

**REPUBLIC OF TURKIYE
ABANT İZZET BAYSAL UNIVERSITY
INSTITUTE OF EDUCATION SCIENCES**

**AN EXPERIMENTAL STUDY: EFFECTS OF CULTURAL
INSTRUCTION ON STUDENTS' MOTIVATION AND LINGUISTIC
COMPETENCE**

FULYA KURTULUŞ

November, 2011

**REPUBLIC OF TURKIYE
ABANT İZZET BAYSAL UNIVERSITY
INSTITUTE OF EDUCATION SCIENCES
ENGLISH LANGUAGE TEACHING PROGRAM**

**AN EXPERIMENTAL STUDY: EFFECTS OF CULTURAL
INSTRUCTION ON STUDENTS' MOTIVATION AND LINGUISTIC
COMPETENCE**

Master of Arts Thesis

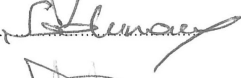
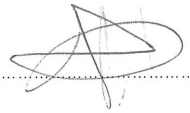
By Fulya KURTULUŞ

Advisor: Asst. Prof. Dr. Kadir Vefa TEZEL

Bolu-2011

ABANT İZZET BAYSAL ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE

Fulya Kurtuluş'a ait “**An Experimental Study: Effects of Cultural Instruction on Students' Motivation and Linguistic Competence**” adlı çalışma jürimiz tarafından Yabancı Diller Eğitimi Ana Bilim Dalı'nda **YÜKSEK LİSANS TEZİ** olarak kabul edilmiştir.

Akademik Unvan,	Adı ve Soyadı	İmza
Üye (Tez Danışmanı):	Yrd. Doç. Dr. Kadir Vefa TEZEL	
Üye	: Doç. Dr. Şaduman KAPUSUZOĞLU	
Üye	: Yrd. Doç. Dr. İbrahim And UYANIK	

Eğitim Bilimleri Enstitüsü Onayı

Prof. Dr. Soner DURMUŞ
Eğitim Bilimleri Enstitüsü Müdürü

Abstract

In recent years, many foreign language teachers and educators became aware of the importance of teaching the culture of the target language. The importance of gaining communicative competence and maintaining intercultural interaction has fostered the importance of integrating cultural elements into language instruction.

In this study, two aspects of culture teaching are studied. One is the motivation of students toward learning target culture, and the second one is the effects of cultural instruction on students' linguistic abilities: speaking, use of English and vocabulary and reading. In order to achieve these two goals, a four -week cultural syllabus was designed, and while the experimental group received cultural instruction, no cultural instruction was given to the control group. During culture classes, culture lessons and culture and the four skills integrated lesson were covered. Culture pre- post test and the results of use of English (grammar) and vocabulary, reading, and speaking tests were calculated in the SPSS 17.0 statistics program.

The results of the four culture post-tests revealed that the experimental group scored higher than the control group. That showed that students in the experimental group were highly motivated towards learning target cultures. On the other hand, the results of the exit exam revealed that the scores of the experimental group students were statistically higher than the results of the control group in speaking test. That showed that integration of cultural elements into the existing curriculum helped students improve their communicative abilities.

This study also shed a light on the question of how to and what to integrate into language classes as 'culture'. Some ideas and materials are presented for the teachers who are interested in integrating target culture into EFL classes.

Key words: culture teaching, target culture, linguistic competence, EFL.

Özet

Son yıllarda yabancı dil öğretmenleri ve eğitimci hedef dilin kültürünü öğretmenin önemini kavramışlardır. İletişim becerileri edinme ve uluslararası iletişimi sağlayabilmenin önemi, dil derslerine kültürel öğeleri de dahil etmenin önemini arttırmıştır.

Bu çalışmada değişik açılardan kültür eğitimi incelenmiştir. Bunlardan ilki öğrencilerin hedef kültürü öğrenmeye karşı hevesleri, bir diğeri ise kültür eğitimin öğrencilerin konuşma, İngilizce kullanımı ve kelime ve okuma gibi dil becerilerinin gelişmesine olan etkisidir. Bu iki amacı elde edebilmek için dört haftalık bir kültür programı hazırlanmış ve çalışma için seçilen deney grubuna bu program uygulanırken kontrol grubu var olan programı kullanmıştır. Kültür dersleri içinde kültürel konular ile kültür ve dört dil becerisinin birleştirildiği dersler dahil edilmiştir. Kültür ön ve son testleriyle, dil kullanımı (dilbilgisi), kelime, yazma ve konuşma sınavlarının sonuçları SPSS 17.0 programı kullanılarak değerlendirilmiştir.

Dört kültür son testinin sonuçları deney grubunun kontrol grubuna göre daha yüksek puanlar aldıklarını ortaya koymuştur. Bu da deney grubundaki öğrencilerin kontrol grubundaki öğrencilere göre hedef kültürleri öğrenmeye çok daha hevesli olduklarını göstermiştir. Öte yandan, kur bitirme sınavı sonuçları deney grubu öğrencilerinin kontrol grubu öğrencilerine göre konuşma sınavında istatistiksel olarak daha başarılı olduklarını ortaya çıkarmıştır. Bu da var olan programa eklenen kültürel öğelerin öğrencilerin iletişimsel becerilerinin gelişmesine katkı sağladığını göstermiştir.

Bu çalışma aynı zamanda dil derslerine ‘kültür’ olarak neyi, nasıl dahil edebiliriz sorularına da ışık tutmaktadır. Kültürü yabancı dil derslerine dahil etmek isteyen öğretmenler için bazı fikirler ve materyaller de sunulmuştur.

Anahtar kelimeler: kültür eğitimi, hedef kültür, dilbilimsel yeterlik, yabancı dil olarak İngilizce.

To my parents, for teaching me the value of education and for their great love,
motivation and support.

To my fiancé Abdullah Arslan, who has been a great source of inspiration.

To all the teachers who dedicate their lives to their students and education.

ACKNOWLEDGMENT

Special thanks are expressed to the members of my thesis committee, Assoc. Prof. Dr. Şaduman KAPUSUZOĞLU and Asst. Prof. Dr. İbrahim And UYANIK for their time and efforts on my behalf.

My gratitude is for my supervisor Asst. Prof. Kadir Vefa TEZEL, whose advice and ideas helped develop this thesis into a useable document for language teachers. The preparation of this important document would not have been possible without the support, hard work and efforts of him.

Also I wish to express my gratitude to lecturer Ahmet SAPANCI, for his great help reading the results of the tests. His support and contributions are gratefully acknowledged.

I am deeply indebted to my colleagues, for their help, stimulating suggestions and encouragements. I want to express special thanks to my companions Esra KARAKOÇ, Gülay KARABULUT, and Nazan Müge UYSAL on the way of writing this thesis.

Also my fiancé Abdullah ARSLAN was of great help in difficult times during preparation of this thesis.

To my parents Şengül, Mustafa KURTULUŞ, and my sister Pınar KURTULUŞ, I extend extra special thanks for motivating, encouraging and loving me any time not only during preparation of this thesis, but also during all my life.

Yüksek lisans tezi olarak sunduğum, “**An Experimental Study: Effects of Cultural Instruction on Students’ Motivation and Linguistic Competence**” başlıklı çalışmanın yazılmasında, bilimsel ve etik kurallara uyulduğunu, başkalarının eserlerinden yararlanılması durumunda atıfta bulunulduğunu, kullanılan verilerde herhangi bir tahrifat yapılmadığını, tezin tamamının ya da bir kısmının bu üniversitede veya başka bir üniversitede bir tez çalışması olarak sunulmadığını beyan ederim.

.../.../2011

Fulya KURTULUŞ

Abbreviations

TC : Target Culture

C1 : First Culture (native culture)

C2 : Second Culture (foreign/target culture)

EFL : English as a Foreign Language

ESL : English as Second Language

L1 : First Language

L2 : Second Language

ELP : English Language Portfolio

CEFR : Common European Framework of Reference for Languages

TABLE OF CONTENTS

ABSTRACT	iii
ÖZET	iv
DEDICATION	v
ACKNOWLEDGMENT	vi
ABBREVIATIONS	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xii

CHAPTER I

1-Introduction	1
1.1. Statement of the Problem	2
1.2. Purpose of the Study	3
1.3. Research Questions	4
1.4. The Inclusion of the British and American Cultures	4
1.5. Definitions of the Terms	5

CHAPTER II

2- Theoretical Framework and Related Literature	7
2.1. Definitions of Culture	7
2.2. Dimensions of Culture	9
2.3. Relationship Between Language and Culture	10
2.4. The History of Teaching Culture	12
2.5. The Place of English in Türkiye	17
2.5.1. A short history of language teaching in Türkiye	17
2.6. The Current English Language Curriculum in Türkiye	20
2.7. The Need for Culture Teaching	24
2.8. Cultural Relativity	26

2.9. Five Views of Culture	27
2.10. Ways of Teaching Culture	29
2.11. Principles for Culture Teaching	30
2.12. The Most Common Approaches to Teaching Culture	32
2.12.1. Risager's four approaches to teaching culture	33
2.12.2. Other approaches to teaching culture	34
2.13. The Techniques for Teaching Culture	36
2.14. Teaching the Four Skills and Culture	42
2.15. Defining a Cultural Content	46
2.16. Related Studies	48
2.16.1. Studies conducted abroad	48
2.16.2. Studies conducted in Turkiye	52

CHAPTER III

3-Methodology	57
3.1. Research Design	57
3.2. Design of the Cultural Syllabus	60
3.3. Data Collection	62

CHAPTER IV

4-Findings and Results	64
4.1. Analysis of the Data from the Exit Exam of B2 Level	64
4.2. Analysis of the Data from the Culture Pre-tests	66
4.3. Analysis of the Data from the Culture Post-tests.....	68

CHAPTER V

5- Discussions	71
5.1. Limitations of the Study	73
5.2. Suggestions for Further Research	74
5.3. Suggestions for the Administrators and National Education Commission	74
5.4. Implications for the Teachers	75
5.5. Researcher's Suggestion of Topics in Culture Lessons	75

5.5.1. Statue of liberty	76
5.5.2. Christmas in the USA	76
5.5.3. UK or England?	76
5.5.4. Thanksgiving	77
5.5.5. UK and USA flags	77
5.5.6. Places to see in England and the USA	78
5.5.7. Story of America	78
5.5.8. British and American way of life	78
5.5.9. American and British Celebrations	79
5.5.10. Common Celebrations in the UK and the USA	79
5.5.11. British pubs	80
5.5.12. Food and food customs of Americans and the British	80
5.5.13. American and British characteristics	80
REFERENCES	82
APPENDICES	90
CURRICULUM VITAE	105

LIST OF TABLES

Table 1: T-test Results of the ‘Use of English and Vocabulary’ Test	64
Table 2: T test Results of the ‘Vocabulary’ Test	65
Table 3: T-test Results of the ‘Speaking’ Test	65
Table 4: T- test Results of the ‘Final grades’	65
Table 5: T-test Results of the First Culture Pre-test	66
Table 6: T-test Results of the Second Culture Pre-test	67
Table 7: T-test Results of the Third Culture Pre-test	67
Table 8: T-test Results of the Fourth Culture Pre-test	68
Table 9: T-test Results of the First Post- test	68
Table 10: T-test Results of the Second Post- test	69
Table 11: T-test Results of the Third Post- test	69
Table 12: T-test Results of the First Post- test	70

CHAPTER I

1. Introduction

For many years foreign language educators have expressed their concerns about students' lack of cross-cultural communicative competence. (Byram, 2003; Jiang, 2000; Kramsch, 1998; Lange, 1998; Seelye, 1993; Sercu, 2006 Sowden, 2007; Thanasoulas, 2001). As Lee (1997) states the ignorance of target language culture is found not only in students but in teachers as well. The change in foreign language education from teaching of grammar to the development of oral skills has not incorporated the cultural elements of language learning. Although language teachers have realized the crucial role of integrating culture in the language learning process teachers don't have enough time to cover both linguistic and cultural information in language classes. Seelye (1997) points out that learning a language in isolation of its cultural roots prevents people from integrating into society and socializing in that culture. Similarly, Lee (1997) states that if the ultimate goal of foreign language acquisition is genuine interaction with different cultures, then cultural competence is a must of foreign language learning. For sure, one of the primary reasons for learning a language is to communicate with the people using it. As stated, using the language grammatically correctly is not enough. Only in the context of culture, the grammar and words acquire value and meaning. However, what all foreign language teachers do is focus on grammar and words, and they do not explain the cultural meaning, the meaning which is not understood. (Heusinkveld, 1997)

One other goal of language teaching is to provide students with the necessary conversation skills and motivation to continue their language and cultural education. Learner motivation has been regarded as one of the prominent learner characteristics influencing second language acquisition (Larsen, Freeman and Long, 1991). In social-

cognitive theory, motivation is described in terms of the value that learners attach on the task, their expectations in performing the task, and the extent to which they attribute responsibility for learning the internal rather than external sources (Bandura, 1986). From this point of view, if learners appreciate the task, they will perform better in learning process. O' Malley and Uhl Chamot (1993) state that when individuals value the learning task, have a reasonable expectation of success, and attribute learning to their own efforts, they will tend to apply more effort into learning and persist in learning over a long period of time.

1.1. Statement of the Problem:

The communicative competence model of Canale and Swain (1980) is based on the understanding of the relationship between language and culture. Linguistic, discourse, sociolinguistic, and strategic competence each incorporates facets of culture, and the development of these competences is intertwined with the development of cultural awareness. The idea is emphasized in the American National Standards for Foreign Language Education Project (1999) as below:

"The exquisite connection between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both" (1999: 47). To this respect communicating with language means more than using the four language skills; it also entails understanding culture well enough to communicate with speakers from a different background.

In other words, in order to be communicatively competent, students need to be engaged in not only linguistic elements but also the cultural elements of the target language. Looking from this point of view Turkish students lack understanding cultural elements, which results from lack of cultural instruction in their language learning environment. Although there are references to cultural instruction in the English Language Curriculum of both Primary (2006) and High School (2008) Education, in Türkiye students who register universities' English preparatory schools, have difficulty

making connections between language and cultural meanings in the language they learn in addition to its literal meaning. Thus, despite having reached an intermediate or higher level of proficiency, Turkish language learners fail to convey and comprehend the messages correctly at times. The problem stems largely from the fact that although students are interested in British and American cultures, they are not familiar with the target cultures, and they have difficulty in understanding the messages hidden behind cultural points or connotations in movies, songs, videos, series, books, and other media which are rooted in the British or American cultures. Or, they cannot express their thoughts and feelings in a culturally accepted way. Based on this diagnosis, the researcher decided to conduct a study by integrating instruction that cooperates essential cultural elements of the British and American cultures into the existing curriculum in order to explore if such an emphasis on culture would lead to a greater desire and higher motivation among the students towards learning English. Thus, the study aims to explore to what extent cultural instruction would impact the learning of students and their grades. The ultimate expectation was that via the integration of culture in the lessons, students would have a better understanding of the culturally embedded meaning in the movies, TV series, songs, videos, books, or other media. By this way the researcher aimed not only to provide the students with a necessary amount of cultural knowledge but also to increase their motivation and desire which could lead the learners to have a higher level of proficiency in English, as well as become more competent in communication.

1.2. Purpose of the study

There are studies on teaching target culture in Türkiye such as Tunçel (1988) Yılmaz (2006), Korkmaz (2009). However, there is no study on teaching culture in English preparatory schools of universities and its effects on students' motivation and proficiency levels. Therefore, this study aimed to

- assess the results of culture instruction on university preparatory schools students' understanding of the target language culture, by using a culture pre-test and post-test,

- assess the results of culture instruction on students' performance in the "Use of English and Vocabulary", "Reading", and "Speaking" sections of the exit exam administered at the end of the instruction, and

- provide instructors who may be interested in incorporating culture in their classes to enhance student learning with sample materials and lesson plans.

1.3. Research Questions

1. Effects of culture instruction on students' culture post-tests which reflect students' knowledge of target culture after culture instruction.

- Do the experimental group students score higher than the control group students in each of the four culture post-tests?

2. Effects of culture instruction on students' improvement of proficiency

- To what extent the language skills of the experimental group improved more than those of the control group?

- Do the experimental group students score higher than the control group in Use of English- Vocabulary test?

- Do the experimental group students score higher than the control group in Reading-Writing test?

- Do the experimental group students score higher than the control group in Speaking test?

3. Effects of cultural instruction on students' final grades which indicate if the students pass or fail the B2 level?

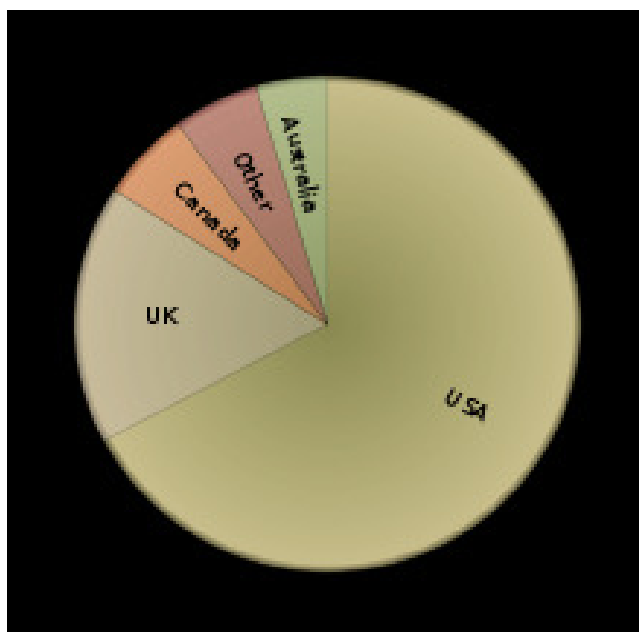
- Is the experimental group more successful than the control group in terms of final grades?

1.4. The Inclusion of the British and American Cultures

When one looks at the population of countries that speak English as a native language, the USA gets the first place with the population of 251,388,301 people. UK

follows it with a population of 59,600,000 native speakers. A dramatic fall is observed in Canada with 25,246,220 people and with 17,357,833 people in Australia.

Chart 1-1. People natively speaking English



http://www.nationmaster.com/graph/lan_eng_pop_tot-language-english-speaking-population-total

Besides the population of native speakers of English, Yılmaz study (2006: 62) indicates that Turkish students prefer British culture to be included in text books in the first place. American culture comes in second. Considering the interests of university students towards popular cultures of mainly the UK and the USA, and regarding British culture as the basis for English, the researcher designed her lessons mainly on the British and American cultures.

1.5. Definitions of the terms

Big ‘C’ Culture: Big C culture refers to the visible elements of culture. Some visible forms of culture include holidays, art, popular culture, literature, and food. When learning about a new culture, the big ‘C’ cultural elements would be discovered first; they are the most overt forms of culture (Peterson, 2004).

Little “c” Culture: Little c culture refers to more invisible type of culture associated with a region, group of people, language, etc. (<http://www.education.ualberta.ca/syaff/olenka.Bilash%20of%20bilash/culture.html>) In that regard, little ‘c’ culture includes communication styles, verbal and non-verbal language symbols, cultural norms (what is proper and improper in social interactions), how to behave, myths and legends, etc.) (Tomalin and Stempleski, 1993).

CHAPTER II

2. Theoretical Framework and Related Literature

2.1. Definitions of Culture

Since culture is a broad concept concerning the life styles, habits, traditions, religions, communication ways of a particular society, it is very difficult to define it comprehensively. Hinkel (1999: 1) emphasizes its complexity by stating that there are “as many definitions of culture as there are fields of inquiry into human societies, groups, systems, behaviors and activities”.

