5	5	6
		%	3,8	,0	3,8	7,7	3,8	3,8	11,5	3,8	19,2	19,2	23,1
	F	f	1	1	1	1	2	2	5	6	9	29	11
		%	1,5	1,5	1,5	1,5	2,9	2,9	7,4	8,8	13,2	42,6	16,2
Vocabulary	M	f	3	6	3	3	1	3	3	1	0	2	1
		%	11,5	23,1	11,5	11,5	3,8	11,5	11,5	3,8	,0	7,7	3,8
	F	f	19	9	8	3	7	9	5	6	1	0	1
		%	27,9	13,2	11,8	4,4	10,3	13,2	7,4	8,8	1,5	,0	1,5
Fluency in communication	M	f	4	3	1	0	0	2	0	6	2	7	1
		%	15,4	11,5	3,8	,0	,0	7,7	,0	23,1	7,7	26,9	3,8
	F	f	12	6	3	8	2	2	8	16	7	3	1
		%	17,6	8,8	4,4	11,8	2,9	2,9	11,8	23,5	10,3	4,4	1,5
Accuracy in communication	M	f	1	4	2	1	0	0	1	0	5	2	10
		%	3,8	15,4	7,7	3,8	,0	,0	3,8	,0	19,2	7,7	38,5
	F	f	1	5	3	3	7	2	4	12	15	9	7
		%	1,5	7,4	4,4	4,4	10,3	2,9	5,9	17,6	22,1	13,2	10,3

Table 42: Distribution of answers to Part A regarding the gender of participants (continued)

Part A – 2nd Question													
			1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
English language	M	f	14	2	3	3	3	1	0	0	0	0	0
		%	53,8	7,7	11,5	11,5	11,5	3,8	,0	,0	,0	,0	,0
	F	f	36	12	9	5	2	3	1	1	0	0	0
		%	52,9	17,6	13,2	7,4	2,9	4,4	1,1	1,5	,0	,0	,0
Facts about science and society	M	f	2	2	5	4	3	6	1	1	2	0	0
		%	7,7	7,7	19,2	15,4	11,5	23,1	3,8	3,8	7,7	,0	,0
	F	f	1	7	12	12	11	9	11	5	0	0	0
		%	1,5	10,3	17,6	17,6	16,2	13,2	16,2	7,4	,0	,0	,0
Social problems	M	f	1	7	6	4	2	4	2	0	0	0	0
		%	3,8	26,9	23,1	15,4	7,7	15,4	7,7	,0	,0	,0	,0
	F	f	5	13	11	5	9	8	10	6	1	0	0
		%	7,4	19,1	16,2	7,4	13,2	11,8	14,7	8,8	1,5	,0	,0
English/American literature	M	f	1	1	1	1	3	3	7	5	0	0	0
		%	3,8	3,8	3,8	3,8	11,5	11,5	26,9	19,2	,0	,0	,0
	F	f	0	4	5	2	3	11	13	21	1	0	1
		%	,0	5,9	7,4	2,9	4,4	16,2	19,1	30,9	1,5	,0	1,1
The culture of other countries	M	f	3	2	4	6	4	2	4	1	0	0	0
		%	11,5	7,7	15,4	23,1	15,4	7,7	15,4	3,8	,0	,0	,0
	F	f	5	8	9	14	12	5	5	6	4	0	0
		%	7,4	11,8	13,2	20,6	17,6	7,4	7,4	8,8	5,9	,0	,0
Political problems	M	f	0	1	0	0	1	3	3	9	9	0	0
		%	,0	3,8	,0	,0	3,8	11,5	11,5	34,6	34,6	,0	,0
	F	f	0	0	1	3	3	1	4	9	46	1	0
		%	,0	,0	1,5	4,4	4,4	1,5	5,9	13,2	67,6	1,5	,0
Experiences of other students in the class	M	f	3	6	2	3	3	2	0	5	2	0	0
		%	11,5	23,1	7,7	11,5	11,5	7,7	,0	19,2	7,7	,0	,0
	F	f	5	10	9	17	7	10	4	5	1	0	0
		%	7,4	14,7	13,2	25,0	10,3	14,7	5,9	7,4	1,5	,0	,0
Local life and institutions	M	f	1	4	5	0	5	3	4	2	1	1	0
		%	3,8	15,4	19,2	,0	19,2	11,5	15,4	7,7	3,8	1,1	,0
	F	f	11	8	5	9	11	9	8	4	3	0	0
		%	16,2	11,8	7,4	13,2	16,2	13,2	11,8	5,9	4,4	,0	,0
British/American life and institutions	M	f	1	2	0	5	2	2	4	3	6	1	0
		%	3,8	7,7	,0	19,2	7,7	7,7	15,4	11,5	23,1	3,8	,0
	F	f	4	6	6	3	9	12	13	11	4	0	0
		%	5,9	8,8	8,8	4,4	13,2	17,6	19,1	16,2	5,9	,0	,0

