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English Lecturers' Perceptions and Practices of Culture Teaching Activities at University Contexts İngilizce Okutmanlarının Üniversite Bağlamında Kültür Öğretimi Faaliyetlerine İlişkin Alguları ve Uygulamaları

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Abstract: This study aims to find out what English lecturers think about the goals of foreign language teaching, what they think about teaching culture in the context of English language teaching, and how often particular culture-teaching activities are used in English courses. The study was conducted with the participation of 50 lecturers working in 4 state universities in Türkiye, namely Osmaniye Korkut Ata University, Çukurova University, Adana Science and Technology University and Mersin University. A version of the questionnaire developed by Sercu (2005) and adapted by Kılıç (2013) was used as a data collection tool and the findings were analyzed with SPSS. The study's findings revealed that while participants are generally aware of the importance of integrating culture in the foreign language classroom and have a positive attitude toward it, teaching culture and equipping students with intercultural competence was not one of the teachers' primary goals. Instead, it has been recognised that one of the most important goals is to acquire language knowledge and linguistic abilities to utilise English effectively. Lecturers' primary goal in teaching culture is to provide knowledge of the target culture's everyday lives and routines while also demonstrating a good attitude and openness to other people and cultures. Some recommendations for further study can be made based on the findings. Teachers should attend in-service teacher training workshops or seminars focused on culture teaching in ELT to help them understand the relevance of culture in ELT and the components that should be incorporated in English language classrooms.

Anahtar Kelimeler: Intercultural competence, Culture teaching activities, Teaching culture, English as a foreign language

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Öz: Bu araştırma üniversitelerin İngilizce hazırlık programlarında görev yapan İngilizce öğretmenlerinin İngiliz Dili öğretimindeki amaçları, hedef kültür öğretimi konusunda katılımcıların görüşlerini ve derslerde uygulanan kültürel aktivitelerin sıklığını ve türlerini araştırmayı amaçlamaktadır. Çalışma Türkiye'de yer alan Osmaniye Korkut Ata Üniversitesi, Çukurova Üniversitesi, Adana Bilim ve Teknoloji Üniversitesi ve Mersin Üniversitesi olmak üzere 4 devlet üniversitesi ve bu üniversitelerde görev yapan 50 öğretim görevlisinin katılımı ile yürütülmüştür. Veri toplama aracı olarak, Sercu (2005) tarafından geliştirilen anketin Kılıç (2013) yılında uyarlanan bir versiyonu kullanılmıştır ve bulgular SPSS ile analiz edilmiştir. Çalışmanın bulguları, katılımcıların genel olarak kültürün yabancı dil sınıfına entegre edilmesinin öneminin farkında olduklarını ve buna karşı olumlu bir tutum sergilediklerini, ancak kültürü öğretmenin ve öğrencileri kültürlerarası yetkinlikle donatmanın öğretmenlerin öncelikli hedeflerinden biri olmadığını ortaya koymuştur. Bunun yerine, en önemli hedeflerden birinin İngilizceyi etkili bir şekilde kullanmak için dil bilgisi ve dilsel beceriler edinmek olduğu kabul edilmiştir. Öğretim görevlilerinin kültür öğretimindeki birincil hedefi, hedef kültürün günlük yaşamı ve rutinleri hakkında bilgi verirken aynı zamanda diğer insanlara ve kültürlere karşı iyi bir tutum ve açıklık sergilemektir. Bulgulara dayanarak daha ileri çalışmalar için bazı önerilerde bulunulabilir. Öğretmenler, ELT'de kültürün önemini ve İngilizce dil sınıflarına dahil edilmesi gereken bileşenleri anlamalarına yardımcı olmak için ELT'de kültür öğretimine odaklanan hizmet içi öğretmen eğitimi atölyelerine veya seminerlerine katılmalıdır.

Anahtar Kelimeler: Kültürler arası yetkinlik, Kültür öğretimi aktiviteleri, Kültür öğretimi, Yabancı dil olarak İngilizce öğretimi

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1. INTRODUCTION

As a result of the globalisation that swept the globe in the twenty-first century, the term "internationalisation" is now used more frequently than ever in various disciplines, including business and education. What does the phrase "internationalisation" mean, and how does it affect education? Internationalisation has become a significant factor for higher education institutions nowadays, reflecting the globalisation movement. The words "mobility" and 'English as a Lingua Franca' come to mind when people think of internationalisation at higher education institutions (EFL). What can we learn about mobility in the twenty-first century? What is the new status of English as a 'Lingua Franca' language? (EFL).