In its broadest meaning, Tylor (1871) mentioned that culture is "that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society". More specifically, Hofstede (1984: 51) defines culture as “the collective programming of the mind which distinguishes the members of one category of people from another." By this definition Hofstede points out that culture is not only a concept that discriminates humans from animal world, but also members of one category of people from another.

Lado (1986:52) defines culture as ‘ways of people’ and on a similar footing Brown (2000: 176) states that “culture is ‘a way of life’ by including the ideas, customs, skills, art and tools that characterize a given group of people in a given period of time.”

Apart from being ‘a way of life’ culture is also characterized as a ‘learned’ human behavior. In this respect, “culture is defined at BusinessDictionary. com as below:

(Culture is) a social heritage of a group. It is a pattern of responses discovered, developed or invented during the group's history of handling problems which arise from interactions among its members, and between them and their environment. These responses are considered the correct way to perceive, feel, think, and act and are passed on to the new members through immersion and teaching.

From this point of view culture defines the acceptable ways of feeling, thinking and acting in a society and people gain the knowledge of culture through immersion and teaching. Bates and Plog (1990: 7) similarly defines culture as the system of shared beliefs, values, customs, behaviors, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning. This definition also remarks that culture is passed from generation to generation by means of learning. Damen (1987: 367) provides a similar definition of culture as "learned and shared human patterns or models for living; day-to-day living patterns." For Linton, (1945: 32) "A culture is a configuration of learned behaviors and results of behavior whose component elements are shared and transmitted by the members of a particular society". Likewise, Parson, T. (1949: 8) points out that "Culture...consists in those patterns relative to behavior and the products of human action which may be inherited, that is, passed on from generation to generation independently of the biological genes", In his definition Parson emphasizes that people in one particular society acquire the cultural norms from their parents, not by a genetic transmission but by learning. CARLA's (Center for Advanced Research on Language Acquisition at University of Minnesota) definition similarly highlights that culture is a 'learned' subject:

For the purposes of the Intercultural Studies Project, culture is defined as the shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization. These shared patterns identify the members of a culture group while also distinguishing those of another group.

So far the efforts of some educators, anthropologists and researchers' views on

defining culture have been stated. In brief, culture is peculiar to a specific society and its norms are transmitted from generation to generation by learning. From this standpoint, the researcher focused on learning and teaching of culture of the target language in this thesis.

Upon defining it, researchers created new ideas on culture and its facets. Some of the most accepted ones are mentioned below:

2.2. Dimensions of Culture

Tomalin and Stempleski's (1993: 6) approach to culture is very practical and useful for teaching purposes. They divide elements of culture into the big 'C' elements, which forms the "achievement culture"; little 'c' elements, which forms the "behavior culture". The big "C" elements consist of history, geography, institutions, literature, art and music, and the way of life. The little "c" elements consist of beliefs, perceptions and cultural behavior. In other words, the culture which focuses on the high arts of theater, painting, music, or a superior upbringing is referred to as big 'C' culture while little 'c' culture includes the routine aspects of life, for instance, how common people greet one another, what they wear, what they eat, and their daily habits. Williams (1958) noted that "We use the word 'culture' in these two senses: to mean a whole way of life – the common meanings; to mean the arts and learning – the special processes of discovery and creative effort" These two dimensions of culture are also referred to in the UNESCO Mexico City Declaration on Cultural Policies, 1982; the importance of little 'c' culture is underscored in that document as well:

In its broadest sense, culture today can be viewed as a set of distinctive spiritual and material, intellectual and emotional characteristics which define a society or social group. In addition to the arts and letters, it encompasses ways of life and fundamental rights of the person, value systems, traditions and beliefs. (p.1)

Peterson (2004:25), in his book mentions two different levels of culture,

namely visible and invisible cultures. In his regard, culture is like an iceberg and the tip of the iceberg is the visible culture, which can be observed easily. Architecture, geography, gestures, and clothing are categorized as visible elements of culture. On the other hand, the bottom of the iceberg is regarded as invisible culture and it covers beliefs, society's norms, opinions, preferences or tastes, which are relatively difficult to observe.

Peterson (2004) draws a chart showing the interaction between big 'C', small 'c' 'visible' and 'invisible' cultures as below:

	Big 'C' culture Classic or grand themes	Small 'c' culture Minor or common themes
Invisible Culture "Bottom of the iceberg"	EXAMPLES: Core values attitudes or beliefs, society's norms, legal foundations, assumption, history, cognitive process	EXAMPLES: Popular issues, opinion, viewpoint, preferences or tastes, certain knowledge (trivia, fact)
Visible Culture "Tip of the iceberg"	EXAMPLES: Architecture ,geography, classic literature, president or political figures, classical music	EXAMPLES: Gestures, body posture, use of space, clothing style, food, hobbies, music, artwork

2.3. Relationship Between Language and Culture

It is commonly accepted that language is a part of culture and that it plays a very important role in language. Many scholars highlight the close relationship between language and culture. Brown (1994: 165) describes the two as follows: 'A language is a part of a culture and the culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. Brown points out by his words that language and culture are so related that if one disregards any of them, the other would lose significance. Nida (1998: 29) holds the same view that "every language form we use has meanings, carries meaning that are not in the same sense because it is associated with culture and culture is more extensive than language." In a word language and culture are inseparable. Byram mentions that "the language holds the culture through the denotations and connotations of its semantics" (1989: 94). In his words Byram emphasizes that even

understanding the meaning of a word requires knowledge of culture. Brown, Nida, and Byram's words all emphasized the close relation of language and culture and the need for knowing both in order to acquire the actual meaning hidden in language.

Kramsch (1998:3) states three ways how language and culture are bound together.

First, language expresses cultural reality (with words people express facts and ideas but also reflects their attitudes). Second, language embodies cultural reality (people give meaning to their experience through the means of communication). Third, language symbolizes cultural reality (people view their language as a symbol of their social identity).

Thus, if we teach language without teaching the culture in which it operates, we teach meaningless symbols to learners or learners would attach the incorrect meanings to the symbols.

Changes in linguistic and learning theory indicate that culture should be emphasized, not as an additional practice, but a fifth skill in language learning. The link between language and culture is also pointed out in sociolinguistic theory. Tseng (2002) describes it as follows:

Sociolinguistic theory focuses on the social and cultural aspects of language. From a sociolinguistic perspective, competence in language use is determined not only by ability to use language with grammatical accuracy, but also to use language appropriate to particular context. Thus, successful language learning requires language users to know the culture that underlies language.

Here, sociolinguistic theory holds the view that competent language learners ought to learn the culture of the target language in order to be effective in a social context. Therefore, language learners who want to actively participate in the society of target language should engage in culture as well.

Similarly, language learning requires communicative competence, and communication and culture are in a close relationship, the learners are required to be competent in culture as well, in order to convey the correct messages. Thanasoulas (2001: 6) illustrates the relationship in his words as:

Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be send, noticed, or interpreted... Culture... is the foundation of communication.

As the most outstanding aim of language learning is communication with the speakers of the target language, Thanasoulas' words gain importance. As he defines culture as the 'foundation' of communication (2001: 6), culture is a 'must' in language learning process.

2.4. The History of Teaching Culture

Teaching culture is not a brand new subject in language teaching. At first, Grammar Translation Method which underlines the importance of getting access to the 'great works' of the popular languages of the era, Latin and Greek, was used in teaching the languages. Teaching of foreign languages for GTM is regarded as a means to access to the great works in literature and philosophy of the Greeks and Romans (Richards and Rodgers, 2001). The main aim of the education was to learn Latin and Greek to understand the history, literature and fine arts in these languages, which were the subcategories of culture (Griesmann, 2001). Culture in those days was used to show the people's sophistication and their high status in the society. Spoken discourse was disregarded from foreign language classes. The main principles of GTM are pointed as follows:

- The main aim of the learning a foreign language is to be able to read

literature written in it. Literary language is superior to spoken language.

- The main objective for students is to translate each language into each other.
- The ability to communicate in target language is not a goal of foreign language instruction.
- The primary skills to be developed are reading and writing, and little attention is given to speaking and listening, and pronunciation was completely discarded.
- Learning is made easy through attention to similarities between the target language and native language.
- Deductive application of an explicit grammar rule is a useful pedagogical technique (AlFallay, 2007: 11-22).

One of the main drawback of GTM in terms of culture is that it was limited to the study of classical literature, fine arts, and some forms of culture of big C (Larsen-Freeman, 2000). Yet culture, culture awareness and social variations of language use were not among the concerns of GTM.

GTM was used for a long time until the emergence of ‘reform movement’ (White, 1988). Advocates of this movement insisted that foreign language teaching should involve language use as its primary aim. According to them, focus is to be laid on authentic text. The aim of using authentic text is to provide the learners with the knowledge about the target language country and society, not to offer learners practice in language forms. The interest in authentic text was criticized because of they were not treated as sources of grammar, but as sources of knowledge about culture.

At the beginning of the 20th century the emergence of Direct Method shifted ideas on learning language from GTM to a focus on oral skills. The language to be taught is everyday language, because it is seen as a means of communication. In general, Direct Method is defined by having the following principles:

- It emphasizes the study and translation of the written language, as it is considered superior to spoken language.
- Successful learners are those who translate each language into the other,

though they cannot communicate orally.

- Reading and writing are the main language skills.
- Teachers play an authoritarian role in the classroom and the predominant interaction is between teacher-student.
- Students must learn grammatical rules overtly and deduce their applications to exercises.
- Students have to know verb conjugations and other grammatical paradigms.
- The basic unit of teaching is the sentence.
- The student's native language is the medium of instruction and used as well to compare with the language studied. (Larsen-Freeman 1986, and Richards and Rodgers 1986).

Yet, as far as the cultural dimensions of foreign language is considered, Direct method did not go beyond the teaching high culture, history of people of the target language, the geography of the country, and information about the daily lives (Griesmann, 2001).

This new idea on learning foreign language is stirred up by the industrial revolution as people during that period needed to travel and do business with people from different cultures. The aim of language learning became maintaining communication. During the 1950's and 1960's a new method rooted in behaviorism started to emerge in the United States. This is known as the Audio Lingual Method (Korkmaz, 2006). At first, ALM started as language training for World War II troops, as they needed quick training for basic communication. ALM is based on the idea that language learning is 'habit formation. The advocates of this new method claimed that the main objective of ALM is to achieve quick communicative competence. The use of daily speech in the form of conversational dialogues is emphasized. Culture is regarded as a part of language and cultural information is contextualized in the dialogues. According to the advocates of ALM, culture is regarded as an anthropological concept and consisted of everyday behavior, and daily lifestyles of the target language people. Stern (1983) states about ALM that language teaching according to this method consists of the acquisition of a practical set of communicative skills.

Foreign language teaching in Europe during the first half of the 20th century was shaped nationally. Teaching of culture largely equated with the teaching of history, geography and literature of the target language and the great achievements of the community. The aim was to give the language learners a good image of the country (Atamna, 2008). The result of this view resulted in nationalism in Europe during this period.

On the other hand, the US followed a different view of culture in relation to foreign language teaching as a result of the anthropological studies and the multi-cultural characteristics of the American society. Brooks (1964) emphasized the importance of culture not for the study of literature, but as a supplement for language learning. He pointed out in his work that foreign language teaching should concentrate on culture as a pattern and modes of living.

In the 1970's people became aware of the importance of communicative competence rather than dialogic competence of ALM. Knowing the linguistic structures of a foreign language was no longer considered as the only necessary requirement for communicative competence (Atamna, 2008). In Europe, in the 1970's and 1980's, social and economic conditions started to change, and economic and cultural exchange grew rapidly. Thus, people found themselves in a multicultural environment and in need of meeting and talking to people with different social and cultural values. Regarding these needs, a symposium was held in Switzerland in 1971, and an agreement to work towards a common European syllabus for foreign language teaching was reached. The agreement emphasized that the aim of foreign language teaching should be to develop the learners' communicative competence (Atamna, 2008). This new view in foreign language teaching area is known as the communicative approach. Nunan (1991: 279) describes the communicative approach and lists five basic characteristics as below:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic text into the learning situation.
- The provision of opportunities for learners to focus not on only the language but also on the learning process itself.

- An enhancement of the learners' own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activation outside the classroom.

However, the communicative approach didn't do much on culture. The only noticeable difference was a shift from traditional literal text to authentic non literal text, usually from magazines and newspapers which centered on daily life themes. That new look emerged the theme based language teaching (Atamna, 2008).

In the US, a number of scholars worked on more culture oriented foreign language teaching programs and a new approach was launched during the Northeast Conference, in 1974. Practical methods of teaching about culture in relation to intercultural communication were developed. Seelye (1974) in his book described and recommended a number of techniques for teaching about culture differences and intercultural communication (see techniques for culture teaching in this chapter).

In short 1970's witnessed the interest to know foreign languages and about foreign countries both in the US and Europe. Yet, little attention was given to teaching culture in language teaching process.

Only after 1980's culture could become a part of their foreign language programs. Presenting the learners with films and documentaries became easy for language teachers by development of video technology. Learners were given the opportunity to see culture actively in class. As a consequence, practical conception of culture gained importance and theme based language teaching was initiated (Atamna, 2008).

In the 1990's, teaching culture pedagogy became part of foreign language pedagogy, thus a number of publications of the European Council were published. Transnational workshops about teaching of culture were held by member states of the European Council. The Common European Framework of References for Languages

(CEFR, 2001) was published. On development of intercultural awareness and intercultural competence, the project of European Language Portfolio was initiated.

All in all, culture in foreign language teaching started with GTM, aiming 'language for reading', and shifted to Direct Method, ALM, and communicative methods, aiming 'language for traveling' and ended with 'language for intercultural citizenship (Byram1997).

2.5. The Place of English in Turkiye

2.5.1. A short history of language teaching in Turkiye

The history of language teaching can be best explained by dividing the timeline into two as Empire Period and Republic period.

The Empire period: Teaching foreign language is shaped due to some changes in the country. The Tanzimat Reform Era, known as 'Ottoman Reform' in western countries, started in 1839 and considered to be the first westernization movement in Ottoman. French became the first western language started to be covered in that era, and was the medium at Cerrahhane-i Ma'mûre'de Tîphane, the medical school. However, that movement was criticized strictly by the Ottoman emperor, Sultan Mahmut II (Demirel, 2004). On 1st September Mekteb-i Sultânî, Galatasaray High school, was opened, and it became the first secondary education state school where the medium of instruction was French.

When looking at the timeline of language learning in Turkiye, French, German and English became dominant foreign languages in education regarding the developments in the world and within the country. Until 1914 French was the dominant language in the empire but, after the beginning of the World War I, German gained importance (Koçer, 1970). After the WWII, English became popular, though (Cem, 1978).

After the adaptations in 1908, language teaching became important in the country and French became the compulsory subject, while English and German were optional subjects.

Republic period: This period comprises the timeline from 1923, the proclamation of the republic, till today. In this period the madrasas, the Muslim theological school, were closed and modern schools were opened instead of them. Arabic and Persian, which were taught as foreign languages during Ottaman Period, were removed and the western languages, German, French, and English became the foreign languages at schools at all schools except for İmam Hatip High Schools, which educate reverends for Islam (Battal, 2007).

Following the technological developments in Europe and in the USA, and development of communication between nations, the need for language learning increased and new schools teaching foreign languages were opened in Türkiye. (<http://www.ingilish.com/hdb.htm>)

The development and modernization of foreign language teaching studies were initiated in 1972 after the foundation of “Center of Foreign Languages Teaching Development” under the umbrella of Ministry of Education. Through cooperation between this center and the European Council, new curricula and the materials for German, French, and English were prepared to be used at schools. (English language curriculum for primary education, 2006: 2)

In the 1990's, in Europe new ideas on foreign language education started to emerge due to the travel and trade needs of people across Europe. As people required learning more about the cultures of other countries, intercultural communication gained importance and the Common European Framework of References for Languages (CEFR, 2001) and the student centered version of it, European Language Portfolio (ELP) was developed by the European Council in 2001. CEFR which was developed in the frame of multilingualism and culture defines language abilities in detail. CEFR is used as a main reference book while preparing the English language curriculum in

Turkiye, but has not had a binding effect on the preparation process (English language curriculum for primary education, 2006: 2). The new curriculum was developed by considering the ‘Communicative Approach’ which emphasizes that the preliminary function of language is interaction and communication. The aim of this curriculum was to improve students’ cognitive, affective, and psycho-motor skills, and their ability to study and express their ideas, and improve their communicative and intercultural abilities. (English Language Curriculum for Primary Education, 2006: 2)

Until 1956, Galatasaray High School was the only high school where some of the course instructions were given in foreign language, French. After that year, new schools called ‘collage’ and later called ‘Anatolian High School’ were opened. In the 1982-1983 academic year, the number of high schools giving intensive language instruction increased to twenty three, and in 1986-1987 to a hundred and three (MEGSB, 1986).

These collages and Anatolian high schools had 7 years of education starting right after the fifth grade of primary school. Students who enrolled these schools used to have an intense English preparatory class, 24 hours a week, in the first year of the school. During the last six years, students would cover social and positive sciences as well as 10 hours of English, and 2 hours of a second foreign language, German or French. Students at Anatolian high schools and collages used to cover science and mathematics lessons in English as well. At the end of 7 years of formal education, students used to be competent in English and also good at the second language (Keleş, 2005).

In 1997 the compulsory education was raised to eight years from five years by the government. So, the secondary stage of Anatolian High schools was closed and they became high schools giving four years of education, and the first year is covered as English preparatory class.

In 2005, the government decided to remove the preparatory classes of Anatolian high schools. (except for Galatasaray High Schools, Istanbul High School,

Kabataş Boys High school, Kadıköy Anatolian High School, Vefa High School and Cağaloğlu High School, because of their status and agreements signed.) Thus, the status of Anatolian High Schools became no different from any state high school in Türkiye by the decision of Ministry of Education of that time in June 2005. Today, the high schools in Türkiye have the same status, and serve 4 years of education without preparatory classes (Keleş, 2005).

Status of English in Türkiye: When we look at the status of English in Türkiye, it is labeled as a foreign language as students meet English for the first time at school in a highly formal context and almost nowhere out of class. Doğançay - Aktuna (1998) explain the status of English in Türkiye as follows:

Turkey is a good example of an EFL context in the expanding circle, where English acts as a performance variety with a restricted range of functions and characteristics quite different from the ESL contexts of the institutionalized outer circle countries. In Turkey English is not an official language, a national lingua franca, or a second language. It is not a remnant of colonization or the legacy of missionaries. Though it is taught widely in the schools, it has not been institutionalized to function as the primary language of higher education (Doğançay -Aktuna,1998: 30-31,).

In Türkiye, although English has the preliminary importance among other foreign languages like German and French, the status of English as a foreign language in the country limits its boundaries and effects the proficiencies of people in English in a negative way, because of limited access to English out of class.

2.6. The Current English Language Curriculum in Türkiye:

A glance at the *English Language Curriculum for Primary Education (Grades 4, 5, 6, 7 and 8)* and the *English Language Curriculum for High School Education (Grades 9 and 10)* reveals some items and statements about culture teaching and

learning.

Culture in 4th- 8th grade curriculum: The first statement about target language culture is in the *English Language Curriculum for Primary Education Grades 4-8 (2006)*:

Choosing a new identity: “When students are learning a foreign language, it is very helpful to become a part of the target culture by forming identities of that culture. They can choose names and occupations, in short, they can adopt a new identity and life.” (p.7).

This statement while guiding teachers and educators at the very beginning of the curriculum about the terms, focuses attention on how to start integrating culture in the English lessons of primary school English classes.

Another statement about culture in the English Language Curriculum (2006) reads:

Parents must also be integrated into the education process in order to make children be interested in the language and other cultures. Parents ought to state that they appreciate learning and speaking a second language (p.6).