Appendix F: Chi square results of the responses to the questions of Part B

Table 43: Chi square results of the answers to Part B Question 1 regarding the gender of the individuals

		Gender								
		Male		Female		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB1	1,00	3	0,115	3	0,044	6	0,064	7,105[a]	4	,130
	2,00	15	0,577	50	0,735	65	0,691			
	3,00	1	0,038	5	0,074	6	0,064			
	4,00	4	0,154	2	0,029	6	0,064			
	5,00	3	0,115	8	0,118	11	0,117			
Total		26	1	68	1	94	1			

[$\chi^2_{(4)}$=7,105, p>.05]

Table 44: Chi square results of the answers to Part B Question 2 regarding the gender of the individuals

		Gender								
		Male		Female		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB2	1,00	6	0,231	8	0,118	14	0,149	4,724[a]	4	,317
	2,00	12	0,462	41	0,603	53	0,564			
	3,00	5	0,192	11	0,162	16	0,170			
	4,00	0	0,000	4	0,059	4	0,043			
	5,00	3	0,115	4	0,059	7	0,074			
Total		26	1	68	1	94	1			

[$\chi^2_{(4)}$=4,724, p>.05]

Table 45: Chi square results of the answers to Part B Question 4 regarding the gender of the individuals

		Gender								
		Male		Female		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB4	1,00	6	0,231	24	0,353	30	0,319	2,489[a]	5	,778
	2,00	10	0,385	17	0,250	27	0,287			
	3,00	3	0,115	11	0,162	14	0,149			
	4,00	4	0,154	10	0,147	14	0,149			
	5,00	1	0,038	2	0,029	3	0,032			
	6,00	2	0,077	4	0,059	6	0,064			
Total		26	1	68	1	94	1			

[$\chi^2_{(5)}$=2,489, p>.05]

Table 46: Chi square results of the answers to Part B Question 5 regarding the gender of the individuals

		Gender								
		Male		Female		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB5	1,00	5	0,192	6	0,088	11	0,117	2,046[a]	3	,563
	2,00	10	0,385	29	0,426	39	0,415			
	3,00	10	0,385	29	0,426	39	0,415			
	4,00	1	0,038	4	0,059	5	0,053			
Total		26	1	68	1	94	1			

[$\chi^2_{(3)}$=2,046, p>.05]

Table 47: Chi square results of the answers to Part B Question 7 regarding the gender of the individuals

		Gender								
		Male		Female		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB7	1,00	3	0,115	14	0,206	17	0,181	3,579[a]	4	,466
	2,00	12	0,462	28	0,412	40	0,426			
	3,00	3	0,115	8	0,118	11	0,117			
	4,00	7	0,269	18	0,265	25	0,266			
	5,00	1	0,038	0	0,000	1	0,011			
Total		26	1	68	1	94	1			

[$\chi^2_{(4)}$=3,579, p>.05]

Table 48: Chi square results of the answers to Part B Question 9 regarding the gender of the individuals

		Gender								
		Male		Female		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB9	1,00	13	0,500	39	0,582	52	0,559	2,333[a]	2	,312
	2,00	12	0,462	21	0,313	33	0,355			
	3,00	1	0,038	7	0,104	8	0,086			
Total		26	1	67	1	93	1			

[$\chi^2_{(2)}$=2,333, p>.05]

Table 49: Chi square results of the answers to Part B Question 10 regarding the gender of the individuals