Mobility is quite widespread in today's community, not just for educational reasons but also for other reasons. People can readily transition from one culture to another for various reasons, including travel, job, marriage, or as a refugee. As a result of the increasingly global and multicultural environment, businesses have begun to contact international investors and colleagues to grow their businesses. They have their meetings using Skype, video conferencing, or other network technologies that allow them to join from different parts of the world. International dialogues between nations have increased with increased mobility, and foreign cultures are encountered more frequently than before. Hence, people need to possess a wide range of complicated skills and information to keep up with the fast changes in society.

As a result of this shift, studying a foreign language has become more significant than obtaining a social or academic diploma as a method of communication. Today, studying abroad is more popular and accessible than it was in previous decades. In the 1980s, studying abroad in Türkiye was seen as a luxury item by society. Scholarships provided by governments have enabled students, academicians, and researchers in Türkiye to study abroad in recent years, and the number of students, academicians, and researchers studying abroad in Türkiye is overgrowing. While some of them see it as an excellent opportunity to extend their cultural and intellectual perspectives. Others travel overseas primarily in order to find better educational resources, particularly those who study in cutting-edge fields that are undeveloped academically at home or recent graduates with strong academic backgrounds. All of these components might be viewed as "push" forces from their own nations (Bian, 2013, p.450). The outstanding reputation and significant academic influence of the host school, which is unquestionably attractive to international students, are other variables that can have an impact on the locations that students choose.

Furthermore, in the context of exchange programs for international students and employees, universities are interacting more than ever before and forming cross-border cooperation arrangements. Governments, the European Commission, the Turkish National Agency, and other specific organisations provide Erasmus+, Jean Monnet, YLYS, and Fulbright scholarships. As a result, it is safe to say that mobility is pervasive in today's society. Another significant issue is that, as worldwide surroundings and cultures increasingly collide, the notion of teaching other cultures in addition to teaching a foreign language has gained traction in the educational industry. This fast transition has increased the appeal and popularity of learning a second language. Therefore, instructors are required to help their students develop intercultural competency by infusing cultural components into materials and practices in the foreign language classroom.

1.1 The role of the culture in teaching a language

Before comprehending the nature of intercultural competency and the importance of culture teaching, it is necessary to define what we mean by culture. A fundamental description of 'culture' generally includes musical, artistic, literary, religious, and religious traditions, as well as experience, knowledge, meanings, attitudes, and values developed by a group of people in a particular community to deal with difficulties in everyday life. In the literature review, there are a variety of methods and meanings to 'culture.' According to Zimmermann (2015), the word "culture" is a French phrase derived from the Latin word "collar," which means "to cultivate or nurture."

It may also be defined as a system of knowledge shared by a vast number of people in society. Hofstede (1985) describes culture as a whole "mental programming" that distinguishes insiders of one kind from those of another.

English as a lingua Franca has undoubtedly been utilised as an international language worldwide during this fast transition in education. Learning a foreign language has been a crucial requirement in this regard to be able to live in various cultures and educational settings. Furthermore, learning a new language, coping with global changes, and effectively communicating with individuals from various cultures play a critical role. Many recent studies (Baker, 2002; Byram, 1997; Kramsch, 2013) have underlined the close relationship between language and culture, stating that "a language is a component of a culture, and a culture is part of a language."

For many language instructors and academics, the question of teaching and learning culture has been a major concern. Over the last three decades, several studies have uncovered the impact of culture on foreign language learning. Kramsch (2014) stated that being able to communicate globally necessitates the capacity to communicate across cultures. To put it another way, language and culture are inextricably linked. One mirrors the other, and culture shapes language. It is unavoidable that learning a language does not imply understanding simply the basics of the language, such as grammar and vocabulary. It also entails gaining an awareness of and familiarity with the target culture's general characteristics.