To help teachers to promote interest in English while teaching adolescent/ teenagers the following suggestion is made:

Adolescents / teenagers like to be seen as cool and up-to-date, so bring in topics of current interest of sports, entertainment and media, and English-speaking cultures that are personally relevant to your learners. (2006: 7)

To sum up, in the curriculum of primary education (the grades from 4 to 8) teachers and parents are given ideas about learning the foreign language on cultural issues. While teachers are guided towards facilitating language learning by giving the

learners new identities as if they are in the target culture, parents are seen as a part of language teaching process by their appreciation of learning the target language and cultures.

Culture in the 9th grade: The curriculum for the 9th Grade English Lessons has 13 objectives, two of which emphasize culture. They are the second and the sixth objectives:

- students ought to recognize the target language culture.
- students ought to recognize the different world cultures in written and oral work. (2006: 4)

With these two objectives students are aimed to maintain cultural awareness. By this way, they would not only be aware of different cultures, but also learn to tolerate different point of views, customs and behaviors. So, what teachers should first do in the language class is to raise students' consciousness about cultures and compare and contrast the native culture and target culture.

Culture in the 10th Grade curriculum: CEFR was used as a reference while preparing the 10th Grade curriculum. In CEFR, one of the aims is to emphasize the importance of intercultural communication. So, culture and intercultural communication are pointed out a number of times in the curriculum for 10th grade students. It is stated that one of the aims of English Language teaching curriculum is to educate students in order to meet their needs while using English as a tool for communication (English Language Curriculum for Secondary Education for 10th Grade, 2006).

Under the title of 'The Extent of the Program' it is stated that the curriculum for the 10th grade students is shaped in order to improve students' intercultural abilities such as; transferring their cultural values to the foreigners, recognizing the cultural values of English speaking countries, and recognizing the target culture.

Further, under the title of 'The Aim of Reading' the fifth aim reads:

- to improve the awareness about the cultural elements in a text.

It is also emphasized under the title of ‘Students’ Roles’ that one of the goals to be reached is that students ought to recognize different cultures and improve their social skills.

Some of the items focusing on ‘culture’ in the 10th grade curriculum are as below:

- Students can determine the parts/ knowledge about culture of English speaking countries (p.71)
- Students can speak considering the cultural values and canons of conduct (manners) (p.73)
- Students can give information about the cultural values of English speaking countries.

Similar objectives for speaking, reading, and writing parts of the curriculum mention cultural elements of teaching and learning.

Considering the improvements emerged in the European Union in language teaching, the educators in Türkiye applied some aspects of ELP and CEFR into national curriculum for English, yet the implementations in real classroom environment seems to fail. Korkmaz (2009) states in his study that:

.., even though there is variety in kind of the multicultural elements presented in sample course books, the balance between target culture and multicultural elements seems to be disregarded. Besides, there did not appear any criteria about which cultures will be selected and to which extent these multicultural elements will be included in language course books (p.iii).

The implementations of teaching target culture are apparently not enough or teachers of primary schools or high schools ignore the importance of the subject. Therefore, students who register university’s preparatory classes fail to understand or comment about the culturally embedded meanings in English.

2.7. The Need for Culture Teaching

Many people acknowledge that learning a foreign language is a requirement to survive in today's world. English, as the lingua franca of the world, plays an important role in attaining intercultural communication, communication between people of different cultural backgrounds, such as communication between Turkish and British people in English. And the social rules of language use require an understanding of the social context, in which the cultural elements are highly involved. Risager (1991) suggest that speaking with a native speaker includes the ability to act in real life situations; it is not only a matter of knowing the grammar and lexis. Thus, it is important for learners to be involved in communicative acts as well as in the reality of the target culture so that they can understand the cultural references and meanings of the native speakers. With the globalization, it has become significantly important for language teachers to integrate culture in their classes so as to primarily raise the awareness of their students about the differences between cultures, then help them to be culturally competent and convey communication in the society of the target language. Halliday (1975) notes that in order to function successfully in a socio-cultural context, learners are to get knowledge about how to use the language (as cited in Turkan S. & Çelik S. 2007). Therefore, teachers should decidedly be equipped with target language communicative competence, so that the students can gain the same competence.

Tomalin & Stempleski (1993: 7-8), modifying Seelye's (1988) 'seven goals of cultural instruction' provide an answer to the question of why we should integrate culture to the courses. According to them, the teaching of culture has the following goals:

- To help students to develop an understanding of the fact that all people exhibit culturally –conditioned behaviors.
- To help students to develop an understanding that social variables such as age, sex, social class, and place of residence influence the way in which people speak and behave.
- To help students to become more aware of conventional behavior in common situations in the target language.

- To help students to increase their awareness of cultural connotations of words and phrases in the target language.
- To help students to develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
- To help students to develop the necessary skills to locate and organize information about the target culture.
- To stimulate student's intellectual curiosity about the target culture, and to encourage empathy towards its people.

These seven goals not only focus purely on informing the students about the target culture, but also emphasize increasing the interest, curiosity and awareness about it. Hence, learner motivation towards learning a foreign culture is equally important in attaining a full competence in language. The development of technology and instant electronic access to other nations abroad showed that knowledge of a person's language is not enough for a mutual understanding of others, if one does not learn the culture of that person. Using cultural content in classroom will thus foster learner motivation. From this respect, integrating culture into classes, while rising learner interest, increases their motivation as well. Therefore, increased motivation in class undoubtedly results in better learning of the target language, which is the desired outcome of teaching process.

Apart from these, Strasheim (1986) points up two major goals of learning about the target culture (as cited in Tseng, 2002).

1. 'Perspective consciousness' [in which a learner recognizes that] he or she has a view of the world which is not universally shared, that this view of the world has been and continues to be shared by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one's own and
2. 'Cross-cultural awareness' [in which learners have] awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and ways of one's own society might be viewed from other vantage point (Strasheim, 1981: 6)

Strasheim's ideas point out that consciousness raising about both native culture and target culture gains importance in the process of language teaching. By this way students not only broaden their horizons about the target culture, but also gain a cross-cultural awareness which gives ideas about the 'other's point of views.

2.8. Cultural Relativity

Seelye (1987) states that one of the most important problems of applying principles of cultural understanding is the exclusive validity of one's own culture and denying to learn any other cultural alternative due to seeing his culture superior to the others. To overcome this problem, teachers ought to guide students towards the similarities of values between their own and the target culture. The cultural relativity suggested by Seelye implies the development of cultural sensitivity based on a process of relativization. Cultural relativization process thus helps students:

- to make students aware of their own culture,
- to draw parallelism with the foreign culture,
- to access both cultures with relative criteria.

About the perceptions of students on foreign cultures Scheu (1996) suggests that:

Students' readiness towards cultural awareness relies on their readiness to adopt a critical point of view that allows them to consider themselves within their cultural context from a certain psychological distance. This critical attitude will emerge from the analysis of behavior, awakening their awareness that each culture entails a range of values and options to satisfy the psychological and physical needs of their members. Once students are able to accept the relative validity of any culture, they might also understand that our perception and criteria are influenced by our social, ethnic, and moral upbringing (p.4).

At this point the role of the teacher is to open student's minds towards the

tolerance of cultural otherness. Thus, integrating elements of target culture would be easier in terms of openness of student minds to foreign cultures.

2.9. Five Views of Culture

The integration of culture teaching into the language curriculum can be applied according to five principles, namely the communicative view, the classical curriculum view, instrumental or culture free language view, the deconstructionist view, and lastly, the competence view (Holme, 2002).

The communicative view is rooted from the communicative approach which allows students to communicate in specific contexts. For example if a teacher introduces a video showing the recent riots in the UK , the instrumental nature of much communicative teaching would insist that the video's primary purpose would not be to acquaint students with the tension, but to enhance discussion skills, or to acquaint students with a discourse peculiar to the situation that is being shown (Holme, 2002: 210).

The second one, the *classical curriculum view*, shows the interest of language to be secondary importance and accordingly, the culture to which the language gives access also enhances intellectual value of the language. This view provided a rationale for learning ancient languages, whose construction was held to inculcate their students with principles of logical thoughts, perhaps because their grammar was somehow associated with the rationalist philosophic tradition to which they gave birth (Holme, 2002: 211).

The third one is *the instrumental or culture free language view* which proceeds from a common concern with respect to the hidden political or cultural agenda of a language. Philpson (1992, cited in Holme, 2002) argues that a dominant language, such as English, is owned by the socioeconomic center of the global power that comprises BANA (British, Australasian, and North American) countries. The language emanates

out from this ‘center’ towards the periphery as mechanism of cultural and epistemological impoverishment for those located there. The language is deemed to be a tool for cultural transmission and will promote the elements of its host-culture against other cultures where it is exposed to. Therefore, using this language, English, as a medium in education makes the users of it consumers of not only the language of the BANA states, but also its knowledge and value system implicit in it.

The fourth, *deconstructionist view* holds that cultural construction of text means that the language students can be influenced by implicit messages in the text. Language learning should involve an understanding of such meanings. ‘The Hallidayan concept of language as a social semiotic perceives a language’s structure as reflecting the communicative needs of given social context.’ (Holme, 2002: 212).

The last one the *competence view*, underscores that knowledge of a language’s culture is essential to a full understanding of a language’s nuances of meaning. It is required to know the culture of the language in order to grasp language’s true meaning. In this respect, ‘Roasted turkey’ can be viewed as just a kind of food by Turkish learners, while in American culture it represents ‘Thanksgiving, the union of family, praying, and joyful time spend with family.’ Similarly, ‘puşi’ in Turkish may just mean a kind of scarf for an American, while in Türkiye it may symbolize the Eastern Anatolia, and Kurdish people, and their culture as well. ‘Thus, learning a language should be completed by a sustained and ethnographically structured encounter with the language’s culture.’ (Holme, 2002: 212) The ethnographic approach is described as being different from the critical discourse approaches. There is no sense of culture as a concrete subject that propagates itself by infusing language by giving explicit meanings.

Considering all these five views of culture, in this study *the communicative view* and *the competence view* were regarded. During the culture instruction the use of ‘culture assimilators’ supported the communicative view as it aimed to help learners to communicate in specific contexts, such as in a classroom or workplace. On the other hand ‘culture clusters’ were used as a technique to give specific information about the target cultures, by also explaining the nuances of meanings for the words, which

supported the competence view of Holme's (Holme, 2002).

While defining cultural instruction in class, the atmosphere where the teaching takes place is important as well as the views of teaching culture. The language teachers should also bear in mind which place or setting the teaching of culture takes place in order to determine the other aspects of cultural instruction.

2.10. Ways of Teaching Culture

Stern (1992: 223) distinguishes between *three situations* in which the teaching of culture can take place.

1. Culture is taught in language courses, where students are physically and often psychologically removed from the reality of the second culture. In this case culture teaching provides background and context and helps the learners visualize the reality. This is the most common situation in many countries, including Türkiye.
2. Culture is taught in a situation, which prepares a student for a visit or work in a new environment. Even though the student is physically far away from the culture, he/she is psychologically better prepared and also more motivated to learn. Considering the enlargement of the European Union and new opportunities for young people to study and work abroad, this situation may become much more common than it used to be. This situation can be considered suitable for AİBU Dil-Mer students, who may continue their education in Europe via the Erasmus exchange program. Further, as the medium of education in the faculty of arts and sciences is English, students enrolling in these faculties have the chance of working and studying abroad, primarily but not limited to Europe. The 'culture assimilators' used in culture instruction for this study helps learners in terms of this situation.
3. Culture is taught in the cultural setting, in other words in the target culture country. (e.g., immigrants and students studying in a target language community). In this case, students need more help to come to terms with the

foreign environment to avoid cultural misunderstandings because at the first minute they step out of class, students encounter a culturally embedded environment.

Each situation aims to teach culture and the range of topics differ in their importance. Saluveer (2004: 30) states that when the main aim is to provide cultural knowledge, as it is often the case in the first situation, the most suitable activities might be watching videos and films, reading and discussing literary and newspaper texts. In the case of the second and third situations, learners need various skills of cultural practices. These can be best developed, for Saluveer, through role plays, dialogues and drama.

2.11. Principles for Culture Teaching

How to secure culture a 'rightful' place in language teaching has been another ongoing concern for scholars. There seems to be a consensus among them that students' active involvement is paramount. Byram and Morgan (1994: 50) stress that learners need to engage actively in the interpretations of the world and compare and contrast the shared meanings of both their own and foreign cultures. They should have access to routine and conscious knowledge held by the members of the foreign culture so that they can adjust to routine behaviors and allusive communication. They should also learn about institutions and artifacts like literature, film, history and political institutions in order to further analyze the values and meanings of foreign culture. Byram and Morgan also suggest the so-called "spiral curriculum" in which learners repeatedly encounter certain information and progress from a superficial acquisition of information to a more complex analysis.

Similarly Kramersch (1993) emphasizes the importance of learner involvement into culture instruction. Kramersch (1993: 205-206) warns against a simple "transmission of information" about the foreign culture and its members' worldviews. Basically, she refers C1 and C2 comparison made by the student himself. She highlights what she calls

"new ways of looking at the teaching of language and culture". These include:

- *Establishing a sphere of interculturality*, which means that teaching culture is not transferring information between cultures but a foreign culture should be put in relation with one's own. The intercultural approach includes a reflection on both cultures.
- *Teaching culture as an interpersonal process*, which means replacing the teaching of facts and behaviors by the teaching of a process that helps to understand others.
- *Teaching culture as difference*, which means considering the multiculturalism and multi-ethnicity of modern societies and looking at various factors like age, gender, regional origin, ethnic background, and social class. In other words, cultures should not be seen as monolithic.
- *Crossing disciplinary boundaries*, which means linking the teaching of culture to other disciplines like anthropology, sociology and semiology. Semiology, for instance, is basically described as the study of signs. That is, we use a variety of gestures (signs) in everyday life to convey messages to people around us, e.g., rubbing our thumb and forefinger together to signify money. Crossing disciplinary boundaries in other words, making connection with culture and other disciplines while inferring meanings. (<http://people.ucalgary.ca/~rseiler/semiolog.htm>).

Kramsch (1993) concludes that these "lines of thought lay the ground for a much richer understanding of culture than heretofore envisaged by the majority of language teachers." (p. 206)

In addition to the above-mentioned guidelines there are some more aspects that might be considered while teaching culture, for example, the teacher needs to be objective, and "present cultural information in a non-judgmental fashion" (Peterson & Coltrane, 2003: 2). As teaching culture has been a concern of many scholars for decades, different approaches to culture teaching emerged in time. Below mentioned are the most popular ones:

2.12. The Most Common Approaches to Teaching Culture

In the field of teaching culture, different approaches can be seen and they are classified in different ways. As an umbrella term they can be called as the *mono-cultural approach* and the *comparative approach*. The former, *mono-cultural approach* covers the approaches that focus only on the culture of the country whose language is learned and is considered inadequate nowadays because it does not consider learners' understanding of their own culture. The latter, the *comparative approach*, involves the ones which are based on comparing learners' own culture and the target culture. The comparative approach draws on the learner's own knowledge, beliefs and values which form a basis for successful communication with members of the target culture (Saluveer, 2004: 31). This view is also scaffolded by the view 'cultural relativity' emerged by Seelye (1997) in terms of acceptance of the other cultures.

Byram (1994) in this respect underscores the comparative approach, as it enables learners make connections between the C1 and C2, thus maintain a better initializing of the second culture. He states that learners cannot get out of their own culture and simply step into another. For learners to deny their own culture is to deny their own being (p. 43)

The comparative approach provides the students with a double perspective, but it does not mean that learners need to evaluate which culture is better. Instead, students learn that there are many ways of doing things and their way is not the only possible one.

So the comparative approach does involve evaluation of cultures but not in terms of comparison of another to determine which is better, but in terms of improving what is all too familiar. Comparison takes the strange, the other, and makes it familiar, and therefore easier to re-consider. (Byram & Planet, 2000: 189)

2.12.1. Risager's four approaches to teaching culture

Risager (1998: 243-252) describes four approaches to the teaching culture: *the intercultural, multicultural, transcultural, and foreign cultural approach*. *The intercultural and multicultural approaches* include a considerable element of comparison.

The intercultural approach is based on the idea that culture is best learned through comparison. The focus is on the target culture, but this approach deals with the relations between the learners' own country and the country/countries where the target language is spoken. The approach includes comparisons between the two cultures, and it develops learners' understanding of both. The aim is to develop learners' intercultural and communicative competences, which would enable them to function as mediators between the two cultures. The approach has become increasingly popular since the 1980's.

The multicultural approach emerged from the idea that several cultures exist within one culture. It focuses on the ethnic and linguistic diversity of the target country/countries as well as on the learners' own culture. As in the *intercultural approach*, comparison is important. Risager (1998) also emphasizes that a balanced and anti-racist view of cultures should be adopted. This approach stresses the principle that cultures are not monolithic.

Transcultural approach is the third approach suggested by Risager. The basic idea behind this approach is that in today's world cultures are interwoven because of extensive tourism, migration, world-wide communication, and globalization. It also emerged from the idea that many people speak foreign languages as *lingua francas* today. The transcultural approach presupposes foreign language as an international language. The main goal of this approach is to teach learners to use the foreign language for international communication and it denies the link between language and culture.

The foreign cultural approach is like the mono-cultural approach. It only

focuses on the target culture where the language is spoken. It does pay no attention to learner's own country and culture, and the relationship between C1 and C2. The teaching aim is to develop the native speaker's communicative and cultural competence. The approach was dominant until the 1980's, and it is criticized nowadays because of the lack of relationships between cultures.

Considering Risager's four approaches to teaching culture, in this study *the multicultural approach* is followed. Taking 'English' as the target language, the British and American cultures and their varieties like the cultures of Scottish, Irish, or the Blacks are discussed while comparing these with the native culture.

2.12.2. Other approaches to teaching culture

Apart from the above-discussed approaches, there are several approaches that center around different aspects of the target culture or concentrate on developing certain skills in learners. Different from Risager's, these are limited in their scopes. The following approaches concentrate on both giving knowledge and understanding of the country's culture and encourage students to compare it with their own culture.

The theme-based or thematic approach is based on certain themes, for example, *symbolism, value, ceremony, love, honor, humor, beauty, intellectuality, the art of living, realism, common sense, family, liberty, patriotism, religion, and education*, which are typical of a culture. This approach is mono-cultural, but it tries to show the relationships and values in a target culture and, by this way, it helps learners to maintain a better understanding of it (Saluveer, 2004).

Nostrand (1974) points out these relationships in a given society can be best taught when grouped under main themes. Learners who are aware of the underlying themes of the other culture are thought to react appropriately to jokes, cartoons, television programs, and films.

The topic-based approach concentrates on more general and cross-sectional

topics which involve various cultural issues. Wisniewska-Brogowska (retrieved in 2011) argue that the topic-based approach to the teaching of culture brings life to class and develops a more holistic and integrated view of the target culture. She adds that "knowing about the people who use the language, understanding their behaviors, beliefs and customs increases cultural awareness and promotes greater personal interest both in the language and the culture." <http://elt.britcoun.org.pl/forum/dorota.html>

The problem-oriented approach aims to get learners to be interested in the target culture and encourages them to do some research on their own. Seelye (1993: 47) sees the teacher's role in defining the problem that interests learners. He claims that the more precise a problem is the easier it is for a learner to reach the desired outcome. The students can present their research orally or as a report.