		Gender								
		Male		Female		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB10	1,00	12	0,462	25	0,373	37	0,398	,611[a]	1	,434
	2,00	14	0,538	42	0,627	56	0,602			
Total		26	1	67	1	93	1			

[$\chi^2_{(1)}$=0,611, p>.05]

Table 50: Chi square results of the answers to Part B Question 11 regarding the gender of the individuals

		Gender								
		Male		Female		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB11	1,00	17	0,654	45	0,662	62	0,660	,920[a]	3	,821
	2,00	3	0,115	6	0,088	9	0,096			
	3,00	0	0,000	2	0,029	2	0,021			
	4,00	6	0,231	15	0,221	21	0,223			
Total		26	1	68	1	94	1			

[$\chi^2_{(3)}$=0,920, p>.05]

Table 51: Chi square results of the answers to Part B Question 1 regarding the experience of the individuals

		Experience								
		Inexperienced		Experienced		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB1	1,00	2	0,100	4	0,054	6	0,064	4,216[a]	4	,378
	2,00	15	0,750	50	0,676	65	0,691			
	3,00	1	0,050	5	0,068	6	0,064			
	4,00	2	0,100	4	0,054	6	0,064			
	5,00	0	0,000	11	0,149	11	0,117			
Total		20	1	74	1	94	1			

[$\chi^2_{(4)}$=4,216, p>.05]

Table 52: Chi square results of the answers to Part B Question 3 regarding the experience of the individuals

		Experience								
		Inexperienced		Experienced		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB3	1,00	17	0,850	66	0,892	83	0,883	,267[a]	1	,605
	2,00	3	0,150	8	0,108	11	0,117			
Total		20	1	74	1	94	1			

[$\chi^2_{(1)}$=0,267, p>.05]

Table 53: Chi square results of the answers to Part B Question 5 regarding the experience of the individuals

		Experience								
		Inexperienced		Experienced		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB5	1,00	1	0,050	10	0,135	11	0,117	2,111[a]	3	,550
	2,00	9	0,450	30	0,405	39	0,415			
	3,00	8	0,400	31	0,419	39	0,415			
	4,00	2	0,100	3	0,041	5	0,053			
Total		20	1	74	1	94	1			

[$\chi^2_{(3)}$=2,111, p>.05]

Table 54: Chi square results of the answers to Part B Question 6 regarding the experience of the individuals

		Experience								
		Inexperienced		Experienced		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB6	1,00	18	0,900	60	0,811	78	0,830	,887[a]	1	,346
	2,00	2	0,100	14	0,189	16	0,170			
Total		20	1	74	1	94	1			

[$\chi^2_{(1)}$=0,887, p>.05]

Table 55: Chi square results of the answers to Part B Question 7 regarding the experience of the individuals

		Experience								
		Inexperienced		Experienced		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB7	1,00	2	0,100	15	0,203	17	0,181	1,693[a]	4	,792
	2,00	10	0,500	30	0,405	40	0,426			
	3,00	2	0,100	9	0,122	11	0,117			
	4,00	6	0,300	19	0,257	25	0,266			
	5,00	0	0,000	1	0,014	1	0,011			
Total		20	1	74	1	94	1			

[$\chi^2_{(1)}$=1,693, p>.05]

Table 56: Chi square results of the answers to Part B Question 8 regarding the experience of the individuals

		Experience								
		Inexperienced		Experienced		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB8	1,00	12	0,600	37	0,500	49	0,521	7,066[a]	4	,132
	2,00	1	0,050	6	0,081	7	0,074			
	3,00	0	0,000	17	0,230	17	0,181			
	4,00	5	0,250	9	0,122	14	0,149			
	5,00	2	0,100	5	0,068	7	0,074			
Total		20	1	74	1	94	1			

[$\chi^2_{(4)}$=7,066, p>.05]

Table 57: Chi square results of the answers to Part B Question 10 regarding the experience of the individuals

		Experience								
		Inexperienced		Experienced		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB10	1,00	6	0,300	31	0,425	37	0,398	1,018[a]	1	,313
	2,00	14	0,700	42	0,575	56	0,602			
Total		20	1	73	1	93	1			

[$\chi^2_{(1)}$=1,018, p>.05]