As a result, today's instructors are expected to increase students' cultural awareness by including cultural components in their teaching procedures so that learners can appropriately utilise the language. On the other hand, a previous study has found that instructors in different classes throughout the world describe and experience culture differently (Gönen & Salam, 2012). Furthermore, while some recognise the value of culture, they fail to include parts of the target culture in the teaching process.

The role of instructors in ELT and their opinions on cultural instruction have been examined in several studies (Xiaohui & Li, 2011; Belli, 2018; Chinh, 2013). Previous research has demonstrated that teachers have some understanding of the features of the target culture. Some instructors describe culture as literature, gastronomy, customs, or folklore, while others define it as tolerance for various values, faiths, and beliefs. Apart from its relevance to language acquisition, the vital link between culture and language has also piqued the curiosity of language educators and psychologists, intercultural communication specialists, and anthropologists. According to Kramsch (2012), despite numerous investigations into the significance, nature, and place of culture in foreign language study, it is an issue that is still being debated around the world, with language educators, school curricula, and language learners all participating in the discussion. Genç and Bada (2005) performed another research to demonstrate the influence of culture on language acquisition. The researchers wanted to know what the 38 students felt about the consequences of a 28-hour cultural class. Students were asked to complete a five-item questionnaire at the end of the course. The study found that incorporating culture into the lesson substantially impacts the learners' language abilities, boosting cultural awareness and positively influencing participants' views toward the target culture.

As can be understood, traditional language education has significantly expanded thanks to intercultural language teaching. While the integration of culture into language teaching is not new, our understanding of the relationship between culture and language is relatively new. (Liddicoat, 1997). Language educators are now required to educate about communicating in much more aspects than they previously did when language instruction was restricted to the teaching of linguistic forms or functions. This change in what comprises cultural awareness is the cause of this (Crozet & Liddicoat, 1999)

1.2 What is intercultural competence?

Various researchers define intercultural competence as adapting, communicating, learning, and working in a culturally varied culture. According to Byram and Planet (2000), intercultural competence is "the ability to comprehend the relationship between different cultures – both inside and outside the society – and to

organise, that is, interpret each other's terms, either for themselves or for themselves or other people." According to Yassine (2006), intercultural awareness is the growth of consciousness and comprehension of one's own and other cultures. When individuals cease believing that their culture is the greatest and only one, they gain intercultural awareness, which improves tolerance and understanding of different cultures.

İnözü and Can (2015) did recent research with trainee instructors at Çukurova University in Türkiye. The goal of the study was to look at the topic of intercultural competency from the perspective of English language trainee instructors. The study's findings indicated that while the trainee teachers were interested in integrating the teaching language profession's culture, their perspective of intercultural competence and awareness was skewed due to a lack of understanding of intercultural competence's many domains.

Kriauciūnienė and Šiuoždinienė (2010) conducted another study based on a survey of secondary schools and gymnasiums in Lithuania to look into techniques of establishing intercultural competency in foreign language teaching/learning classrooms and how it may be enhanced. According to the study's conclusions, students do not get appropriate cultural information or participate in debates about individuals' ideas, values, behaviour, and attitudes from various cultures. These results show no perfect textbook or teaching approach that can help professionals in the language teaching profession integrate multicultural elements.

After reviewing contemporary literature on intercultural competence in EFL classrooms, it was discovered that improving students' intercultural competence remains a challenging position for teachers. Cultural distance can be given as an example of this situation (Ting-Toomey, 2009). The likelihood that the evaluation of the conflict resolution process will be misinterpreted increases with the degree of a cultural gap between the two conflict stakeholders. Deep-level differences including historical disputes, cultural worldviews, and values can be part of the cultural membership gaps. Additionally, they may also involve the misalignment of various expectations in a specific conflict episode. People from diverse cultural communities frequently bring distinct value systems, speech and body language patterns, and interaction scripts that have an impact on the real-life conflict interaction process. According to Moeller & Osborn (2014), measuring intercultural competency is a problematic issue for educators, too. Given the students' levels, worldviews, and educational backgrounds, it is unrealistic to expect them to achieve intercultural competence at the same level.