The task-oriented approach is also based on learners' own research, but it is characterized by co-operative tasks. Learners work in pairs or small groups on different aspects of the target culture. They share and discuss their findings with classmates and create a more complete picture. As a last step, learners discuss the information within the context of the other culture and compare it with their own. (Tomalin & Stempleski 1993: 9)

The skill-centered approach is different from the above-given approaches because it is more practical and might be useful for students who need to live in the country where target language is spoken. The aim is to develop learners' skills, which help them manage the problems of (mis)communication between cultures/societies. It does not just mean knowledge of the other culture. According to Bolt (n.d.) the skill-centered approach emphasizes awareness and skills as much as content, the present and future as much as past and, lastly, similarities in cultures as much as differences. He points out that methodologically this means:

- the raising and exploring of open questions rather than answering of the closed ones;
- what can be done at the end of a lesson is as important as what is known;
- the process of an activity is as important as the product;

- cultural input is insufficient, cultural outcomes are essential;
- the learners' involvement is as important as the material the teacher provides;
- investigatory attitudes to develop the skills of finding, evaluating, analyzing and finally communicating aspects of culture;
- teachers and learners working alongside one another to common goals;
- language is central and foregrounded (cited in Saluveer 2004: 36-37).

One more of these latter mentioned five approaches can be chosen by the teachers to their culture instruction according to the objectives of the class. If the aim is to help students live in the target country and maintain effective communication in the society, *The skill-centered approach* can be followed. On the other hand if the aim of the lesson is to raise consciousness about the target language culture, then, *topic –based* or the *theme-based* approaches can be followed during the instruction. In different phases of this study, different aims are guided. So, in the first two lessons in order to raise students' awareness and interest towards target culture, *topic –based* or the *theme-based* approaches were followed. However, in the last phase of the study, considering the futures of students working or studying abroad, the *The skill-centered approach* was followed via 'culture assimilators'.

2.13. The Techniques for Teaching Culture

In this section, techniques used in teaching cultures are introduced.

Creating an authentic environment: (Chastain 1988: 313; Stern 1992: 224)
This can be called as a setting for more memorable learning rather than an approach. The displays, posters, bulletin boards, maps, and realia can be used in class during culture instruction. This would create a visual and tangible presence of the target culture, and enable students visualize the real atmosphere of the target culture in class. Especially, for the situations where the target language is taught as a foreign language like the situation of English in Türkiye, decorating class with the aforementioned items

would create a map of the target culture in students' minds.

Cultural aside: Cultural aside is a piece of information given by the teacher when it arises in the text. It is often an unplanned and brief culture comment. For example, while covering a dialogue, the word 'thanksgiving' in the dialogue is described by the teacher incidentally in order to make it clear in students' mind by presenting the origins, customs, or why and when it is celebrated (Huang- Xu, 2011).

A slice of life: It was first suggested by Taylor in 1972. In this technique, teacher chooses a small segment of life and presents it at the beginning of the lesson. This short input can be a song related to the topic or a recording of a news item. The advantage of the technique is that it both catches learners' attention and arouses their interest. It does not take up much of a valuable class time. As Chastain puts it; "The point is made with a minimum of comment and maximum of dispatch" (Chastain 1988: 310).

Culture capsule: It was first suggested by Taylor and Sorensen in 1961. The culture capsule is a brief description of one aspect of the other culture, followed by a discussion of the contrasts between C1 and C2. Either the teacher or the students can present the information. For students' presentation a search and preparation process is needed. The oral presentation is often combined with realia and visuals, or with a set of questions to stimulate discussion. One capsule should not last more than 10 minutes. The advantage of the culture capsule is that learners are involved in the discussion and can consider the basic characteristics of their own culture (Chastain 1988: 310). If the interaction between students and student involvement has the utmost importance in a culture instruction, culture capsules are a good way of integrating culture into classes. By this way, students will improve their research techniques, as well as presentation techniques, if the capsules are presented by the students.

Culture cluster: It is simply a group of three or more illustrated culture capsules on related themes/topics about life in the target culture (Saluveer, 2004).

Culture capsules and clusters are good methods for giving students knowledge and some intellectual knowledge about the cultural aspects being explained, but they generally do not cause much emotional empathy (<http://nadabs.tripod.com/culture/#clusters>). However, as is the case in many language classes in Türkiye, where the aim of instruction is to raise awareness and interest towards target language culture rather than communication, culture capsules and culture clusters are beneficial techniques.

Culture assimilators: They are short written descriptions of an incident or situation where interaction takes place between one person from the target culture and persons from other (Henrichson, 1998). The description is followed by four possible choices about the meaning of the behavior, action, or words of the participants in the interaction with emphasis on the behavior, actions, or words of the target language individual. Students read the description in the assimilator and then choose which one of the four options they believe is right (Thanasalous, 2001). Once all students have made their individual choices, the teacher starts a discussion of why particular options are correct or incorrect in interpretation. The teacher must plan beforehand what issues the discussion of each option should cover. Culture assimilators are good methods for students to create links between real life and the situations given in the assimilators.

In this study, culture assimilators are used as a means of conveying the correct behaviors in the target culture society. By this way a great student interaction and comparisons between C1 and C2 are maintained in class in an EFL context. Further, students expressed that the instruction by using culture assimilators would highly be beneficial for their performances at school or at work in the target language society.

The audio motor unit: It can be considered to be an extension of the *Total Physical Response* method. It first emerged to provide listening comprehension practice and to create learning situation with humor. The teacher gives students a set of commands to which students respond by acting them out. The commands are arranged in a way that they help students to learn a new cultural experience by performing it. Audio-motor units give knowledge and practice with correct behavior (Saluveer, 2004).

The audio motor unit can be a complimentary technique for culture assimilators. After conducting the lesson via the culture assimilators, the teacher can ask students act out certain commands of him related to the topics covered in the culture assimilators. In this study, during the culture instruction it is observed that students started to act the situations covered in the culture assimilators by showing great enthusiasm and interest.

The micrologue: It is a technique where the focus of language learning is on culture. The teacher brings a cultural passage to class that can be read in the class by himself. Students listen, answer the questions, summarize, and, finally, write the material as a dictation. According to Chastain (1982: 312) the advantage of this technique is that the teacher does not need to have any special cultural expertise, and it takes only a small amount of time.

One other advantage of this technique can be that by giving cultural instruction, the teacher also enhances students' linguistic abilities in terms of reading, vocabulary, listening and writing skills. If the aim of language instruction is not communication, but to inform students about target culture and raise awareness, micrologue is an unlabored technique.

Cultoons: They are like visual culture assimilators. Students are given a series of four pictures depicting points of surprise or possible misunderstanding in the target culture. The situations are also described verbally by the teacher or by the students who read the accompanying written descriptions. Students may be asked if they think the reactions of the characters in the cultoons seem appropriate or not. After the misunderstandings or surprises are clear in student' minds, students read explanations of what was happening and why there was misunderstanding. Cultoons generally promote understanding of cultural facts and some misunderstanding. (Chastain 1982: 312)

Although cultoons are time taking to prepare, they can be a good way of presenting cultural instruction as they require students comment on the given situations. By this way students not only improve the abilities of commenting but also speaking. In

terms of integration of the four skills and culture, cultoons can be rewarding. Further, this knowledge about culture would be helpful for the students in real life situation in the target language community, as they have covered the real life situations of target culture.

Mini-dramas: They consist of three to five brief episodes in which misunderstandings are portrayed, in which there are examples of miscommunication. Additional information is made available with each episode, but the main cause of the misunderstanding does not become apparent until the last scene. Each episode is followed by an open-ended discussion question guided by the teacher. At the end of the mini-drama, some "knowing" figure, usually the teacher, explains what is really happening and why the target culture member was really not doing wrong. With mini-dramas, the teacher hands out the scripts and assigns students to act out the parts. After each act, the teacher asks students what the actions and words of the characters in the drama mean and leads them to make interpretations of the behaviors of the characters in the play. After all of the scenes have been portrayed and the "knowing" figure has made his or her speech, students are asked to reinterpret what they have seen in view of the information which the knowing figure provided (Lafayette, 1978). By this way students not only gain certain knowledge about the target community behaviors, but also act them out and make interpretations about the target cultures.

Critical incidents/ problem solving: Some people confuse them with culture assimilators, but there are a couple of differences between the two methods. Critical incidents are descriptions of incidents or situations which demand that a participant in the interaction make some kind of decision (Brookfields 1995, as cited in Arthur, 2001). Most of the situations could happen to any individual; in cultural assimilation, there is intercultural interaction, but critical incidents do not require that.

Because individual critical incidents do not require as much time as individual culture capsules or individual culture assimilators, the teacher can present more than one critical incident at a time (Henrichsen, 1998). It is most effective to have all the critical incidents presented at one time be about the same cultural issue. Generally, the

way followed by a critical incident is to have students read the incident independently and make individual decisions about what they would do. Then students are grouped into small groups to discuss their decisions and why they made those decisions. Then, all the groups discuss their decisions and the reasons behind them. Finally, students have to be given the opportunity to see how their decision and reasoning compare and contrast with the decisions and reasoning of native members of the target culture. If the ESL class is occurring in an English-speaking environment, students can be assigned to go out and survey native English speakers about how and why they would solve the problem. Reports on the reasoning and the differences can be made in a following class session. If the class takes place in an EFL environment, as the situation in Türkiye, the native speaker information would have to be gathered by the teacher from reading or from contact with expatriates. Critical incidents are very good for arousing emotional feelings about the cultural issue. Discussion or surveys about what native English speakers would do also promote intellectual understanding of the issues and give learners basic knowledge about the target culture (Saluveer, 2004).

Student research: This is considered one of the most effective techniques that can be used with advanced students because students use their own interests in classroom activities. First, the teacher asks learners to search the Internet or library and find information on any aspect of the target culture that interests them. In the following class, learners explain to their group what they have found and answer any questions other members may have. This can lead to poster-sessions or longer projects. Research techniques enable learners to find out things for themselves and "approach the new society with an open mind" (Stern, 1992: 229). This approach also enables students to improve their research skills.

WebQuest: It is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web. The model was developed by Dodge in 1995. According to March (1998) WebQuests were designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation. The most important advantage of WebQuest could be that it saves teachers' time and that it helps learners to

find material from a wide range of topics (as cited in Saluveer, 2004: 45).

In the countries like Turkiye, where English is taught as a foreign language and interaction with the community of the target language is very limited, student research and WebQuest techniques can be followed hand in hand. Students can conduct any research on the Internet on culture and present it in class to a group or whole class. The question and answer session after the presentation would also help students gain cultural information from their peers who have more in common in terms of interests rather than a teacher.

2.14. Teaching the Four Skills and Culture

While the four skills, listening, speaking, reading and writing can be taught separately, culture is best learned when it is taught in conjunction with other skills. In most textbooks it is combined with reading. While doing reading, students get valuable information about surface and deep culture.

On the other hand, teaching of “functional culture” (Griesmann 2001: 36) is most effective when combined with vocabulary or grammar rather than with reading. While performing communicative exercises and activities prepared to teach new vocabulary or grammatical forms, students can learn to function in a given situation in the target culture.

Culture and Vocabulary: In language teaching lexis has become more and more important, than structures- teachers have noticed that if a person does not know certain words and expressions, he will find it very difficult to express what he wishes to (Jiying, 2004). Using wrong word usually breaks down communication. Thus, in order to receive and convey the correct meaning one should definitely learn the contextualized vocabulary because vocabulary is best learned in a context. So when teaching culture and vocabulary at the same time, a cultural context would be the best material for the teachers to integrate culture into language. According to Jiying (2004)

the teaching of cultural knowledge should be integrated with the language patterns and lexicon. Otherwise learners will go adrift from the basic task of language learning. Therefore, language teachers must bear in mind that the lexicon should be integrated into language teaching together with culture in order to grasp the connotations and denotations correctly.

Culture and Grammar: It is stated in the language institute web site that because communicative language teaching prioritizes language use, and because the standards help educators view language learning as intimately related to culture, implicit grammar teaching is favored today. When instructors teach grammar inductively, they involve students actively in using the grammatical form early on in the lesson, and lead them to deduce the grammar rule from this practice. Activities are varied, often based on authentic material, and move rather quickly from those that are teacher directed (teacher question, student answer) to activities that are more student centered (pair work, role-plays, games). Similar to vocabulary, since teaching in context is the best way of teaching grammar, teachers can adapt culture text for grammar teaching. By this way while covering grammar, either implicitly or explicitly, cultural information is also gained by the students together with structure of the target language.

Culture and Listening: Griesmann (2001: 36) states that during the past two decades, the importance of listening comprehension in foreign language learning is emphasized. This increase in the attention to listening is parallel to the shift to learning foreign languages for communication, whose main elements are listening and speaking. So, in order not to neglect the importance of listening skill, teachers can start a speaking lesson by listening activities which cooperate with the cultural information, by this way teacher not only has students practice listening, but also prepare them for speaking lessons. The teacher also has the students gain some cultural information, as well. Juan and Martinez-Flor (2008) suggest that video typed cultural dialogues, audio or video typed cultural misunderstanding and type recorded interviews with native speakers could promote listening skills with a special emphasis on the intercultural competence (p.163).

Culture and Speaking: For Griesmann (2001) in designing communicative activities, it is essential to prepare students for the activity. If students have something to say, they can better express themselves and get more engaged in the activity. Further, students should be given opportunities to describe and give opinions about both C1 and C2 (p.36). Therefore, students can more easily involve in role plays that house cultural information, or in the real life, when they encounter such situations covered in class.

Juan and Martinez-Flor (2008) suggest some activities to enhance learners' speaking by integrating cultural knowledge. One of them is *face-to-face tandem learning*. This type of learning is offered for Erasmus exchange students for enhance intercultural communication. Once students have got to know their partners, and have arranged time and place for the tandem session, they are asked to choose a particular cultural topic and talk about it with their corresponding partners. Students are also required to type record the conversation and, prepare an oral report for the cultural topic they had talked about in the session. The aim of this oral report is stated to encourage a more in-depth reflection about the topic being discussed while speaking skills are being promoted. Another activity suggested by Juan and Martinez-Flor (2008) is *Making up questions to a native speaker*. A native speaker in the target language (for example, a foreign exchange student) could visit the class and learners could be assigned the task of preparing questions in small groups in order to interview the visitor. Once the interview is over, the teacher's crucial task is to lead follow-up discussion so that the responses provided by the native speaker can be interpreted or possibly re-interpreted by the learners (p.165).

Culture and Reading: Reading texts are primarily used to learn from its content, so carefully selected culture content will promote students' culture competence while doing reading. Juan and Martinez-Flor (2008) suggest *critical reading*, that is, reading to make judgments about how a text is argued. It is a beneficial reflective activity type for promoting learners' intercultural competence while practicing the reading ability. As a pre-reading activity, learners could be asked to determine the content of the reading by strategically previewing the passage and then judge whether the identified content is representative of their own culture or of the target culture. As

post-reading activity, learners could be asked whether the content of the text would vary if it was written by another writer or read by another reader in a different cultural context (p.165). Similarly Williams (2001) suggests that learners could be required to analyze two written texts which have a similar genre as for example, reading advice columns in daily newspapers but which are from different cultures in order to compare if concerns and debates vary between cultures. Such activities would definitely foster students' reading abilities, as well as cultural knowledge.

Culture and Writing: The writing skill offers an excellent opportunity for integrating language and culture, as it can be controlled at various levels of difficulty. However, Griesmann (2001) suggest that teachers be cautious about open ended assignments, because this type of homework let students write sophisticated essays. She further states that integrated writing assignments should be evaluated for cultural as well as linguistic content, thereby encouraging student attention to both components (p.37). Similar to *face- to-face tandem learning*, Juan and Martinez-Flor (2008: 167) suggest *tandem e- mail learning* for writing. The idea is that two native speakers of different languages help each other to learn each other's language through the use of e-mail, communicating 50% of the time in each other's language. Learners first introduce themselves and they are then requested to engage in a written dialogue based on cultural topics. Likewise, learners' cultural imagination can be promoted through writing by selecting passages with cultural misunderstanding. Ideally, passages should be narrative texts with different paragraphs each leading toward the intercultural misunderstanding. Typically, the teacher covers all but the first paragraph in which the situation is presented and learners are then asked to read this first paragraph and continue the story in the way they think is most likely.

Apparently, four language skills play a key role in fostering learners' communicative competence since they are the manifestations of interpreting and producing a spoken or written piece of discourse. Teachers style of teaching culture intertwined with the four skills could provoke motivation and achievement among students.

2.15. Defining a Cultural Content

Once a teacher determines the aims of teaching culture, the next step should be to decide what issues to include in the syllabus. The teachers could consider both big “C” culture and little “c” culture to include by bearing in mind the needs of the students and the aim of the teaching culture. The cultural syllabus can be created by using different categories such as daily life, education, celebrations, and foundations of the country, social conventions, values, beliefs, attitudes, and non-verbal language.

Brooks (1986: 124-128) compiles a list of 62 topics and he includes the topics such as greetings, verbal taboos, festivals, holidays, errands, appointments, learning at school, meals, sport and careers

Chastain (1988: 303-304) makes a list of 37 items including family, eating, leisure activities, courtship and marriages, religion, vacations, population, humor, clothing, commonly known history, good manners, and nonverbal communication

A similar but a more detailed list comes from Hasselgreen (2003: 48-52). In Hasselgreen’s list under five main categories there are subcategories with sub topics, which could give more idea to the teachers who seek for integrating culture into classes. For instance under the body language category; ability to use non-verbal language, shaking hands, kissing, hugging, nodding, gesticulating are listed.

CEFR (2001: 102-103) presents a list of seven categories that are considered as the characteristics of a particular European society and its culture. These categories are everyday living (e.g., food and drink, public holidays, working hours and practices, leisure activities); living conditions (e.g., living standards, housing conditions); interpersonal relations (e.g., relationship between sexes, family structures and relations, relations in work situations, race and community relations); values, beliefs, and attitudes (e.g., social class, occupational groups, regional cultures, history, national identity, arts, humor); body language; social conventions (e.g., punctuality, presents, dress, refreshment, drinks, meals); and ritual behavior (e.g., religious observances and

rites, audience and spectator behavior at public performances, celebrations, festivals, dances discos, etc.)

Byram and Morgan (1994: 51-52, 53-55) offer nine enlarged analytical categories. These categories include social identity and social groups (e. g., social class, sub-culture identities and ethnic and cultural minorities); social interaction (e.g., verbal and non-verbal behavior, greeting at different levels, gender relationships and taboos); beliefs and behavior (e.g., certain actions such as going to school and going to church and their meanings, and ‘recipe knowledge’ that is routine behaviors, such as how to use public transport); socio-political institutions (e.g., government, law and order and health care); socialization and the life-cycle (e.g., schools, family, education); national history (e.g., different periods and events); national geography (e.g., distribution of population, topography, and climate and vegetation); national cultural heritage (e.g., embodiments from national culture from past and present,); and stereotypes and national identity (e.g., explanation of stereotypes and symbols of national stereotypes and their meanings and national identity).

Stern (1992: 219-222) points out six categories which are likely to be acquired by an average learner. These categories are: places, individual persons and way of life, people and society in general, history, institutions and, art, music, literature, and other achievements. He puts forward reasons to focus on these categories. First, he propounds that learners need to have some sense of physical location to relate the target language. The second category, individual persons and way of life, is the most important for Stern. Getting to know about everyday life in the community both familiarizes learners with customs of community, and also helps them to learn more about beliefs, thoughts, and attitudes of its individuals.

The third area, people and society, helps learners to identify between the different social, professional, economic, and age groups in the target language society, so that he can find out how native speakers view their society and relations.

When learners get information about history of the target culture, they acquire

the historically significant symbols, historical personalities, as well as critical issues of past and present.

The fifth category, institutions, is defined as the system of government, education, social welfare, economic institutions, political parties, and the media. Stern states that learners' knowledge of these institutions should be compared with that of the learners' home country.