Table 58: Chi square results of the answers to Part B Question 1 regarding the individuals' ages at which they started studying English

		Educational Background of Studying English								
		Early starter		Late starter		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB1	1,00	6	0,081	0	0,000	6	0,064	3,626[a]	4	,459
	2,00	49	0,662	16	0,800	65	0,691			
	3,00	5	0,068	1	0,050	6	0,064			
	4,00	4	0,054	2	0,100	6	0,064			
	5,00	10	0,135	1	0,050	11	0,117			
Total		74	1	20	1	94	1			

[$\chi^2_{(4)}$=3,626, p>.05]

Table 59: Chi square results of the answers to Part B Question 2 regarding the individuals' ages at which they started studying English

		Educational Background of Studying English								
		Early starter		Late starter		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB2	1,00	13	0,176	1	0,050	14	0,149	4,240 [a]	4	,375
	2,00	40	0,541	13	0,650	53	0,564			
	3,00	13	0,176	3	0,150	16	0,170			
	4,00	2	0,027	2	0,100	4	0,043			
	5,00	6	0,081	1	0,050	7	0,074			
Total		74	1	20	1	94	1			

[$\chi^2_{(4)}$=4,240, p>.05]

Table 60: Chi square results of the answers to Part B Question 3 regarding the individuals' ages at which they started studying English

		Educational Background of Studying English								
		Early starter		Late starter		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB3	1,00	64	0,865	19	0,950	83	0,883	1,104 [a]	1	,293
	2,00	10	0,135	1	0,050	11	0,117			
Total		74	1	20	1	94	1			

[$\chi^2_{(1)}$=1,104, p>.05]

Table 61: Chi square results of the answers to Part B Question 4 regarding the individuals' ages at which they started studying English

		Educational Background of Studying English								
		Early starter		Late starter		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB4	1,00	24	0,324	6	0,300	30	0,319	2,923[a]	5	,712
	2,00	23	0,311	4	0,200	27	0,287			
	3,00	10	0,135	4	0,200	14	0,149			
	4,00	10	0,135	4	0,200	14	0,149			
	5,00	3	0,041	0	0,000	3	0,032			
	6,00	4	0,054	2	0,100	6	0,064			
Total		74	1	20	1	94	1			

[$\chi^2_{(5)}$=2,923, p>.05]

Table 62: Chi square results of the answers to Part B Question 5 regarding the individuals' ages at which they started studying English

		Educational Background of Studying English								
		Early starter		Late starter		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB5	1,00	11	0,149	0	0,000	11	0,117	4,477[a]	3	,214
	2,00	31	0,419	8	0,400	39	0,415			
	3,00	29	0,392	10	0,500	39	0,415			
	4,00	3	0,041	2	0,100	5	0,053			
Total		74	1	20	1	94	1			

[$\chi^2_{(3)}$=4,477, p>.05]

Table 63: Chi square results of the answers to Part B Question 8 regarding the individuals' ages at which they started studying English

		Educational Background of Studying English								
		Early starter		Late starter		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB8	1,00	39	0,527	10	0,500	49	0,521	1,027[a]	4	,906
	2,00	6	0,081	1	0,050	7	0,074			
	3,00	14	0,189	3	0,150	17	0,181			
	4,00	10	0,135	4	0,200	14	0,149			
	5,00	5	0,068	2	0,100	7	0,074			
Total		74	1	20	1	94	1			

[$\chi^2_{(4)}$=1,027, p>.05]

Table 64: Chi square results of the answers to Part B Question 9 regarding the individuals' ages at which they started studying English

		Educational Background of Studying English								
		Early starter		Late starter		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB9	1,00	43	0,589	9	0,450	52	0,559	1,251[a]	2	,535
	2,00	24	0,329	9	0,450	33	0,355			
	3,00	6	0,082	2	0,100	8	0,086			
Total		73	1	20	1	93	1			

[$\chi^2_{(2)}$=1,251, p>.05]

Table 65: Chi square results of the answers to Part B Question 10 regarding the individuals' ages at which they started studying English

		Educational Background of Studying English								
		Early starter		Late starter		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB10	1,00	31	0,425	6	0,300	37	0,398	1,018[a]	1	,313
	2,00	42	0,575	14	0,700	56	0,602			
Total		73	1	20	1	93	1			