1.3 Purpose of the study

The objective of the present study is to investigate the perceptions of English lecturers regarding the objectives of foreign language teaching, opinions about the teaching culture in the English language teaching context and explores the frequency of specific cultural teaching activities practised in English courses practised at Osmaniye Korkut Ata University in Osmaniye, Çukurova University in Adana, Adana Science and Technology University in Adana and Mersin University in Mersin. By utilising a quantitative method, this study was guided by the following questions:

1. What are English instructors' opinions on the objectives of English language instruction?
2. What are English teachers' perspectives on the objectives of teaching culture in a foreign language environment?
3. How frequently do English teachers employ cultural teaching activities, and what types of activities do they use while teaching English?

1.4 Significance of the study

People began to hear the phrase "internationalisation" more frequently than before due to the globalisation process. Thousands of students and academic/administrative professionals have begun to study abroad as part of several international exchange programs and scholarships to improve their lives and obtain a higher-quality education or employment. This fast transformation resulted in more intercultural college

environments, a multicultural society, and new intellectual and academic discussions. Throughout all of these quick changes, English as a Lingua Franca has kept its status. However, it has also grown in importance day by day, forming a rapid increase in demand for language education and study. People study English for various purposes nowadays, including business and tourism, education, or travel. Teachers are required to improve their students' intercultural competency as a natural result of this transition by adding cultural components into materials and practices in the foreign language classroom. On the other hand, previous study findings have revealed that the practice of culture teaching in English language education differs from place to place and even within the same institution. While some teachers integrate culture as a significant part of the language teaching process, others dismiss or ignore it, focusing instead on generic English and language abilities. Considering these crucial points, the researchers aimed to reveal and analyse the perceptions and practices of English instructors regarding culture teaching together with cultural practices in EFL classes of some state universities to underline the importance of minimizing misunderstanding, discrimination, racism, and stereotyping to provide an openness to people from other nationalities.

2. METHOD

2.1 Research design

This study aimed to find out how English language instructors perceive the goals of foreign language teaching, culture, and teaching in English language classes, as well as the frequency with which cultural activities were practised in English classes at different universities in Türkiye. For that purpose, the research was methodologically carried out by a quantitative method using an English medium web-based survey with closed answers to obtain the opinions of English instructors. The obtained data were examined using descriptive and inferential statistics.

2.2. Participants

The study utilised a convenience sampling method including 50 English language instructors working at Osmaniye Korkut Ata University, Çukurova University, Adana Science and Technology University and Mersin University in Türkiye. They are state universities and have foreign language schools which serve an intensive English preparatory program for one year and academic English courses for departments. The study's participants had a weekly study of around 20 hours. The course books used in these English language preparation programs for the spring semester of the 2017-2018 academic year were based on integrated skills. To graduate from the English language preparation programs, students are expected to achieve a B2 level. There is a testing centre where all of the examinations are prepared. Standard exams are available to assess a student's English language competency. Demographic details about the participants are given in Table 1 below:

Table 1.

Demographic Distribution of the Participants

Characteristics of Participants	Groups	N	%
Gender	Male	9	18,0
	Female	41	82,0
Age	20-30	12	24,0
	30-40	35	70,0
	50+	3	6,0
Nationality	Turkish	46	92,0
	Other Nationalities	4	8,0
Academic Background	Bachelor	16	32,0
	MA	31	62,0
Years of Experience in ELT	PhD	3	6,0
	1-5	7	14,0
	6-11	29	58,0
	11+	14	28,0

The demographic findings in Table 1 demonstrate that female instructors predominate at these universities, with 41 females accounting for 82% of all participants. The data also show that the majority of the instructors are between the ages of 30 and 40, with 35 participants. There are also 12 instructors between the ages of 20 and 30, and only three participants above the age of 50. Moreover, it can be clearly seen that 92% of all participants are Turkish. The data about academic background show that more than half of the participants, which is %62, have an MA degree and 16 participants have a Bachelor's degree (32%), while there are only 3 instructors with a PhD degree out of 50 participants in this study. Lastly, 58% of the instructors have been working for 6-11 years, while 14% of them have been working for 1-5 years and there are 14 participants with more than 11 years of experience equal to the 18% of all participants.