When learning about art and other achievements of the target culture, learners could form 'common literacy'. Yet, Stern emphasizes that what matters most is the values of these work of art convey.

Stern suggests that teachers can overcome the vastness of cultural material by carefully selecting and by using different approaches to culture instruction. Needless to say, the age, maturity, previous language learning experiences of the learners should be considered while designing cultural syllabus.

2.16. Related Studies

2.16.1. Studies conducted abroad

The main aim of Saluveer's (2004) research was to examine the situation of teaching and learning culture in English classes in Estonian secondary schools.

A questionnaire was used to elicit data. Two questionnaires were designed; one for the teachers and the other was for the students. As a common part of both questionnaires, one to five Likert scale was used to get the respondents' judgments about the ways of teaching culture and topics of interest. Both teachers and students were asked about the importance of teaching culture. The students' questionnaire also contained a test to find out how much students know about Britain. 65 teachers and 193 students completed the questionnaires. 40 respondents were first year university

students and 153 were secondary school students.

It was concluded that teachers who answered the questions mostly defined culture by listing its various elements. Both the observable aspect of culture (art, customs, traditions, way of life and behaviors) and invisible features (belief, values, and attitudes) were mentioned. None of the teachers gave a definition of culture that applied only to the capital 'C' culture. Also none of the teachers denied the importance of culture. Thirty one teachers also believed that integrating culture related issues in their classes significantly increased students' interest and motivation in language learning (Saluveer, 2004: 67). Also the study questioned the ways of teaching culture. The teachers thought the 'discussions of cultural similarities and differences' most useful for teaching of culture. While 'drama' received a low score, 'role play' was considered quite useful. Teachers were also asked to indicate how much time they devoted to teaching the cultures of different English speaking countries. The approximate percentage, 56%, for British culture was dominant. Issues related to the USA (26%) followed British topics.

Similar to the responses from the teachers, the results of the students' questionnaires revealed that the students considered learning culture important. Further, the students considered talking about current events the most helpful for understanding other cultures. Discussions on culture differences were also rated highly. The students were asked to assess a list of topics to be included in the culture lessons. 'Youth life' ranked first, followed by 'rules of behavior' 'music', and 'customs and traditions'. The topics which gained the lowest scores were 'law and order' and 'government and political institutions'.

Francine Marie- Victoire Klein 'culture in the foreign language classroom: teacher's beliefs, opportunities and practice.' (2004)

The purpose of this study was to investigate high school foreign language teachers' conceptualization of culture and culture learning, and to relate them to teachers' instructional practice. For this purpose all 14 high school teachers in one

district were interviewed, and four individual case studies of two French and two German teachers were carried out using semi-structured interviews and, non-participant classroom observation, and analysis of instructional materials.

Results from interviews indicated that teachers shared similar beliefs about the nature of culture, the importance of culture teaching, and the goal of developing learners' awareness of and tolerance for other cultures. Classroom observation revealed that culture teaching occurs separately from language instruction. Research finding further suggested that time honored professional imperatives such as maximizing language production, and practices such as providing lexical equivalencies and personalizing questions, tend to keep language learning at a surface level, and may interfere with the achievement of teachers' cultural goals.

Angie Ly Griessman: 'the relationship between motivation, achievement, cultural competence and speaking proficiency to the methods used by high school Spanish foreign language teachers to teach culture'. (2001)

The purpose of that study was to investigate the relationship between the approaches, methods, or techniques used by Spanish Foreign language teachers to teach culture, and the level of motivation, achievement, cultural proficiency, and speaking proficiency of Spanish foreign language learners. In order to achieve that, a questionnaire was completed by 81 Spanish intermediate students at a large urban university in southeast Michigan. This instrument was used to obtain data in response to six research questions. This questions were about the relationship between teaching culture and Spanish high school students' motivation, achievement, cultural competence, speaking proficiency, approaches, methods and techniques and, if there are any relations between the answers of the respondents.

The results showed that primary school students did not seem to achieved the desired level of proficiency. The results also showed that students who selected the communicative approach received A's (60%) and B's(40%). But students who received instruction through small culture teaching method received A's (65%), B's (32%), C's

(2%) and D's (2%). The third concern of the research, if students achieved a communicative competence, showed that students were not in communication with the native speakers of Spanish. The communicative approach combined with small culture teaching assured the students' significant speaking proficiency. Study also revealed that small culture teaching method (79%), followed by the communicative approach (6%), and the 4F's approach (5%) were the most common ways of teaching culture in Spanish classes.

Sebastien Dubreil: 'an empirical investigation on using video and the Internet to teach culture in the intermediate level foreign language classrooms' (2002)

In this study Dubreil (2002) investigated the effectiveness of video and the Internet to enhance culture learning. In the video study 55 French students viewed eight videos. A pre-test post-test assessed long term gains in cultural knowledge and in the learning of cultural practices and cultural products from exposure to video. Eight post video tests measured the students' ability to retain information and make inferences. Also a questionnaire assessed the perceptions of culture learning. Results indicated a significant gain in cultural knowledge with post-test scores significantly higher than pre-test scores. In the Internet study, 54 intermediate level French students visited eight web sites. This study followed a similar design with pre -test, post-test, post task test and culture questionnaire. Results indicated a significant gain in cultural knowledge with post-test scores higher than pre- test scores and greater gain in products. On the post task test students' ability to make inferences or retain information did not improve significantly. Results supported that using video and the Internet to enhance cultural understanding was useful and it is suggested that their respective use might differ according to lesson objectives.

The studies conducted abroad about culture teaching and learning revealed similar results. Saluveer's (2004) study, similar to Marie and Klein's (2004) study, showed that language teachers believe in the importance of teaching target cultures. Saluveer further found out that the teachers in her study observed an increase in students' motivation and interest in language learning when they integrate cultural

issues into their classes. On a similar footing, Griesmann's (2001) study suggested that communicative approach combined with small 'c' culture teaching assured students' speaking proficiency. On the other hand, Dubreil's (2002) research indicated that culture input, either by using Internet or video enhanced students culture learning.

In summary, all of these studies indicated that integration of culture into language classes enhanced students' learning positively. While their motivation towards language learning is increasing, students' communicative abilities are building up.

2.17. Studies conducted in Türkiye

Rıdvan Tuncel: 'teaching culture in an EFL context' (1988)

Tunçel (1988) conducted an experimental study on developing students target language culture. He carried out the study at Anadolu University, Education Faculty, English teacher training department. In his study Tunçel (1988) used two different ways to teach target culture and at the end of the study he found out which method was more beneficial in teaching target culture. The audio visual materials were used as the first method to teach culture for one group, while the other group received culture instruction through formal lectures. The aims of the study were to find out if there was significant difference between groups in terms of students' knowledge about the target language culture at the end of the study (culture pre and post test were conducted).

The results of the study revealed that the experimental group, which received culture instruction through audio- visual materials, scored better than the control group, which received culture instruction through formal lectures. On the other hand, when the scores of pre and post culture tests were calculated within groups, both the experimental and the control groups increased their scores. As a conclusion, Tuncel's study revealed that culture instruction no matter how it is presented, worked in both groups.

Devrim Yılmaz: 'students opinion of the role of culture in language learning as a foreign language' (2006)

Yılmaz's study examined the students' opinions of the role of 'culture' in learning English as a foreign language. In order to do this, the instrument developed by the researcher was applied to 385 senior Anatolian high school students from five different high schools in Edirne, İstanbul, and Diyarbakır in the academic year of 2005-2006. Descriptive statistics for the responses to the questionnaire items suggested that inclusion of international topics in English language learning process were important. The responses provided by the participants to the open-ended question revealed that most of the students agreed with the idea of teaching 'target language culture' along with English. The common reasons provided by the participants for their agreement on target language teaching along with English language teaching were as follows; language and 'culture' cannot be separated from each other, learning about 'target language culture' is essential to have enough information about native English speaking countries and compare it with Turkish culture, and interest and motivation towards learning English might increase by learning about the 'target language culture'. Yılmaz's (2006) study also revealed that the participants associated English with the British culture the most and it is followed by the American culture. They indicated that learning about the similarities and differences between English speaking countries and Turkish culture was the most interesting topic for the students.

Erdoğan Bada: 'culture in ELT, Çukurova University' (1998)

Bada (1998) conducted a study during the fall term of 1997-1998 academic year aiming to raise cultural awareness of ELT students at the ELT Department of the University of Çukurova. Students were between the ages of 21 and 25 and there were 16 male, 35 female participants. The participants were assumed to have same level of proficiency as most of them had a year of English preparatory class. During the Autumn term of 1997-1998 academic year, students received 48 hours of instruction, during which lecture-type sessions, as well as research project presentations were held; video films shown; maps, pamphlets, sample newspapers, and other material reflecting target

culture were introduced to students, who were also assigned research projects including topics such as Education, Politics, Economics, Health, Ethnicity, Governmental Systems, etc. in all three, Turkish, British and American societies. At the end of the course, students made an assessment of the course, responding to a questionnaire, mostly with open-ended items. The seven-item questionnaire assessed three main components: (1) language skill (Items 1, 2, 3), (2) cultural and societal characteristics (Items 4 and 5) and (3) attitude developed towards the English language at the end of the 48-hour instruction (Items 6 and 7). The data, concerning the three components mentioned above, elicited from fifty-one ELT students was analyzed through the SPSS statistical package, observing frequencies of values and their chi-square dependence significance. Two significant results emerged from this assessment were:

1. Students made progress in their reading and/or speaking skills, and
2. They developed a better sense of comparison between their own and the target language society.

İnönü Korkmaz: 'a descriptive study on the concept of culture and multiculturalism in English language coursebooks' (2009)

In his thesis Korkmaz (2009) carried out a descriptive study model. In this thesis, three English language coursebooks were investigated according to the multicultural elements in them. These include New-Headway Intermediate Student's Book (Soars, Liz & John, 2003), New Cutting Edge Intermediate Student's Book (Cunningham & Moor, 2005) and Face2face Intermediate Student's Book (Redstone & Cunningham, Gillie, 2006). Levels of the books were purposely chosen of the same level. Classification of the multicultural elements was carried out under these headings; fictional-texts, non-fictional texts, visual references, conversational items and listening parts. The cultural items in these books were particularly taken from the international perspective and items belonging to British culture are not included on purpose since the main objective of this study was to describe the multicultural (intercultural) elements in English coursebooks.

It is found out that in the books there was no rhyme or reason about how many

each of multicultural elements should be scattered through the coursebooks. However, when the topics of the texts were investigated, there is a similarity since they mainly refers to food, social manners, behaviors or stereotypes of the cultures referred in the coursebooks. It is also pointed out in the study that the consideration of the multicultural elements in language coursebooks will also create an atmosphere in which people with different cultural backgrounds can have a chance to compare their home cultures with the other ones. Thus they will be able to understand each other in a better way.

Korkmaz (2009) also mentioned that omitting culture concept from language teaching area, will inevitably block the flow of interrelations and intercultural communication between different communities – both target culture and the home culture and the foreign cultures and the home culture. Since including multicultural elements is seen necessary to help learners to develop intercultural competence, coursebooks should be evaluated according to the range of these items and the selection of cultures to which they refer. Also the importance of building cultural awareness is also stressed since language learners could also be defined as diplomats of their own culture while learning a foreign language.

Overall result of his thesis could be summarized as there is always place for culture and cultural studies in language teaching and learning since language and culture are interrelated. In the absence of culture in language learning process, learners will inevitably suffer from the lack of a dimension which enables them to see the world through the eyes of others and this will prevent them fully understanding other people via using a common foreign language. Also in order to prevent the dominance of the target culture and language over their home culture, learners should also develop their own culture awareness since the flow of the communication is not one way rather it is mutual. For Korkmaz (2009) multicultural elements in language coursebooks could be seen as bridges to other cultures which language learners should walk through in order to achieve communicative objectives of their learning process.

The studies conducted in Türkiye revealed some common results. Tunçel's (1988) and Yılmaz's (2006) studies showed that Turkish students at either Anadolu

University's EFL program and five different Anatolian high school from Edirne, Istanbul and Diyarbakır appreciated the cultural knowledge integrated into language classes. Students in both experimental and control groups of Tunçel's (1988) study scored higher in the post-test than the pre-test which is an indicator of motivation towards learning culture regardless of how it is presented. Yılmaz's (2006) study further revealed that Turkish students are most interested in learning about the similarities and differences between English speaking countries and Turkish culture. Bada's (1998) study similarly indicated that students developed a better sense of comparison between their own and the target language society. Further in Bada's (1998) study, it was found out that students made progress in their reading and speaking skills after 48 hours of culture instruction.

All in all, these studies conducted in Türkiye showed that students are eager to learn different cultures and highly motivated towards learning British and American cultures. Further, the integration of such cultural issues which attract students' attention help them improve their language abilities and intercultural communication.

CHAPTER III

3. Methodology

3.1 Research Design

This study focused upon primarily, the existence of a positive relationship between formal cultural instruction and progress in the proficiency levels of students at AİBÜ Dil-Mer. Second, it aimed to examine the relation between formal cultural instruction and students' progress in specific areas of language such as use of English (grammar) and vocabulary. The study was conducted with English preparatory school students at Abant İzzet Baysal University, Bolu and lasted for four weeks in the spring term of 2010-2011 academic years.

The researcher waited until the spring term when the students reached B2 level. The B1 level exit exam was considered to be the placement test which put students of equal language competence into groups. In that test students' speaking, listening, reading, writing, use of English (grammar) and vocabulary were tested. For the validity and reliability of the tests the opinions of five co-workers at Dil-Mer Testing Office were gathered.

In this study, quasi-experimental research design which is based on impartially selected groups was used. Two classes at Dil-Mer were randomly selected to be used as experimental and control groups. While the regular syllabus was used in the control group, a pre-designed cultural syllabus outlined in the previous chapter was used in the experimental group.

The culture lessons are conducted in two phases only in the experimental group. In the first phase, only cultural knowledge is presented by using the techniques mentioned in chapter two. So students are expected to gain necessary cultural knowledge about the target language community. In the second phase, culture and language integrated lessons were covered, so that students would score better in the B2 level exit exam. While choosing the language content, the course book Touchstone 4 was followed. As the culture classes were held on Fridays, the language elements including vocabulary, grammar, writing, and speaking were covered during that week were taken into consideration while integrating culture and language. The culture elements of the second phase were taken from the culture content of the first phase. As the students were familiar with the cultural elements from the first phase, more involvement and better understanding were aimed at. The students were expected to complete the handouts, which integrated language and culture, during the second phase and the answers were discussed with the students' involvement. At the end of four class hours of culture lessons, students first gained the pre- designed cultural knowledge, and then by the integration of these cultural knowledge and language elements, they practiced language in a culture context.

To see the levels of progress in cultural knowledge for both groups before and after instruction, pre and post tests were prepared and administered. These tests were designed to only test students' cultural knowledge. In order to acquire reliable results from pre-post tests, in both groups the researcher conducted the lessons.

Selection of cultural topics for the culture lessons: While selecting the topics to be included in the lessons, the suggestions of the scholars which were mentioned in literature review part of this thesis were considered. The distribution of the topics between the weeks was as below:

First week: The geography: Land borders, neighboring countries, location on the world map, capital cities, other important cities, populations.

Flags: The symbols of the flag

Government type: The concepts of constitution, monarch, state, president, parliament.

Second week: Food cultures of the UK and the USA: Traditional breakfast, lunch and dinner and typical breakfast, lunch and dinner, afternoon tea, British pubs, world famous food brands

Third week: Brief history of the UK and the USA: The effects of religion on people, the first settlers, pilgrims, the native Americans

Festivals and holidays in the UK and USA: Christmas, Thanksgiving, Advent, Bonfire Night, Mayday.

The fourth week: American and British characteristics: Culturally accepted behaviors at school and at work place.

The first week culture class started with the general information about the UK and the USA and was designed as a first glance to the target culture countries. By this way the students had a chance of replace the countries on the map and briefly enlarged the scope of the countries in their minds.

In the second week the food cultures of the UK and the USA were discussed as eating customs form an essential part of the target cultures. The eating habits and the traditional foods of the target language countries and their effects on world cultures were considered to be important and interesting for the students, who tend to consume the products of popular world cuisines.

The third lesson designed around the topic of festivals and holidays in the UK and USA, as these issues are mentioned in movies and on TV serials mostly. By integrating these elements of culture into instruction, the researcher aimed to deepen the students understanding of such occasions both in the movies or TV series, and in real world. Further by pointing out the origins of festivals and celebrations, it would become

possible to have a look inside the histories of the countries where the language is spoken.

Lastly, the culturally accepted ways of behavior at school or at work place are discussed in the fourth week. As the students intent to study or work in the target language community, it is considered to be helpful to include such elements of real life interaction into culture instruction. By this way students had a chance of grasping the key points that would help them survive at school or at work place in the target language community in a culturally accepted way. While covering the subject, it is observed that the interest of students toward this aspect of language was high and the chance of comparing C1 and C2 in this respect highly interested them.

As the B2 level was limited to only five weeks of instruction, and the fifth week was assigned for the exams and their evaluation, only four weeks of cultural instruction was covered in the study.

3.2. Design of the Cultural Syllabus

For the experimental group a pre-designed culture syllabus outlined in the previous chapter was prepared and taught, while the control group followed the regular syllabus. The B2 level students covered the textbook which had 12 units. The researcher designed her culture syllabus considering the units of the course book. Each group had thirty hours of English instruction every week. The researcher covered four culture lessons each week. At the end of the B2 level, 16 culture lessons were covered in the experimental group. The culture lessons were covered on Fridays after four units of the course book had already been covered. In each of the four culture lessons, the researcher gave a pre-test to test the students' knowledge of the target culture which was designed to cover in that week. After the pre-test, the culture issues of the week were covered with the participation of the students by discussing, eliciting, or question-answer method in the experimental group. While doing so, the researcher assured the increase in interest towards the target culture. After culture instruction, culture and language

integrated phase was covered. In this session, culture and language that were covered in the same week were integrated. Therefore, the researcher aimed to use students' interest towards culture in a language exercise. By this way not only the target culture, but also the new language were covered at the same time. Further, as the students' interest toward learning culture was high, they were more eager to do language exercises. The goal here was to obtain better results from experimental group students in both culture test and exit exam administered at the end of the B2 level.

Procedure for the experimental group:

1. Placement test (the exit exam of B1 level)
2. Culture pretest + culture instruction phases + language and culture integrated phase (exercise in a culture context) + culture posttest.
3. The exit exam of the B2 level

Procedure for control group:

1. Placement test (the exit exam of B1 level)
2. Culture pre-test + no culture instruction + regular language exercises + culture posttest.
3. The exit exam of B2 level)

At the beginning of each week, after the culture lesson on Friday, the researcher gave the pre- test as a post-test to both groups. By this way, the progress after the culture instruction of the previous week was evaluated. As the control group had no culture instruction during the previous week, no progress was expected in their post test results. But, the experimental group received culture instruction and a significant difference was expected between the results of pre and post tests of the experimental group students.

3.3. Data Collection

The researcher first aimed to find out the effects of cultural instruction on students knowledge of the target culture, and the language skills. In order to achieve this goal, the researcher prepared four different post-tests which were given to the participants in the experimental and the control groups, following the culture instruction each week.