[$\chi^2_{(1)}$=1,018, p>.05]

Table 66: Chi square results of the answers to Part B Question 11 regarding the individuals' ages at which they started studying English

		Educational Background of Studying English								
		Early starter		Late starter		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB11	1,00	47	0,635	15	0,750	62	0,660	3,368[a]	3	,338
	2,00	9	0,122	0	0,000	9	0,096			
	3,00	2	0,027	0	0,000	2	0,021			
	4,00	16	0,216	5	0,250	21	0,223			
Total		74	1	20	1	94	1			

[$\chi^2_{(3)}$=3,368, p>.05]

Table 67: Chi square results of the answers to Part B Question 1 regarding the sojourns abroad of the individuals

		Sojourn Abroad								
		Yes		No		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB1	1,00	2	0,065	4	0,063	6	0,064	8,076[a]	4	,089
	2,00	19	0,613	46	0,730	65	0,691			
	3,00	1	0,032	5	0,079	6	0,064			
	4,00	5	0,161	1	0,016	6	0,064			
	5,00	4	0,129	7	0,111	11	0,117			
Total		31	1	63	1	94	1			

[$\chi^2_{(4)}$=8,076, p>.05]

Table 68: Chi square results of the answers to Part B Question 2 regarding sojourns abroad of the individuals

		Sojourns abroad								
		Yes		No		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB2	1,00	4	0,129	10	0,159	14	0,149	5,043[a]	4	,283
	2,00	19	0,613	34	0,540	53	0,564			
	3,00	3	0,097	13	0,206	16	0,170			
	4,00	3	0,097	1	0,016	4	0,043			
	5,00	2	0,065	5	0,079	7	0,074			
Total		31	1	63	1	94	1			

[$\chi^2_{(4)}$=5,043, p>.05]

Table 69: Chi square results of the answers to Part B Question 3 regarding sojourns abroad of the individuals

		Sojourns abroad								
		Yes		No		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB3	1,00	30	0,968	53	0,841	83	0,883	3,216[a]	1	,073
	2,00	1	0,032	10	0,159	11	0,117			
Total		31	1	63	1	94	1			

[$\chi^2_{(1)}$=3,216, p>.05]

Table 70: Chi square results of the answers to Part B Question 4 regarding sojourns abroad of the individuals

		Sojourns abroad								
		Yes		No		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB4	1,00	11	0,355	19	0,302	30	0,319	2,108[a]	5	,834
	2,00	8	0,258	19	0,302	27	0,287			
	3,00	4	0,129	10	0,159	14	0,149			
	4,00	4	0,129	10	0,159	14	0,149			
	5,00	2	0,065	1	0,016	3	0,032			
	6,00	2	0,065	4	0,063	6	0,064			
Total		31	1	63	1	94	1			

[$\chi^2_{(5)}$=2,108, p>.05]

Table 71: Chi square results of the answers to Part B Question 5 regarding sojourns abroad of the individuals

		Sojourns abroad								
		Yes		No		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB5	1,00	4	0,129	7	0,111	11	0,117	1,881[a]	3	,597
	2,00	12	0,387	27	0,429	39	0,415			
	3,00	12	0,387	27	0,429	39	0,415			
	4,00	3	0,097	2	0,032	5	0,053			
Total		31	1	63	1	94	1			

[$\chi^2_{(3)}$=4,881, p>.05]

Table 72: Chi square results of the answers to Part B Question 6 regarding sojourns abroad of the individuals

		Sojourns abroad								
		Yes		No		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB6	1,00	25	0,806	53	0,841	78	0,830	,178[a]	1	,673
	2,00	6	0,194	10	0,159	16	0,170			
Total		31	1	63	1	94	1			

[$\chi^2_{(1)}$=0,178, p>.05]

Table 73: Chi square results of the answers to Part B Question 7 regarding sojourns abroad of the individuals

		Sojourns abroad								
		Yes		No		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB7	1,00	6	0,194	11	0,175	17	0,181	,854[a]	4	,931
	2,00	12	0,387	28	0,444	40	0,426			
	3,00	4	0,129	7	0,111	11	0,117			
	4,00	9	0,290	16	0,254	25	0,266			
	5,00	0	0,000	1	0,016	1	0,011			
Total		31	1	63	1	94	1			