2.3 Data collection tool

A web-based questionnaire was used to collect the data for this investigation. Sercu et al. (2005) constructed the original version of the questionnaire and scores utilised in their research, An International Investigation. This study developed and utilised the questionnaire based on Kılıç's (2013) version. There are seven pieces in the Kılıç (2013) version. It employs a 5-point and 3-point Likert-style rating scale. Three portions of Kılıç's (2013) survey were left out. 12 items in one of these excluded sections asked teachers about their views on intercultural competency. There were also two sections in which teachers were asked about their acquaintance with the target culture and the cultural features that participants frequently deal with. Those portions were left out since they were outside the scope of the research. The survey's portions were as follows: 1, 2, 3, and 4. These sections were used to determine the participants' attitudes about the major issues of the study topics, which were the purposes of foreign language education, the objectives of culture teaching in an EFL environment, and the frequency of culture teaching activities. (See Appendix 1 for more information.)

Instead of using a 5-point Likert scale in the second, third, and fourth portions of the survey, a 3-point Likert scale was employed to state the frequency. For coding rates, the scales "often," "once in a while," and "never" were used. Cronbach's Alpha was used to test the internal reliability of all the scales, and it was determined to be adequate for all of them. The scale Objectives of Foreign Language Teaching yielded a Cronbach's Alpha of.667. The scale of Culture Teaching Objectives was found to be.780, and for the scale

of Culture Teaching Activities, it was found to be.872. In addition, exploratory component analysis was used to examine the scale's construct validity. The Kaiser Meyer Olkin Measure of Sampling Adequacy had a value of.894 according to KMO and Barlett's tests, and the approximate 50 English lecturers' beliefs on intercultural competence were.894 as well. Barlett's Test of Sphericity's Chi-Square value was 1835.395. Familiarity with Foreign Culture has a one-factor structure that explains 52.94% of the total variation, according to the findings of the scale's Principal Component Analysis. The items that made up this factor had factor loadings that varied from.63 to.80. Finally, The data normality test was performed using the Kolmogorov-Smirnov test. According to the independent variables, those were determined to be normally distributed dependent variable points.

2.4 Data analysis procedure

Following quantitative data collection, the Statistical Package for Social Sciences (SPSS) 20.0 was used to evaluate the data using descriptive and inferential statistics to see whether any statistically significant differences between variables existed. ANOVAs examined the relationship between demographic characteristics and Sercu's (2005) classification of objective categories. The frequency analysis of the data acquired through the questionnaire was also interpreted using statistical approaches such as means, frequencies, and percentages. The examination of the pieces is explained in detail further down.

The first section of the questionnaire consists of six demographic questions designed to learn and apply the demographic factors listed in Table 1 to the participants. In the second section, there were eight statements aimed at eliciting instructors' opinions on the goals of English language instruction. For a start, a frequency analysis of the items was performed to discover the most and least often occurring objectives. As shown in Table 2, Sercu et al. (2005, p.21) categorised these objectives into four categories: learning objectives, culture, language learning objectives, and general abilities.

Kılıç (2013) and Doğan (2015) both employed these objective categories for the same study. The second section of the questionnaire consisted of nine items aimed at determining the goals of culture instruction in foreign language situations and its relationship to ELT experience. Initially, a frequency study of the cultural teaching objectives is conducted to discover which objectives are most and least frequently used. As stated in Table 3, Sercu et al. (2005, p.26) divided these objectives into knowledge, attitudinal, and skills. t-Test and ANOVA analyses were used to investigate if there was a link between these goals' groups and ELT experience. The descriptive data is shown in Table 4 below.

The last part of the questionnaire included 17 questions about how cultural teaching activities were used during the teaching process. As indicated in Table 5, a frequency study of cultural teaching activities is conducted in this part to discover which are the most and least popular.

3. FINDINGS

The findings of the study are presented in four sections: English language instructors' perceptions of the objectives of foreign language education (section 1, Table 2); English language instructors' perceptions of the objectives of teaching culture (section 2, Table 3) and its relationship with the experience of instructors (section 3, Table 4) and the frequency of culture teaching activities English instructors use (section 4, Table 5).

Because there are 41 females or 82 per cent of all participants, and nine men, the demographic statistics in Table 1 suggest that these colleges mostly employ female professors. The statistics also show that most of the teachers are between the ages of 30 and 40, with 35 people in this age range. There are also 12 teachers between the ages of 20 and 30, with only three participants above the age of 50. Furthermore, Turkish people make up 92 per cent of all participants. The data about academic background show that more than half of the participants, which is %62, have an MA degree and 16 participants have a Bachelor's degree (32%), while there are only three instructors with a PhD degree out of 50 participants in this study. Lastly, 58% of the instructors have been working for 6-11 years, while 14% of them have been working for 1-5 years, and there are 14 participants with more than 11 years of experience, equal to 18% of all participants.