The data collection phase included the following components. For the control group the regular syllabus was covered, while the experimental group covered a pre-designed culture integrated syllabus. For culture integrated lessons, the researcher prepared lesson plans using different strategies and techniques mentioned in the literature review part of this thesis. By doing so, the researcher ensured the integration of four skills, reading, writing, listening, and speaking. During the first phase of the culture lessons, cultural information about the British and American cultures was taught by the researcher. For the second phase, the researcher integrated cultural information and linguistic information. For linguistic information, the researcher carefully selected the vocabulary, grammar and writing topics that were covered the same week in order to have students exercise the language in a culture text. As the text is consisted of cultural information that was covered in the first session, students were expected to do the task more willingly which would lead to better learning of the linguistic information.

The study lasted for four weeks and for each week the researcher covered four class hours for culture instruction out of thirty hours scheduled in the regular syllabus in a week.

At the end of each instruction, she gave the same culture test to the students as a culture post-test to see the differences in results between the pre-test and post-test, which revealed that the pervious knowledge of students before the lessons were very little. At the end of the instruction the cultural knowledge of the experimental group showed a dramatic increase.

The final step of the study was to determine the differences between the control and experimental groups in terms of linguistic competence. For this purpose, the researcher used the exit examination of B2 level which included use of English (grammar), speaking, listening, and writing sessions. The scores in these language skills were compared between the control and experimental groups by using SPSS 17 statistics program to see the effects of cultural instruction on both groups.

CHAPTER IV

4. Findings and Results

4.1. Analysis of the Data from the Exit Exam of B2 Level

In this part the independent sample t- test results were analyzed. In the control group there were 19 students and in the experimental group there were 22 students. In the tables 'N' represents the number of the students in the groups. ' $\bar{x}$ ' represents the means of the scores and 'SD' shows the standard deviation between groups. The significances of differences were determined considering the p value. If the p value is smaller than .05 than the difference is statistically significant.

Table 1: T-test results of Use of English and Vocabulary test

Results of Use of English and Vocabulary Test	N	$\bar{x}$	SD	Df	t	P
Experimental Group	22	36.95	6.02	39	1.94	.060
Control Group	19	33.63	4.72			

p>.05

As it can be observed from table 1, the Experimental group reached a mean value of 36.95 and the Control group scored 33.63 in Use of English and Vocabulary test. The standard deviation was 6.02 in the Experimental group and 4.72 in the Control group. The t value between use of English and Vocabulary test of experimental and the control group was 1.94, (t=1.94, p>.05). The result showed that there is no significant difference between Experimental and Control Groups in use of English and vocabulary test.

Table 2: T-test results of reading test

Results of Reading Test	N	$\bar{x}$	SD	df	t	P
Experimental Group	22	14.72	3.46	39	0.17	.419
Control Group	19	13.84	3.45			

$p > .05$

The results in table 2 shows that experimental group reached a mean value of 14.72 , and the control group scored 13.84 in the reading test. The standard deviation for experimental group was 3.46, and for control group it is 3.45. The t-value was 0.17 and ($t=0.17$, $p > .05$). Accordingly, this result indicated that there was no significant difference between Experimental and control group in terms of reading test.

Table 3: T-test results of speaking test

Results of Speaking Test	N	$\bar{x}$	SD	df	t	P
Experimental Group	22	13.09	3.02	39	2.30	.026
Control Group	19	10.89	3.05			

$P < .05$

According to the results of the analysis of table 3, while the mean of speaking grade of experimental group was 13.09, the mean of speaking grade of control group was 10.89. When the groups were compared in terms of their mean of speaking grades, the experimental group was more successful than the control group. As the 95% confidence interval for the difference between group means is analyzed, ($t=2.30$, $p < .05$) the result justifies that there is a statistically significant difference between Experimental and Control Groups. This result showed that the cultural instruction has a positive effect on students' speaking test results.

Table 4: T –test results of final grades

Final Grade	N	$\bar{x}$	SD	Df	t	p
Experimental group	22	68.90	7.66	39	2.02	.049
Control group	19	64.05	7,61			

$p < .05$

According to the results of the analysis of table 4, while the final grade mean of experimental group is 68.90, the final grade mean of control group is 64.05. When the groups are compared in terms of their final grade means, the experimental group

was more successful than the control group. As the 95% confidence interval for the difference between group means was analyzed, ($t=2.02$, $p<.05$) the result justified that there was a significant difference between the experimental and the control groups. Accordingly, it was revealed that the cultural instruction provided for experimental group has a positive effect on students' success of final grades.

When the data from the exit exam of B2 level are examined, the results of the experimental group outnumbered the results of control group in the speaking exam. There is statistically significant difference between the groups. This result reveals that cultural instruction becomes important in interpersonal interaction and the results of the study shows that students have developed a better communication in the target language. On the other hand, the results of use of English, vocabulary, and reading tests of the exit exam showed no statistically significant difference between groups.

4.2. Analysis of the Data from the culture Pre-tests

Table 5: T- test results of the first culture pre-test

Results of the First Pre-Test	N	$\bar{X}$	SD	Df	t	P
Experimental Group	22	7.95	3.67	39	0.60	.552
Control Group	19	7.21	4.26			

$p>.05$

Table 5 depicts the results of the first pre-test between groups. This part includes 26 multiple choice questions about the land borders, flags, cities, states and geography of the USA and the UK. The mean score is 7.95 for experimental group while it is 7.21 for control group. Likewise the standard deviations between groups showed no significant difference. The t- value is calculated 0,60 ,($t=0.60$, $p>.05$). This table clearly shows that there is no statistically significant difference between groups for the first pretest , which revealed that the groups were equal in terms of their knowledge of the USA and UK for the first pre-test.

Table 6: T-test results of the second pre- test

Results of the Second Pre- Test	N	$\bar{X}$	SD	Df	t	P
Experimental Group	22	6.22	2.67	39	0.79	.432
Control Group	19	5.42	3.80			

$P > .05$

Table 6 shows the results of the second pre-test which is designed to test the participants' knowledge of the UK and USA food cultures. The test consisted of 18 multiple choice questions. In this part, again the experimental and control groups reached approximate mean values, which are 6.22 for experimental and 5.42 for control groups. ($t=0.79$, $p>.05$) As the t- value is calculated 0.79 and p value is 0.432, the results showed no significant difference between Experimental and Control groups in the second pre-test. Thus, we can conclude that the two groups are equal when their knowledge of food culture of the UK and the USA are compared.

Table7. T-test results of the third pre- test

Results of the Third Pre- Test	N	$\bar{X}$	SD	Df	T	P
Experimental Group	22	5.36	3.65	39	0.77	.443
Control Group	19	6.21	3.27			

$p > .05$

Table 7 presents the results of the third pre-test. The test included 29 multiple choice questions about the festivals and holidays of the target culture. In the third pre-test, the experimental group reached a mean value of 5.36. On the other hand, the control group scored 6.21. The standard deviation for the groups is calculated almost same, which was 3.65 for the experimental group and 3.27 for the control group. As t-value was 0.77 and p value is .443 ($t=0.77$, $p>.05$), the results indicated that there was no significant difference between the experimental and the control groups, which reveals that the two groups were equal in terms of their knowledge of target culture regarding holidays and festivals.

Table 8. T-test results of the fourth pre- test

Results of the Fourth Pre- Test	N	$\bar{X}$	SD	Df	t	p
Experimental Group	22	7.95	3.15	39	0.57	.566
Control Group	19	8.47	2.48			

$p > .05$

In table 8 results of the fourth pre-test are indicated. In the fourth pre-test participants were required to decide if the statements about American and British characteristics were “true”, “false” or they had no idea. The groups in terms of their mean values, showed little differences while experimental group reached 7.95, the control group scored 8.47. As the 95% confidence interval for the difference between group means was analyzed, ($t=0.57$, $p > .05$) the result justified that there was no significant difference between the experimental and the control groups.

In conclusion, the results of the four pre-tests showed that there is no statistically significant difference between groups in terms of their knowledge of target cultures. This reveals that the control and the experimental groups were equal in terms of their knowledge of the target culture before the cultural instruction was given.

4.3. Analysis of the Data from the Culture Post-tests

The researcher provided cultural instruction in four weeks for the experimental group. After each cultural instruction, a related post-test was conducted for both the experimental and the control groups. Post-test results revealed that the scores of the experimental group were significantly higher than the control group.

Table 9. T-test results of the First Post- Test

Results of the First Post- Test	N	$\bar{X}$	SD	Df	t	p
Experimental Group	22	24.09	1.77	39	17.43	.000
Control Group	19	9.26	3.50			

$P < .05$

Table 9 reflects the descriptive statistic results of the first post-test, which tested the participants' knowledge of geography of the USA and the UK. It may be stated that the experimental group did far better than the control group ($p=.000$) which meant the cultural instruction provided for experimental group really worked. The mean score for the experimental group was 24.09, while it was 9.26 for the control group. Further, the difference between their standard deviation results was really high, which underlined that the two groups are heterogeneous concerning the first post-test.

Table 10. T-test results of the second post- test

Results of the Second Post- Test	N	$\bar{x}$	SD	Df	t	p
Experimental Group	22	16.77	1.06	39	0.60	.000
Control Group	19	6.42	3.02			

$P<.05$

Table 10 showing the results of the Second Post-test revealed that there was a statistically significant difference between the experimental and the control groups ($t=0.60$, $p<.05$). The mean of the control group was 6.42, while the mean of experimental group was 16.77. Also the difference between standard deviation of the two groups was striking. The analysis of the second post-test results indicates that the culture instruction provided for experimental group worked for the development of participants' knowledge of target culture regarding food customs.

Table 11. T-test results of the third post- test

Results of the Third Post- Test	N	$\bar{x}$	SD	Df	t	P
Experimental Group	22	26.72	1.85	39	23.36	.000
Control Group	19	8.84	2.98			

$P<.05$

The table 11 shows the results of the third post-test which was designed to test the participants' knowledge of target culture regarding festivals and holidays. The analysis of the third post-test depicted that the differences between groups was significant ($t=23.36$, $p<.05$). The t- value is calculated 23.26 and, the experimental group reached a mean value of 26.72 which outnumbered the mean value of the control

group ($x = 8.84$). A great difference between groups in standard deviation was also reflected in the table. Therefore, the cultural instruction provided to the experimental group is regarded to be effective.

Table 12. T-test results of the fourth post- test

Results of the Fourth Post- Test	N	$\bar{X}$	SD	Df	t	p
Experimental Group	22	16.27	0.93	39	14.32	.000
Control Group	19	8.73	2.25			

P<.05

Table 12 represents the results of the fourth post-test which evaluated participants' knowledge of American and British characteristics with "true", "false", and "I have no idea" options. The statistics shows that the mean of the experimental group doubled the mean of the control group. 16.27 is the mean of the experimental group, while the control group reached a mean of only 8.73. The standard deviations of the groups indicated a great difference, as well. The standard deviation of control group is 2.25 on the other hand standard deviation of experimental group is 0.93. The result justifies that there is a significant difference between the experimental and the control groups in terms of the results of the fourth post-test. ($t=14.32$, $p<.05$)

As a conclusion, one can infer from the results of the post tests that the results of the experimental group are significantly different from the results of the control group. The p value of all the four post tests were .000 ($p<.05$). It can be inferred from these results that the cultural instruction given to the experimental group worked well as all of the students in the experimental group increased their scores in the post test. The students appreciated the cultural knowledge they learned and showed their interest towards target culture in the post tests.

CHAPTER V

5. Discussions

Speaking is regarded as the measure of knowing a language by many language learners. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

(<http://www.nclrc.org/essentials/speaking/spindex.htm>)

Language learners need to recognize that speaking involves three areas of knowledge: mechanics (pronunciation, grammar and vocabulary), function (transaction and information exchange), and social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, understanding how to take into account who is speaking to whom, in what circumstances, about what and for what reason). Considering these in mind, one can say that speaking is the ultimate goal in language learning. In order to achieve this goal, the learners need to know pronunciation, grammar, vocabulary, the function of language and social and cultural rules.

After a four- week cultural instruction for the experimental group, the results of B2 level exit exam revealed that there was statistically significant difference in speaking test between the groups in this study. The speaking exam results of the experimental group were higher than control group (See table 3). The improvement in students' speaking skill can be explained by two main reasons for this increase. One is that students showed great interest towards the cultural issues covered in the lessons. They were observed to be very eager to learn about the British and American cultures. Every student in the experimental group, without any exception, was observed to be highly

interested in the issues discussed. The second reason of the improvement of speaking ability is that students involved in the sessions which were mostly held in the target language. This gave the students a chance of speaking the target language on a subject (culture) which they are interested in. During the culture sessions students involved in question and answers, discussions, and they made analysis and synthesis about the target culture in the target language. As the students had much to say, and as the topics discussed attracted them, 16 hours of culture lessons became a very good chance to speak and discuss for the students. By this way they felt confident about speaking, which was once regarded as the most difficult skill to achieve. This confidence seems to appear in the speaking test of the B2 level exit exam that the students of experimental group scored higher than the control group. As the speaking test consists 20% of the final grades, the results of the final grades were also significantly different from the control group (see table 4).

The second result that can be revealed from the study is that of the culture pre and post-tests. Although there were no statistically significant difference between the control and experimental groups in terms of the four culture pre tests (see tables 5, 6, 7, 8), the scores of the experimental group in the four culture post tests were significantly different. (see tables 9, 10, 11, 12). The students in the experimental group scored more than the control group after the culture instruction given to the experimental group students. This shows that students were highly motivated and eager towards learning the target culture. As Griesmann (2001: 4) states motivation is one of the main determinants of second/foreign language learning achievement, students' motivation towards learning the target cultures helped them learn better. Similarly Brewer (1988) mentioned the importance of motivation towards learning that improvement in linguistic accuracy and overall proficiency is more a result of motivation than of other factors (cited in Griesmann, 2001). So, the positive results of the culture post tests in the experimental group can be commented as the result of learners' motivation towards learning culture. Their motivation towards the target cultures lead the students to involve in the culture instruction and internalize what they got during the culture lessons, thus they scored better in the culture post tests.

To sum up, there are two results that can be concluded from this study. One is that culture instruction helped students improve their speaking skills as a result of the active involvement in culture lessons. Second, it is revealed that students were very eager and positively motivated to learn the target cultures. They were highly interested in British and American cultures that they tripled the scores of the control group. (see mean values $\overline{(x)}$ of table 9,10, 11, 12)

5.1. Limitations of the Study

This study was conducted at AİBU Dil-Mer with forty-one B2 level (CEFR, 2001) students. The number of participants was limited to forty-one because of the fact that classes consist of students between 18 and 24. For this study, two classes at B2 level at Dil-Mer were randomly selected. To conduct the study properly, the researcher herself covered the lessons in both groups so as to prevent any inequality between groups.

Another limitation of the study was that it lasted for four weeks. At AİBU Dil-Mer the proficiency levels start with A1 and A2, B1, B2 (CEFR, 2001) and AFLCS (Academic Foreign Language for Collage Studies) levels follow them. A1, A2, B1 and B2 levels each lasts for five weeks and students who are successful at the end of each level start to a next level. The fifth week is assigned as the exam week, thus the researcher did not cover any culture lessons during the fifth week. Two classes at B2 level were selected for this study and a four-week syllabus was designed for the experimental group. At the end of those four weeks the effects of cultural instruction were analyzed. As the researcher had to follow the regular syllabus at the same time, the culture instruction was limited to only 16 hours within those four weeks.

As the time donated for this study was limited it was not possible to see the results of a long term study. The results of exit exam showed that students in experimental groups scored higher than the students in the control group in speaking test. There were no significant difference in the use of English (grammar) and

vocabulary or reading tests. The reason behind that result is that students involved in culture lessons orally in the target language. On the other hand the culture and language integrated lessons were limited. Provided that the time donated to culture lessons were longer, the results of culture instruction would be different for the exit exam.

5.2. Suggestions for Further Research

This study revealed that students who were exposed to cultural instruction during four weeks time in 16 lessons scored higher than the ones who did not receive any culture instruction in speaking test given students at preparatory classes of Dil-Mer. This results arises other research questions. One of them is if the duration of culture instruction was longer, would the students score higher in the use of English (grammar) and vocabulary test? Or if the duration of culture instruction was longer, would the students score higher in reading and writing tests? If that was the case, what would be the opinions of students on integration of such cultural elements in the language lessons? And which cultural elements were most interesting for the students? What are the opinions of language teachers that participated in the studies about how well culture instruction worked? What are the most challenging parts of conducting a study on the effects of culture instruction and does it worth? What are the opinions of teachers on most effective strategies to teach culture? Questionnaires, interviews and pre- post-tests are some tools to be given both the students and the teachers to find answers for these research questions for further studies on teaching target cultures. The answers of these questions would be great help for both language teachers and administrators working on improving language teaching in Turkiye.

5.3. Suggestions for the Administrators and National Education Commission

Although proven to be very important for language learning, ‘culture’ is always ignored by most of the language teachers in Turkiye. As a result, students learned language, even in higher levels, but found themselves insufficient in communication or

understanding culturally embedded meanings in most of the media, books, TV series, and movies. Although they are proficient in English, they hesitantly tend to initiate or engage in oral communication with people from other cultures. Or when they integrated in the cultures of the language they are learning, Turkish students feel different or lonely because of not knowing what it is to be like living in that societies whose culture they are not familiar with. Bearing all these in mind culture teaching started to gain importance in language teaching-learning in recent years. Yet, the subject is new for our country; therefore cultural elements are not still integrated into language classes efficiently. Further, teachers hardly find extra time to integrate culture into their classes as they have to keep up with a syllabus. The solution for this problem is integrating cultural elements assigned by the administrators into national curriculum. By this way the questions of ‘what to integrate’ and ‘how much of culture should be integrated’ as ‘target culture’ would also be solved and the ambiguity among language teachers would be ended.

5.4. Implications for the Teachers

The results of this study revealed that students are interested in learning different cultures, British and American cultures for this study, and if the topic is interesting for them, they are better motivated, and they can better involve in the lessons. More active involvement brings more success. Considering these in mind, teachers can think of ways of integrating issues like target culture, which motivate students, to their classes, in order to enhance learner involvement and thus increase students’ success in the target language, especially as a means of communication.

5.5. Researcher’s Suggestion of Topics in Culture Lessons

Considering all the above information in mind and the experiences and needs of the students at higher education level in Türkiye, the researcher selected the following topics from both little ‘c’ and big ‘C’ culture elements to be covered for the

research study.

5.5.1. Statue of liberty

It is the symbol of US and New York, and one of the best known figures of the USA. Students see the Statue of Liberty in most advertisements, any news about US on the Internet, newspapers and in several movies shot in the USA. Seeing the Statue of Liberty, in a very wide range of sources, the researchers and teachers could select it as a subject to integrate in their lessons as an element of big “C” culture. By doing so the researchers and teachers can make students’ minds clearer about the meaning of the statue for Americans and accordingly students would make associations about the brief history of the country.

5.5.2. Christmas in the USA

“Christmas celebrations” is one of the most mentioned items with the figures of Santa Claus, Christmas tree, Christmas meals, church service and wrapped presents. In most parts of the world, it is symbolized with similar figures. In Türkiye, people celebrate the coming of the New Year in a similar fashion. The question at this point is: What is the origin of Santa Claus, Christmas tree, Christmas meals, church service, and wrapped presents and when Christians and most specifically, Americans celebrate Christmas? What is similar in their Christmas celebration to Turkish People’s New Year celebrations? From this point of view, the researchers or teachers could select the subject “Christmas traditions” as a catchy subject to cover in class. By briefly covering the origin and history, the big “C” culture could be covered, and by pointing out the food and celebrations, little “c” culture is taken into consideration.

5.5.3. UK or England?

Türkiye is a country with 81 provinces under one national flag and is governed by a government headed by the prime minister, which is different from the UK and the USA. Students in Türkiye are not familiar with the term “united” as in the United

Kingdom or the United States, or they are not aware of the difference between the United Kingdom and England or Britain. Students in this study like others did not know where English language was born and who the fathers of English were. The researcher plans to briefly mention these subjects under the title of ‘UK or England’ which would serve big “C” cultural knowledge of the students. Thus, the students would make connections better when, in real world, they hear about these terms in a conversation or media.