[$\chi^2_{(4)}$=0,854, p>.05]

Table 74: Chi square results of the answers to Part B Question 8 regarding sojourns abroad of the individuals

		Sojourns abroad								
		Yes		No		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB8	1,00	15	0,484	34	0,540	49	0,521	1,895[a]	4	,755
	2,00	2	0,065	5	0,079	7	0,074			
	3,00	8	0,258	9	0,143	17	0,181			
	4,00	4	0,129	10	0,159	14	0,149			
	5,00	2	0,065	5	0,079	7	0,074			
Total		31	1	63	1	94	1			

[$\chi^2_{(4)}$=1,895, p>.05]

Table 75: Chi square results of the answers to Part B Question 9 regarding sojourns abroad of the individuals

		Sojourns abroad								
		Yes		No		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB9	1,00	17	0,548	35	0,565	52	0,559	1,146[a]	2	,564
	2,00	10	0,323	23	0,371	33	0,355			
	3,00	4	0,129	4	0,065	8	0,086			
Total		31	1	62	1	93	1			

[$\chi^2_{(2)}$=1,146, p>.05]

Table 76: Chi square results of the answers to Part B Question 10 regarding sojourns abroad of the individuals

		Sojourns abroad								
		Yes		No		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB10	1,00	15	0,484	22	0,355	37	0,398	1,436[a]	1	,231
	2,00	16	0,516	40	0,645	56	0,602			
Total		31	1	62	1	93	1			

[$\chi^2_{(1)}$=1,436, p>.05]

Table 77: Chi square results of the answers to Part B Question 11 regarding sojourns abroad of the individuals

		Sojourns abroad								
		Yes		No		Total				
		f	%	f	%	f	%	χ^2	sd	p
PB11	1,00	19	0,613	43	0,683	62	0,660	7,092[a]	3	,069
	2,00	1	0,032	8	0,127	9	0,096			
	3,00	2	0,065	0	0,000	2	0,021			
	4,00	9	0,290	12	0,190	21	0,223			
Total		31	1	63	1	94	1			

[$\chi^2_{(3)}$=7,092, p>.05]

Table 78: Chi square results of the answers to Part B Question 2 regarding higher education background of the participants

		Type of Faculty										
		ELT		Literature		Other		Total				
		f	%	f	%	f	%	f	%	χ^2	sd	p
PB2	1,00	13	0,197	1	0,050	0	0,000	14	0,149	9,948[a]	8	,269
	2,00	38	0,576	9	0,450	6	0,750	53	0,564			
	3,00	9	0,136	6	0,300	1	0,125	16	0,170			
	4,00	3	0,045	1	0,050	0	0,000	4	0,043			
	5,00	3	0,045	3	0,150	1	0,125	7	0,074			
Total		66	1	20	1	8	1	94	1			

[$\chi^2_{(8)}$=9,948, p>.05]

Table 79: Chi square results of the answers to Part B Question 3 regarding higher education background of the individuals

		Type of Faculty										
		ELT		Literature		Other		Total				
		f	%	f	%	f	%	f	%	χ^2	sd	p
PB3	1,00	59	0,894	17	0,850	7	0,875	83	0,883	,292[a]	2	,864
	2,00	7	0,106	3	0,150	1	0,125	11	0,117			
Total		66	1	20	1	8	1	94	1			

[$\chi^2_{(2)}$=0,292, p>.05]

Table 80: Chi square results of the answers to Part B Question 4 regarding higher education background of the individuals

		Type of Faculty										
		ELT		Literature		Other		Total				
		f	%	f	%	f	%	f	%	χ^2	sd	p
PB4	1,00	22	0,333	6	0,300	2	0,250	30	0,319	6,543[a]	10	,768
	2,00	17	0,258	8	0,400	2	0,250	27	0,287			
	3,00	11	0,167	1	0,050	2	0,250	14	0,149			
	4,00	8	0,121	4	0,200	2	0,250	14	0,149			
	5,00	3	0,045	0	0,000	0	0,000	3	0,032			
	6,00	5	0,076	1	0,050	0	0,000	6	0,064			
Total		66	1	20	1	8	1	94	1			