3.1 Findings on English language instructors' perceptions of the objectives of foreign language education

The second section of the questionnaire consists of 8 items to elicit the English language instructors' perceptions of the objectives of foreign language education. Table 2 below shows the related descriptive findings.

Table 2.

Results related to the Objectives of Foreign Language Education

Items-Section II	Often		Once in a While		Never		Mean	SD
	f	%	f	%	f	%		
1- Enthuse my pupils for learning foreign languages.	48	96.0	2	4.0	0	0.0	2.92	.39
2- Promote my pupil's familiarity with the culture and the civilisation of the countries where the language they are learning is spoken.	48	96.0	2	4.0	0	0.0	2.91	.39
3- Assist my pupils in acquiring proficiency in the foreign language that will allow them to read literary works in the foreign language.	41	82.0	6	12.0	3	6.0	2.58	.92
4- Assist my pupils in acquiring skills that will be useful in other subject areas and life (such as memorising, summarising, putting into words, formulating accurately, giving a presentation, etc.).	42	84.0	7	14.0	1	2.0	2.66	.79
5- Promote the acquisition of an open mind and a positive disposition towards unfamiliar cultures.	45	90.0	4	8.0	1	2.0	2.78	.67
6- Promote the acquisition of learning skills that will be useful for learning other foreign languages.	45	90.0	3	6.0	2	4.0	2.76	.74
7- Promote the acquisition of proficiency in the foreign language that will allow the learners to use the foreign language for practical purposes.	47	94.0	3	6.0	0	0.0	2.88	.47
8- Assist my pupils in developing a better understanding of their own identity and culture.	42	7.0	7	14.0	1	2.0	2.66	.79

According to the frequency analysis findings, the item with the highest mean ($m=2.92$) is "enthuse my pupils for studying foreign languages." Forty-eight participants chose this item as "frequently." "Promote my pupil's familiarity with the culture, the civilisation of the nations where the language they are studying is spoken," according to the aim with the second highest mean score ($m=2.91$). This question had 48 participants who chose "frequently," accounting for 96 per cent of the total participants. The third-placed aim ($m=2.88$) is "to foster the development of a degree of competency in a foreign language that will enable learners to utilise the foreign language for practical purposes." Forty-seven participants chose 'often' for this item, including 94% of all participants. However, the item with the lowest mean ($m=2.58$) is "to assist my pupils in acquiring a level of proficiency in the foreign language that will allow them to read literary works in the foreign language", with 41 participants who chose 'often' for this item. As can be inferred from the results, the objectives related to language knowledge, students' level of proficiency and motivation and skills to use the target language practically are among the primary objective for language instructors.

The study's initial research question was to determine how English language instructors see the goals of foreign language instruction. The second component of the questionnaire, which included eight items, was utilised to determine their beliefs. According to the results of the frequency analysis, the most important objectives of foreign language education are to "enthuse students to learning foreign languages," "promote students' familiarity with the culture," and "promote the acquisition of a level of proficiency in the foreign language that will allow the learners to use the foreign language for practical purposes."

This result demonstrates that the teachers want to enhance their students' language competence levels to utilise the foreign language in practical situations. They want to help them obtain the language skills they need to continue their academic careers. When the nature of the foreign language teaching objectives for the teachers in this study is compared to Sercu's (2005) definition of objectives, it is clear that none of them can be classified as belonging to the cultural learning group. This finding might be attributed to the location where English language instructors work.

The participants in this study work at universities with standard examination systems, which may explain why English lecturers believe that the primary goal of English language teaching at universities is to provide language learners with linguistic and general skills to facilitate language learning. Instructors are expected to follow the curriculum and may not have time to focus on goals that are not examined in their regular assessments. Another cause might be the English language teaching materials utilised in these schools, particularly the course books. That is to say, the language teaching materials used at these universities may not have sufficient information to incorporate multicultural language teaching pedagogy.