5.5.4. Thanksgiving

Thanksgiving is a tradition that belongs solely to Americans and has many scenes in our mind from American movies or series with the figures of turkey, family meal, happy family members and praying. Although being familiar with these scenes, Turkish students do not know why and who Americans give thanks to. In order to increase students’ perceptions of this event in the American culture for a better understanding of movies, songs, and TV series and for a better mutual understanding in real world conversation. Thanksgiving could be covered under the title of “celebrations”. By giving information about the origins of thanksgiving, the researchers and teachers could serve big ‘C’ culture.

5.5.5. UK and USA flags

One of the symbols of a nation is its flag. Flags carry some symbols of important events or facts about the history of a nation, which forms the base for the big “C” culture of the country. Considering these in mind the researcher decided to cover the creation of the “UK and USA flags”. By doing so, the researcher gives information about the 13 American colonies, and the 50 states in the US and their representatives in the US flag. While presenting the history of the UK flag the researcher aimed to focus on the crosses in the Union Jack and the importance of religion on the existence of the UK.

5.5.6. Places to see in England and the USA

History and architecture forms the big “C” culture of a country. Modern buildings and historical ones give ideas to learners about the lifestyles (little “c” culture) of the people living there. Also such information serves as a guide for pleasure travel. In a global world, it is very easy for anyone to travel abroad, so when Turkish students have a chance of going to England, or the USA (by student exchange programs, work and travel programs), they can spend time seeing the worthwhile places in England and the USA. If such a topic is covered in culture lessons, pre information would foster students’ pleasure of the sites.

5.5.7. Story of America:

History and the origins of a country are the subcategories of the big “C” culture and give information about the establishment of villages, towns great wars and their results on the lives of people. A lesson titled “Story of America” which briefly mentions who the first settlers of America were, how they lived, why they emigrated from England, how slavery started, and how it resulted, would help students understand America better. All of above issues shaped the foundations of current form of the United States and by covering these topics the teachers get students to make connections and realize the differences between America and England whose language they are learning.

5.5.8. British and American way of life:

How people live, their communication styles, verbal and non-verbal language symbols, cultural norms (what is proper and improper in social interactions), how to behave are associated with little “c” culture. As Byram (1997) writes,

...intercultural communicative competence requires that students acquire the knowledge, skills, attitudes and critical cultural awareness necessary to communicate interculturally. Along with knowledge of the culture, students need to gain knowledge and understanding of societal

and cultural norms, values and interactions associated with the culture(s) of the second language”.

Thus, the integration of “way of life” aspect of little “c” culture into lessons would enhance learners’ intercultural competence .British and American ways of life could be considered to be discussed with the culture of the learners’ (C1). By doing contrastive analysis of these three cultures students are supposed to realize the differences between cultures and improve their intercultural communication abilities. (little “c” culture)

5.5.9. American and British Celebrations

Thanksgiving, Independence Day, Veterans’ Day, Memorial Day, Columbus Day, Washington’s Birthday are some of the federal holidays celebrated in the USA. On the other hand, Mayday, and Bonfire Night are the celebrations held in the UK. By covering these celebrations in the lessons the researchers and the teachers first create a map in students’ minds about celebrations unique to the USA and the UK and make connections with the big “C” elements of target language, such as history and architecture.

5.5.10. Common Celebrations in the UK and the USA

Valentine’s Day, Easter, Halloween, are the best known days celebrated both in the USA and the UK. Celebrations are identified as elements of big “C” culture. So by covering such a lesson titled “Celebrations in UK and USA”, the researcher and teachers could make students learn the origins of the most known days and thus, the students got familiar with the topics. When they encounter these common topics in movies, series, magazines, or in the real world, students can better understand these and became better communicators in such a global world. And as an end result, this would foster students’ little “c” abilities as well.

5.5.11. British pubs:

British pubs are very important elements of the British culture. “Pub” in the British culture is a concept different from Turk’s conception of similar places. Pubs are a way of British people’s life both for man and woman, not only to drink but also to eat and spend time after work or during lunch break. When British people hear the word “pub” a lot of different activities come to mind. Therefore, as an element of little “c” culture, integrating “British pubs” into lessons would help students’ understanding of pubs and give ideas on how the British People spend time, and in the real world they would easily make connections and increase their intercultural communication abilities. It is expected that at the end of instruction when Turkish students hear the word “pub”, the same connotations would arise in their minds with the people whom they are interacting with.

5.5.12. Food and food customs of Americans and the British

By integrating this little “c” culture element of British and American People, the teachers can have students think about the similarities and differences between food cultures of British, American and Turkish people and learn what messages are hidden behind traditional food. In Türkiye, as “baklava” reminds bayram or very special days to most Turkish people, similarly ‘roasted turkey’ reminds Americans ‘thanksgiving’ and ‘Christmas’ and to British people ‘Christmas’. By the integration of food customs of the UK and the USA the students would get the relationship between food and their representatives in real life. This would also serve to students’ intercultural perspectives.

5.5.13. American and British characteristics

As an element of little “c” culture, American and British characteristics will definitely be helpful for students who have a chance to visit those countries, and students who are familiar with people’s characteristics (such as time is money for Americans and punctuality is a main moral in interpersonal relations for British people) are less likely to suffer from culture shock. Further this lesson will hopefully increase

students' understanding of the "others" when they see movies, series, videos in these cultures.

REFERENCES

- AlFallay, I. (2001). *Motivation type and level of language proficiency: two crucial factors in selfassessment*. Arab Journal for the Humanities
- American National Standards for Foreign Language Education Project (1999)
- Arthur N .(2001). *Using critical incidents to investigate crosscultural transitions*, International Journal of Intercultural Relations, 25,41-53
- Atamna E. K. (2008). *An ethnography based culture integrated approach to teaching English at the university*. Dissertation, Algeria: University of Mentouri, Constantine Department of Foreign Languages
- Bandura, A. (1986). *Social foundation of thought and action: A social cognitive theory*. Engleewoods, NJ: Prentice-Hall.
- Bates and Plog (1990). *Cultural antropology*. (3rd edition). Mc. Graw-Hill Education: New York
- Brewer, W.B. (1988). Are Foreign Language Requirements Defensible in the Light of Recent Research Findings in SLA? *Hispania*, 71-1
- Brooks, N. (1964). *Language and language learning*. (2nd edition). San Diego: Harcourt Brace Jovanovich, Inc.
- Brooks, N. (1986). Culture in the classroom. J.M. Valdes (ed), *Culture bound: Bridging the cultural gap in language teaching*. Cambridge:
- Brown, H.D. (2000). *Principles of language learning and teaching*. (4th edition). London: Longman Pearson Education Limited. Cambridge University press.
- Brown, D. (1994). *Principles of language learning and teaching*. Englewood Cliffs, NJ: Prentice Hall Regents.

- Byram, M. (1989). *Cultural studies in foreign language education*, Clevedon: Multilingual Matters
- Byram, M. (2003). *On being Bicultural and Intercultural: Intercultural Experience and Education*, Great Britain: Multilingual Matters Ltd.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*, Clevedon: Multilingual Matters
- Byram, M. and Morgan, C. (1994). *Teaching and learning language and culture*. Clevedon: Multilingual Matters.
- Byram, M. and Planet, M.T. (2000). *Social identity and European dimension: intercultural competence through foreign language learning*. Graz: council of Europe publishing.
- Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*. 1,1-47.
- Chamot, A. U., Dale, M., O'Malley, J. M., & Spanos, 6. A. (1993). Learning and problem solving strategies of ESL students. *Bilingual Research Journal*, 16 (3-4): 1-38.
- Cem, C. (1978). *Türkiye'de kamu görevlilerinin yabancı dil sorunları*, Ankara:Doğan Basımevi,
- Chastain, K. (1988). *Developing second language skills. Theory and practice*. Orlando, Florida: Harcourt Brace Janovich Publishers
- Council of Europe. (2001). *A common European framework of reference for languages*. Cambridge: Cambridge University Press.
- Damen, L. (1987). *Culture learning: the fifth dimension in the language classroom*. Massachusetts: Addison- Wesley Publishing Company.
- Demirel, Ö. (2004) *Yabancı dil öğretimi* (2. Baskı) Ankara: Pegem A Yayıncılık

- Doğançay- Aktuna, S. (1998). The spread of English in Turkey and its current sociolinguistic profile. *Journal of Multilingual and Multicultural development* 19/1 23-39.
- Dubreil, S. (2002.). *An empirical investigation on using video and the Internet to teach culture in the intermediate level foreign language classrooms*. Dissertation, Faculty of Graduate School of Emory University, Department of French and Italian, Division of Educational studies.
- English Language Curriculum of Primary Education, (2006)
- English Language Curriculum of High School Education (2008)
- Erdmenger, M. and Istel, W.(1973). *Didaktik der Landeskunde*. Tübingen: Max Hueber Verlag.
- Griesmann, A. (2001). *The relation between motivation, achievement, cultural competence and speaking proficiency to the methods used by high school Spanish foreign language teachers to teach culture*. (dissertation).
- Halliday, M. A. K. (1975). *Learning how to mean: Explorations in the development of language*. New York: Elsevier.
- Hasselgreen, A. (2003). Towards the assessment of intercultural competence. A. Hasselgreen (ed.), *Bergen can do project*. Graz: Council of Europe Publishing.
- Henrichsen, L. E. (1998). *Understanding Culture and Helping Students Understand Culture*.
- Hinkel, E. (1999). *Culture in second language teaching and learning*. Cambridge: Cambridge University Press
- Heusinkveld, P.R.(1997). (ed.). *Pathways to culture*. Yarmouth, ME: Intercultural Press
- Hofstede, G.(1984). *National Cultures and Corporate Cultures*. L.A. Samovar & R. E. Porter (eds.), *communication between cultures*. Belmont, CA: Wadsworth.

- Holme, R. (2002). Languages for intercultural communication and education. Byram, M. (ed.), *Context and Culture in Language Teaching and Learning*. Clevedon, GBR: Multilingual matters limited.
- Huang, Z. & Runjiang, X. (2011). A Study of Culture Teaching in College English Teaching. *Theory and Practice in Language Studies*.1(6. 681-687)
- Jiang, W. (2000). The Relationship Between Culture and Language. *ELT Journal* 54(4).328-332
- Jiying, Z.(2004) Cultural connotation in English vocabulary teaching. retrieved 15th June,2011 from <http://www.elc-china.org/pastversion/lw/pdf/zhangjiying.pdf>
- Kang-Young, L. (2009). Treating culture: what 11 high school EFL conversation textbooks in South Korea do. *English Teaching: practice and critique*. 8(1).76-96
- Keleş, Ö. (2005) *Eğitimde kalite yaklaşımları*, A. Ü. Eğitim Bilimleri Enstitüsü tezsiz yüksek lisans programı
- Kramsch, C. (1998). *Language and Culture*. Oxford : Oxford University Press
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press
- Koçer, H. A. (1970) *Türkiye’de Modern Eğitimin Doğuşu*. Ankara: Uzman Yayınları,
- Korkmaz, İ. (2009). *A descriptive study on the concept of culture and multiculturalism in English language coursebooks*. Master’s thesis, Edirne. Trakya University Institute of Social Sciences.
- Lafayette, R.C. (1978). *Teaching culture: strategies and techniques*, Virginia: Arlington.
- Lange, Dale L. (1998). *The teaching of culture in foreign language courses*. Center for applied linguistics. Washington D.C.

- Larsen- Freeman, D. & Long, M. (1991). *An introduction to second language acquisition research*. London: Longman.
- Lado, R. (1986). How to compare two cultures. Valdes ,J.M. (ed.), *Culture Bound: Bridging the Cultural Gap in Language Teaching*. Cambridge: Cambridge University Press.
- Lee, L. (1997). Using internet tools as an enhancement of C2 teaching and learning. *Foreign Language Annals*, 30 (3).
- Linton, R. (1945). *The cultural background of personality*. Oxford, England: Appleton-Century.
- National Standards in Foreign Language Education Project.(1999). Standards for foreign language learning in the 21st century. New York, NY:
- Martinez-Flor (2008). Current Trends in the Development and Teaching of the Four Language Skills. *Mouton de Gruyter (formerly Mouton, The Hague)is a Division of Walter de Gruyter GmbH & Co. KG, Berlin*.
- Marie, F.& Klein, V.(2004). *culture in the foreign language classroom: teacher's beliefs, opportunities and practice*. Dissertation, Minnesota: Faculty of the Graduate School.
- MEGSB 1986 yılı verileri.
- Nostrand, H.L. (1974). Emphaty for a second culture: motivation and techniques. G.A. Jarvis (ed.), *Responding to new realities*. ACTFL Foreign Language Education Series, 5. Skokie, Illinois: National Textbook Company
- Nida, E. (1998). Language, culture and translation. *Foreign Language Journal*.115(3). 29-33
- Nunan, D. (1991). *Language teaching methodology*. Hemel Hempstead, England: Prentice Hall International.
- Parson, T. (1949). *Essays in Sociological Theory*. Glencoe, IL: The free Press.

- Peterson, E. & Coltrane, B. (2003). Culture in Second Language Teaching. *Digest*. Retrieved June 15, 2011 from [http:// www.cal.org/resources/digest/0309_peterson.html](http://www.cal.org/resources/digest/0309_peterson.html)
- Peterson, R. A. (2004). Where the Two Cultures Meet: Popular Culture. *The journal of popular culture*. 11(2).385-400
- Risager, K. (1991). *Language teaching and the process of European integration*. In: Byram, M. and Fleming, M. (eds) (1998) *Language Learning in Intercultural Perspective*. Cambridge: Cambridge University Press
- Risager, K.(1998). *Language Teaching and the Process of European Integration*. M. Byram and M. Fleming (eds.), *Language learning in intercultural perspective*. Approaches through drama and ethnography. Cambridge: Cambridge University Press
- Saluveer, E. (2004). *Teaching culture in English classes*. Master's Thesis, Tartu: University of Tartu, Department of English.
- Scheu, D. (1996). Integrating cultural activities in the foreign language classroom
- Seelye, H. (1974). *Teaching culture: strategies for foreign language educators*. Skokie, IL: National Textbook Company
- Seelye, H. N. (1988). *Teaching Culture*. Lincolnwood, IL.: National Textbook Company.
- Seelye, H. N. (1997). *Teaching culture: strategies for intercultural communication*. Chicago: National Textbook Company
- Seelye, H.N. (1993). *Teaching culture: Strategies for intercultural communication*. (3rd edition). Lincolnwood, IL: National Textbook Company.
- Sercu, L. (2006). The Foreign Language and Intercultural Competence teacher: the Acquisition of a New Professional Identity. *Intercultural education*. 17(1). 55-72

- Sowden, C. (2007). Culture and the 'Good Teacher' in the English Language Classroom. *ELT journal*. 61 (4).304-310
- Stern, H.H. (1983). *Fundamental concepts of language teaching*. Oxford: Oxford University Press.
- Stern, H.H. (1992). *Issues and options in language teaching*. P.Allen & B. Harley (Eds.), Oxford: Oxford University Press
- Thanasoulas, D. (2001). The importance of teaching culture in the foreign language classroom. *Radical Pedagogy* (2001). Retrieved January 10 2009, from http://radicalpedagogy.icap.org/content/issue_3/7-thanasoulas.html
- Tomalin, B. & Stemleski, S. (1993). *Cultural awareness*. Oxford: Oxford University press
- Tseng, Y.H. (2002). A Lesson in Culture. *ELT journal* 56(1). 11-21.
- Tunçel, R.(1988). *Teaching culture in an EFL context:a comparison between students taught through audio-visual materials and those through conventional presentation*. Master's Thesis. Eskişehir: Anadolu University, ELT Department.
- Turkan,S. & Çelik, S. (2007). Integrating culture into EFL text and classrooms: suggested lesson plans. *Novitas royal*.1(1).18-33.s
- Yılmaz, D. (2006). *Students' Opinions of the Role of 'Culture' in Learning English as a Foreign Language*. Master's thesis, Istanbul, Boğaziçi University, Institute for Graduate Studies for Social Sciences.
- Williams, R. (1958). *Culture and society*. London: Penguin Books
- White, R.V. (1988). *The ELT Curriculum: Design, Innovation and Management*. Oxford: Blackwell
- Wisniewska- Brogowska, D. (nd). A topic based Approach to teaching culture. *Teachers' forum*. Retrieved June 15, 2011 from <http://elt.britcoun.org.pl/forum/dorota.html>

WEB PAGES

http://www.nationmaster.com/graph/lan_eng_pop_tot-language-english-speaking-population-total

<http://www.education.ualberta.ca>

<http://www.ingilish.com/hd6.htm>

<http://www.cis.doshisha.ac.jp/kkitao/library/article/tesl-his.htm>

<http://tesl-ej.org/ej31/r9.html>

APPENDICES

APPENDIX A

THE FIRST WEEK LANGUAGE TEST

NAME:..... LAST NAME:..... GROUP:B2/.....

A) CHOOSE THE CORRECT OPTIONS

AMERICAN CITIES

Since 1994, this section **a) offers b) has been offering** information on two cities, New YORK city and Los Angeles.

New York City:

The city **a) is often referred b) is referring** as New York City or the City of New York, to distinguish it from the state of New York, of which it is a part.

As much as b)As many as 800 languages **a) are spoken b) speak** in New York, making it the most linguistically diverse city in the world.

New York **a) has served b) served** as the capital of the United States from 1785 until 1790. It **a) has been b) was** the country's largest city since 1790.

Many districts and landmarks in New York City **a) have become**

b) became well known to outsiders. The Statue of Liberty **a) greeted b) has greeted** millions of immigrants as they came to America by ship in the late 19th and early 20th centuries.

Numerous colleges and universities **a) are located b) locate** in New York, including Columbia University, New York University and Rockefeller University, which **a) rank b) are ranked** among the top 100 in the world

Los Angeles:

Los Angeles **a) founded b) was founded** on September 4, 1781 by the Spanish governor Felipe de Neve. It **a) has become b) became** a part of Mexico in 1821, following the Mexican War of Independence. In 1848, at the end of the Mexican–American War, Los Angeles and the rest of California **a) were purchased b) have**

purchased as part of the Treaty of Guadalupe Hidalgo, thereby becoming part of the United States.

a) As b) Because the home base of Hollywood, Los Angeles is known as the "Entertainment Capital of the World",

Los Angeles **a) has hosted b) hosted** the 1932 and 1984 Summer Olympics. Los Angeles is also home to renowned universities such as the University of Southern California and the University of California, Los Angeles.

B) PUT THE VERBS INTO ACTIVE OR PASSIVE FORMS OF THE CORRECT TENSES

THE UNITED KINGDOM:

Very often, but incorrectly, Great Britain **1)..... (USE)** as a synonym for the United Kingdom. Great Britain is a political term, and it **2)..... (DESCRIBE)** the combination of England, Scotland, and Wales, and these three nations together **3)..... (INCLUDE)** all the land on the island. It is also a geographical term referring to the great island. On this island there are the countries England, Wales, and Scotland.

The United Kingdom of Great Britain and Northern Ireland **4)..... (COMMONLY KNOW)** as the United Kingdom, the UK, or Britain, and it is on the northwestern coast of continental Europe. It is an island country and includes Great Britain, the northeastern part of Ireland, and many small islands. Northern Ireland is the only part of the UK with a land border, and **5) (SHARE)** it with the Republic of Ireland. Apart from this land border, the UK **6)..... (SURROUND)** by the Atlantic Ocean, the North Sea, the English Channel, and the Irish Sea. The Great Britain and France **7)..... (LINK)** by the Channel Tunnel.