[$\chi^2_{(10)}$=6,543, p>.05]

Table 81: Chi square results of the answers to Part B Question 5 regarding higher education background of the individuals

		Type of Faculty										
		ELT		Literature		Other		Total				
		f	%	f	%	f	%	f	%	χ^2	sd	p
PB5	1,00	8	0,121	3	0,150	0	0,000	11	0,117	8,401[a]	6	,210
	2,00	28	0,424	10	0,500	1	0,125	39	0,415			
	3,00	26	0,394	6	0,300	7	0,875	39	0,415			
	4,00	4	0,061	1	0,050	0	0,000	5	0,053			
Total		66	1	20	1	8	1	94	1			

[$\chi^2_{(6)}$=8,401, p>.05]

Table 82: Chi square results of the answers to Part B Question 7 regarding higher education background of the individuals

		Type of Faculty										
		ELT		Literature		Other		Total				
		f	%	f	%	f	%	f	%	χ^2	sd	p
PB7	1,00	13	0,197	3	0,150	1	0,125	17	0,181	6,988[a]	8	,538
	2,00	27	0,409	8	0,400	5	0,625	40	0,426			
	3,00	9	0,136	1	0,050	1	0,125	11	0,117			
	4,00	17	0,258	7	0,350	1	0,125	25	0,266			
	5,00	0	0,000	1	0,050	0	0,000	1	0,011			
Total		66	1	20	1	8	1	94	1			

[$\chi^2_{(8)}$=6,988, p>.05]

Table 83: Chi square results of the answers to Part B Question 8 regarding higher education background of the individuals

		Type of Faculty										
		ELT		Literature		Other		Total				
		f	%	f	%	f	%	f	%	χ^2	sd	p
PB8	1,00	36	0,545	11	0,550	2	0,250	49	0,521	8,001[a]	8	,433
	2,00	4	0,061	3	0,150	0	0,000	7	0,074			
	3,00	11	0,167	3	0,150	3	0,375	17	0,181			
	4,00	11	0,167	1	0,050	2	0,250	14	0,149			
	5,00	4	0,061	2	0,100	1	0,125	7	0,074			
Total		66	1	20	1	8	1	94	1			

[$\chi^2_{(8)}$=8,001, p>.05]

Table 84: Chi square results of the answers to Part B Question 9 regarding higher education background of the individuals

		Type of Faculty										
		ELT		Literature		Other		Total				
		f	%	f	%	f	%	f	%	χ^2	sd	p
PB9	1,00	40	0,615	10	0,500	2	0,250	52	0,559	5,205[a]	4	,267
	2,00	19	0,292	9	0,450	5	0,625	33	0,355			
	3,00	6	0,092	1	0,050	1	0,125	8	0,086			
Total		65	1	20	1	8	1	93	1			

[$\chi^2_{(4)}$=5,205, p>.05]

Table 85: Chi square results of the answers to Part B Question 10 regarding higher education background of the individuals

		Type of Faculty										
		ELT		Literature		Other		Total				
		f	%	f	%	f	%	f	%	χ^2	sd	p
PB10	1,00	26	0,400	6	0,300	5	0,625	37	0,398	2,524[a]	2	,283
	2,00	39	0,600	14	0,700	3	0,375	56	0,602			
Total		65	1	20	1	8	1	93	1			

[$\chi^2_{(2)}$=2,524, p>.05]

Table 86: Chi square results of the answers to Part B Question 11 regarding higher education background of the individuals

		Type of Faculty										
		ELT		Literature		Other		Total				
		f	%	f	%	f	%	f	%	χ^2	sd	p
PB11	1,00	41	0,621	15	0,750	6	0,750	62	0,660	3,821[a]	6	,701
	2,00	8	0,121	1	0,050	0	0,000	9	0,096			
	3,00	1	0,015	1	0,050	0	0,000	2	0,021			
	4,00	16	0,242	3	0,150	2	0,250	21	0,223			
Total		66	1	20	1	8	1	94	1			

[$\chi^2_{(6)}$=3,821, p>.05]