Great Britain is one of the most densely populated countries of Europe, and the southern parts of the country **8)..... (REACH)** the highest density figures of Europe as a whole.

C) REWRITE THESE SENTENCES BY USING AS... AS or NOT AS... AS

1) New York is bigger than Los Angeles.

.....

2) In the past there were 13 states in the USA. Today there are 50.

.....

3) The USA hosts 300.000.000 people, on the other hand the UK hosts about 70.000.000 people.

.....

4) Washington DC is less crowded than New York City.

.....

5) Los Angeles is more exciting than Chicago.

.....

6) San Francisco isn't densely populated, but New York is.

.....

D) MY VACATION IN LONDON (-ING OR TO FORMS OF THE VERBS)

1)..... the historical places in London has always been my dream. (see)

2) When we arrived in London, we first intended the Buckingham Palace. (visit)

3) In London, the best way of (see) around is 4).....(get on) on a red sight-seeing bus, so we decided (get up) early and see the places around.

5) During the trip, the bus often stopped(let) us time to take photos of the buildings.

6) At the end of the day, we happened (see) all of the historical places in London.

7)I was so fascinated at the end of the sight-seeing and I can't stop myself.....(think) about the marvelous architecture of the Big Ben, Tower of London, The Globe Theatre, and the House of Parliament.

8) The British people seem (be) proud of their history and architecture.

APPENDIX B
THE THIRD WEEK LANGUAGE TEST
BRITISH AND AMERICAN CELEBRATIONS AND HOLIDAYS
NAME:.....LAST NAME:..... GROUP: B2/.....

A. CHOOSE THE CORRECT OPTION.

1. Stephan told me(buy) the presents for Christmas on 23rd December, the day before Christmas Eve.

- a) if he has bought b) whether he bought
 c) he had bought

2. Mark asked me the midnight church service on Christmas Eve.

- a) if I would attend
 b) I had attended
 c) I would have attended

3. I asked James on the fireplace on Christmas Eve.

- a) what do the children hung up
 b) if children hung up
 c) what children hung up

4. I wanted to know.....

- a) if the Christmas tradition comes from.
 b) where does the Christmas tree tradition come from.
 c) where the Christmas tree tradition comes from.

5. Garret told me that his father..... him a camera for the previous Christmas

- a) had bought b) bought c) is going to buy

6 Little Samantha asked her father

- a) if Santa exists.
 b) where does Santa live
 c) whether does Santa live in the North Pole.

7. Jack told his aunt that he had been a good boy throughout the year and Santa a toy train for the coming Christmas.

- a) would bring him
 b) would have brought
 c) is going to bring

8. The teacher us that thanksgiving is the tradition which is celebrated only in the USA.

- a) wanted to know b) told c) said

9. They were the pilgrims who were the first settlers of the USA. If.....in America, they wouldn't have met the native Americans.

- a) didn't arrive b) weren't arrived
 c) hadn't arrived.

10. If the Americans don't use an Advent Candle, they advent Calendar.

- a) can use b) would use c) could have used

11. Americans believe that if they their friend under the mistletoes, they a long friendship.

- a) kiss/ will have b) kissed/ would have
 c) had kissed/ would have had

12. If Guy Fawkes to blow up the parliament, people started the tradition of bonfires.

- a) didn't plan / wouldn't have started
 b) hadn't planned/ wouldn't start
 c) hadn't planned/ wouldn't have started

13. If the kids for money, the it for buying fireworks.

- a) beg/ will probably use
 b) begged/ would use it
 c) had begged/ would have probably used

14. If I In the UK, I.....the Maypole dancing as it seems so enjoyable.

- a) live/ can join b) lived /could join
 c) had lived / could have joined

15. If mum Julia how to cook a delicious roasted turkey, ... such a good turkey tonight. It was really awesome.

- a) didn't teach / wouldn't eat
 b) had taught /wouldn't eat
 c) taught / would have eaten
 d) hadn't taught / wouldn't have eaten

16. Unless children well, Santa coal for them.

- a) don't behave / will bring
- b) didn't behave/ brought
- c) behave / will bring
- d) behaved / would bring

B. FILL IN THE BLANKS WITH THE CORRECT TAG QUESTIONS.

17. Guy Fawkes Day is also known as the Bonfire Night,.....?

18. In 1605, thirteen young men planned to blow up the Houses of Parliament , ...?

19. In doing so, they would kill the King, JAMES I, maybe even the Prince of Wales, and the Members of Parliament who were making life difficult for the Catholics,.....?

20. BUT the authorities stormed it in the early hours of November 5th and he was caught, tortured and executed,.....?

21. Since then, November 5th has become known as Bonfire Night,.....?

22. The event is commemorated every year with fireworks and burning effigies of Guy Fawkes on a bonfire,.....?

23. In fact, even today, the reigning monarch only enters the Parliament once a year, on what is called "the State Opening of Parliament",.....?

24. Preparations for Bonfire Night celebrations include making a dummy of Guy Fawkes,.....?

25. The kids use the money to buy fireworks for the evening festivities, ...?

26. Next year ,I am going to be one of these children who beg for money ,.....?

27. I am not a person who hates learning British culture, ...?

THANK YOU FOR ANSWERING THESE QUESTIONS

FULYA KURTULUŞ MARCH, 2011

APPENDIX C**THE FOURTH WEEK LANGUAGE TEST**NAME/LAST NAME:..... **GROUP: B2/.....****A. CIRCLE THE CORRECT OPTIONS.**

1. Although/ Even though/ In spite of/ Despite Jack knows that it is bad manners to arrive late for an appointment, he came forty minutes late, and didn't apologize.
2. Although/ Even though/ In spite of/ Despite being late, Martin entered the classroom without saying his excuse to Professor Jackson.
3. David couldn't wait for her friend to give him advice about the price increase in the stock because/ as a result/ due to time is money in the USA.
4. Jason asked his question while the teacher was explaining the subject in order to/ to/ so that / so / interrupt the lesson because/ because of/ as a result of/ due to he is a naughty student.
5. Mike didn't ask his question till the end of the lesson In order to/ to/ so that / so / he didn't interrupt the lesson.
6. Because of/ As a result of/ Due to / because/his shyness Miguel couldn't want more food. He had to leave the table hungry.
7. At an office you should make your personal calls on your own phone because of/ as a result of/ due to/instead of calling on the office phone.
8. Although/ Because/ Due to/ As a result of / Instead / Despite it is rude manners to eat and drink in front of your boss in Turkiye, office workers are free to do so in the USA.
9. Due to / Because of/ Despite/In order to our being worm blooded we kiss people that we just met at each cheeks, but American people prefer just hand shaking instead of/ as a result of/ in spite of kissing.
10. As a result of/ Due to/ Even though/ Because / Because of/ So that being relax, American people are more free at office than Turkish people.

B. REWRITE THESE SENTENCES IN PASSIVE FORMS

1. The Smiths are eating roasted turkey and roasted vegetables for dinner.

2. Mr. Samuel's student has just knocked the door to come in.

3. Mr. Samuel has answered the questions about the projects.

4. Mr. Samuel is answering the questions about the projects in his office.

5. People are decorating the houses with American flags on national holidays.

6. Generally grandmothers prepare a big delicious Christmas dinners for the family in the USA.

C. FILL IN THE BLANKS WITH THE CORRECT FORM OF THE PASSIVE VERBS.

Tonight the whole family is coming for Christmas dinner to our house. The delicious turkey

1)..... (prepare) by my mother now. Before roasting, the turkey

2).....(marinate) in a spicy sauce. At the moment the salad

3).....(prepare) by my sister. The lettuce and tomatoes

4).....(slice) for the salad. The turkey is really very big. My dad

5).....(buy) it yesterday. The dining table and the dining room

6).....(not/clean) yet. I am supposed to do these. We are lucky that it is snowing, and the

roads 7).....(continuously/ clean) by the workers. A big snowman

8).....(make) by the children in front of our house. I hope we will have a great celebration tonight.

APPENDIX D

THE FIRST LESSON TEST (PRE-POSTTEST) (THE UK AND THE USA CULTURES)

NAME/LAST NAME: _____ GROUP: B2/ _____

1. Great Britain consists of _____.

- a) England, Ireland, Wales
- b) Scotland, Wales, England
- c) England, Wales, Scotland, Northern Ireland
- d) England, Wales, Scotland, Republic of Ireland

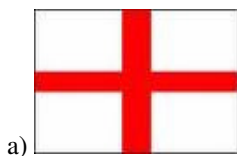
2. The United Kingdom consists of _____.

- a) Scotland, England, Wales, Northern Ireland
- b) England, Wales, Scotland, Republic of Ireland
- c) Scotland, England, Wales
- d) Wales, Northern Ireland, England

3. The United Kingdom flag is _____.



4. The Scottish flag is _____.



5. The nickname for the UK flag is _____.

- a) The Great Flag
- b) The Union Flag
- c) Union Jack

6. Which one of the below is not a British city?

- a) Boston
- b) Birmingham
- c) Edinburgh
- d) Glasgow

7. Which one is the capital city of England?

- a) Edinburgh
- b) Manchester
- c) London

8. Which one is the capital city of Scotland?

- a) Belfast
- b) Birmingham
- c) Cardiff

9. Which is the correct order for the British

Cities from biggest to smallest?

- a) London, Manchester, Edinburgh
- b) London, Birmingham, Leeds
- c) Liverpool, Glasgow, Leeds

10. Which one is the capital city of Wales?

- a) Belfast
- b) Birmingham
- c) Cardiff

11. Which one is the capital city of Northern Ireland?

- a) Belfast
- b) Birmingham
- c) Cardiff

12. The USA is_____.

- a) in the Southern part of Mexico
- b) in the Southern part of Canada.
- c) between Mexico and Brazil.

13. _____is on the Eastern coast of the USA.

- a) The Pacific Ocean b) The Atlantic Ocean
- c) The North Sea

14. _____is on the Western coast of the USA.

- a) The Pacific Ocean b) The Atlantic Ocean
- c) The Caribbean Sea

15. There are _____ states in the USA.

- a) 48 b) 50 c) 51

16. The USA is_____ times larger than Turkiye. a) 5 b) 10 c) 20

17. The population of the USA is about _____.

- a) 100.000.000 b) 200.000.000 c) 300.000.000

18. Which one is today's American flag?



19. Who sew the first American flag?

- a) George Washington b) Betsy Ross
- c) John F. Kennedy

20. The red and white stripes represent_____.

- a) the 13 colonies b) blood and sand
- c) native Americans and pilgrims

21. The three biggest cities in the USA are: _____, _____, _____.

- a) Washington, New York, San Francisco
- b) New York, Los Angeles, Chicago
- c) New York, San Francisco, Washington

22. Hollywood and Universal Studios are in_____.

- a) Los Angeles b) Chicago c) San Francisco

23. The government of the USA is in_____.

- a) New York b) Los Angeles
- c) Washington (DC)

24. The number of the stars in flag represents _____.

- a) the first pilgrims
- b) American colonies c) number of states

25. Today there are _____ stars on the flag.

- a) 48 b) 50 c) 52

26. Which one is not a nickname for the American flag?

- a) Blood and Sand b) Old Glory
- c) The Red, White, and Blue

APPENDIX E

THE SECOND WEEK

THE SECOND LESSON PRE-POSTTEST (THE BRITISH AND AMERICAN FOOD CULTURES)

NAME: _____ NUMBER: _____ CLASS: B2- _____

1. Traditional English breakfast is _____

- a) egg, bacon, sausages, fried bread, mushrooms, baked beans with a cup of tea.
- b) a bowl of cereals, a slice of toast, a glass of juice or a cup of coffee.

2. Typical English breakfast is _____

- a) egg, bacon, sausages, fried bread, mushrooms, baked beans with a cup of tea.
- b) a bowl of cereals, a slice of toast, a glass of juice or a cup of coffee.

3. British people have _____ for lunch.

- a) meat and vegetables
- b) sandwiches and a cup of coffee

4. A slice of meat and two vegetables is _____

- a) a typical lunch
- b) a typical dinner

5. British people have roasted Turkey for ____ .

- a) Halloween
- b) Easter
- c) Christmas

6. Afternoon tea is also known as _____

- a) high tea
- b) low tea

7. Afternoon tea is drunk between _____

- a) 2-4
- b) 3-5
- c) 5-7

8. Custom of drinking tea originated in England in _____

- a) 1661
- b) 1777
- c) 1801

9. British pub is also known as _____

- a) public house
- b) British bar
- c) dart house

10. Apart from drinking, people can also _____ at pubs.

- a) play chess
- b) play dart
- c) play pool
- d) a & b
- e) b & c

11. Which of two are eaten during a heavy American breakfast?

- a) pancakes, ham, waffles
- b) hot cereals, cottage cheese, toast

12. Classic American lunch consists of _____

- a) deviled eggs and sandwiches
- b) shrimp cocktail or soup
- c) cheese casserole or hamburgers

13. American dinner cocktail or party appetizers consist of _____

- a) deviled eggs and shrimp cocktail
- b) beef and pork
- c) fish and chips

14. Beef, pork, chicken or seafood are examples of _____

- A) party appetizers
- B) main dishes

15. Pot pies are example foods of _____

- a) American lunch
- b) American main dishes

16. The correct examples of side dishes are _____

- a) pork chops and pot pies
- b) mashed potatoes and macaroni salad

17. Traditional American desserts are____

- a) chocolate muffin and cheesecake
- b) apple pie and pumpkin pie

18. Which of the three are world-famous American brands?

- a) Sbarro, KFC, and McDonald's
- b) Gloria jeans, Burger King, Pizza Hut

APPENDIX F

THE THIRD WEEK

FESTIVALS AND HOLIDAYS CULTURE PRE-POSTTEST

Name:.....

Number:.....

1. Christians celebrate the Christmas on ____.

- a) 24th December
- b) 25th December
- c) 31st December
- d) 1st January

2. Which of the below is not correct for the Christmas Eve?

- a) Midnight church service
- b) Carol singing
- c) Father Christmas comes
- d) People open their presents

3. Children hang up _____ on the fireplace waiting for the present.

- a) their toy boxes b) their stockings
- c) empty bags

4. People open their presents on ____ .

- a) Christmas Day b) Christmas Eve
- c) Advent

5. Boxing Day is on ____ .

- a) 1st December
- b) 24th December
- c) 25th December
- d) 26th December

6. _____ tradition comes from Germany.

- a) Christmas tree b) Boxing c) Roasted turkey

7. Which is not a Christmas tradition?

- a) Christmas fruit cake
- b) Christmas cookies
- c) Christmas fireworks
- d) Christmas trees

8. Santa comes the houses from ____.

- a) window b) balcony c)chimney

9. Why does Santa visit houses?

- a) To bring presents for children
- b) To have lunch with the families
- c) To give candies for children

10. What does Santa bring for bad children?

- a) Nothing b) Coal
- c) Empty stockings

11. Which one is tradition only celebrated in the USA?

- a) Thanksgiving
- b) Halloween
- c) Easter

12. Which one is traditional thanksgiving food?

- a) Roasted turkey b) Yorkshire pudding
- c) Apple pie

13. When is Thanksgiving celebrated?

- a) In October b) In November
- c) In December

14. Who are the first settlers in America?

- a) The pilgrims b) The pirates
- c) The sailors

15. The pilgrims first arrived in ____ .

- a) New York b) Florida
- c) Massachusetts

16. Advent is on ____ .

- a) 1st December b) 24th December
- c) 25th December

17. The Queen in the UK gives her Christmas message on ____ .

- a) 1st December b) 24th December
- c) 25th December

18. What are the colors red and green of Christmas originated from ?

- a) Mistletoe b) Holy and ivy c) Pine tree

19. Bonfire night is also known as ____ .

- a) Mayday b) Guy Fawkes Day c) Easter

20. In 1605, thirteen young men planned to blow up ____ .

- a) houses of parliament
- b) the Buckingham palace
- c) tower of London

21. Guy Fawkes planned to kill ____

- a) Queen Elizabeth I
- b) King James I
- c) Prince Charles

22. Bonfire night is celebrated on ____

- a) 31st December b) 5th November
- c) 24th December

23. Today the reigning monarch in England enters the parliament ____

- a) once a year b) for elections
- c) on every Guy Fawkes day and Christmas

24. For bonfire night celebrations, people place the dummy of the ____ on the top of a bonfire.

- a) Queen b) Guy Fawkes c) President

25. Kids who beg for a penny, use the money for ____

- a) candy and chocolate b) fireworks c) eggs

26. Mayday is celebrated on ____

- a) 1st of may b) 6th May c) 21st may

27. Mayday is a day ____

- a) to celebrate Queen's birthday
- b) coming of summer c) victories of the UK

28. Mayday have its origins in____

- a) Celts b) Romans c) Germans

29._____ is a dance with ribbons

- a) Maypole dancing b) Morris dancing

APPENDIX G

THE FOURT WEEK CULTURE PRE-POST TEST

AMERICAN CHARACTERISTICS CULTURE TEST (PRE-TEST)

Name/ Surname: _____ Number: _____

A. For the following questions tick TRUE/ FALSE/ or I HAVE NO IDEA

STATEMENTS	TRUE	FALSE	I HAVE NO IDEA
1. Americans are so laid back that they are never on time for the appointments.			
2. If an American student is late for class s/he enters the class and sits quietly his/her desk without telling his/her excuse.			
3. Time is money for Americans, so they want to solve problems about money immediately.			
4. When the teacher is giving a lecture, American students don't tend to ask questions in class because they don't want to interrupt the class.			
5. When Americans want to say "no" they don't want to be rude, so they soften it and say in an indirect way.			
6. "How are you ?" is a common way of saying hello, so you don't need to give a real answer.			
7. Americans always pay attention not to be "late". They are mostly "on time" for appointments.			
8. Americans have close relationship with neighbors, so they don't call before visit.			
9. When Americans need to call someone from their workplace, they need to ask someone first.			
10. When an American says "I like your T-shirt" or "The weather is cold, huh?" it means that s/he wants to start a conversation.			
11. When meeting for the first time, Americans shake hands and kiss each other from one cheek.			
12. Although Americans are laid back, they never show up with a cup of coffee for a meeting at the workplace.			
13. It is rude for Americans to eat something in front of the boss.			
14. Americans are very hot blooded and they like being physiologically close with people.			
15. Americans watch at least a fifty- centimeter personal space .			
16."excuse me" and "I am sorry" are very common expressions in the USA			

CURRICULUM VITAE

PERSONAL INFORMATION

Name and Last name : Fulya KURTULUŞ
Birthday and Birth place : 16th November, 1982 / ESKİŞEHİR
Nationality : Turkish
Marital Status : Single
Contact address : AİBÜ Dil-Mer Golkoy Yerleşkesi/ BOLU
Telephone : +90374 254 1000 (extension: 2842)
E- mail : kurtulus_f@ibu.edu.tr & kurtulusfulya@gmail.com

EDUCATION

Master of Arts : AİBÜ Institute of Education Sciences/ ELT
 Department/ 2008-2011/ Bolu

Undergraduate : Anadolu University/ Faculty of Education / ELT
 Department / 2001-2005/ Eskişehir

High School : Çifteler Sami Arel Anatolian High School /
 1994-2001 / Eskişehir

WORK EXPERIENCE

Çifteler Sakarya Primary School : English Language Teacher/ 2005-2006
Zonguldak Karaelmas University : English Language Instructor/2006-2009
Bolu Abant İzzet Baysal University : English Language Instructor/2009-...

INTERESTS

: Fine arts, theatre, photography, ELT
 American and British Cultures