The findings of this study are consistent with those of comparable studies on the same topic done in Türkiye and other regions of the world. To begin, Kılıç (2013) looked at the beliefs of English lecturers in Turkish postsecondary EFL teaching about intercultural competency. A questionnaire and a scale were used to collect data from 368 English professors in Istanbul for her study. She discovered that culture learning is not one of the critical goals of English language instruction and that lecturers emphasise the attitude dimension of culture instruction. Furthermore, professors support international language instruction and think they are well-versed in other cultures. It could be argued that the trainers see the goals of English language education as general language learning goals: to maintain students' interest in English learning; to increase their confidence in learning a language, which is one of the five objectives in the new curriculum (empathy and attitude) and should be considered the first goal to work toward (English curriculum, 2001).

3.2 Findings on English language instructors' Objectives of Culture Teaching.

The third section of the questionnaire consists of 9 items to elicit the English language instructors' perceptions of the objectives of culture teaching. Table 3 below shows the related descriptive findings.

Table 3.

Results related to Objectives of Culture Teaching

Items- Section III	Often		Once in a While		Never		Mean	SD
	f	%	f	%	f	%		
1- Provide information about the history, geography, and political conditions of the foreign culture (s).	43	86	7	14	0	0	2.72	.70
2- Provide information about daily life and routines.	47	94	3	6	0	0	2.88	.47
3- Provide information about shared values and beliefs.	47	94	2	4	1	2	2.86	.57
4- Provide experiences with a wide variety of cultural expressions (literature, music, theatre, film, etc.)	34	68	14	28	2	4	2.32	1.01
5- Develop attitudes of openness and tolerance towards other people and cultures.	48	96	2	4	0	0	2.92	.39
6- Promote reflection on cultural differences.	44	88	4	8	2	4	2.72	.78
7- Promote increased understanding of students' own culture.	46	92	3	6	1	2	2.82	.62
8- Promote the ability to empathise with people living in other cultures.	44	88	5	10	1	2	2.74	.72
9- Promote the ability to handle intercultural contact situations.	44	88	5	10	1	2	2.74	.72

According to the results obtained from the frequency analysis presented in Table 3, the item that has the highest mean ($m=2.92$) is "develop attitudes of openness and tolerance towards other people and cultures.". 48 respondents cited "often" for this item. The objective having the second highest mean score ($m=2.88$) from the respondents is "provide information about daily life and routines" with 47 participants who chose 'often' for this item. And the objective which is third in rank ($m=2.86$) is "provide information about shared values and beliefs". Moreover, the objective, which has the lowest mean score ($m= 2.32$), is "provide experiences with a wide variety of cultural expressions (literature, music, theatre, film, etc.). The second research question of this study was to identify the perceptions of English instructors about the objectives of teaching culture in a foreign language context and its relationship with their experience. The result highlighted the objectives of the participants regarding culture teaching in the English teaching context.

To begin with, it may be deduced that participants are enthusiastic about incorporating culture into ELT and that they have a basic understanding of the target language culture. Whether they have lived or studied abroad, or whether they have no problems with their understanding of the visible aspects of the target

culture. "British/American people's practices, traditions, and beliefs that differ from ours and everyday life elements" are examples of observable parts of the target culture.

In contrast to these findings, another important finding of this study was that the lowest mean scores are ($m= 2.32$) "to provide experiences with a wide variety of cultural expressions (literature, music, theatre, film, etc.)" and ($m= 2.72$) "to provide information about the history, geography and political conditions of the foreign culture(s)". This outcome might be explained in a variety of ways. To begin with, it is probable that most instructors regard culture as a sociological construct and are unaware of their teaching methods. This might be due to time constraints, pupils' low levels of language competency, and the teacher-centred teaching strategy. These findings align with those of Gönen's earlier research (2012). She looked into The EFL Classroom's Teaching Culture: Teachers' Perspectives. According to her findings, all of the participants have an appropriate understanding of the target culture's items to a certain extent, but how they cope with the target culture is mostly influenced by curricular concerns and restrictions.

Many teachers fail to take into account the language and culture of their students. One issue is the extensive curriculum. As a result, we must embrace the fact that studying culture takes time, and many instructors do not set aside time to include culture in the classroom. Another issue might be that the teachers are concerned about their lack of understanding of the target culture. Önalın (2005) conducted another study to determine EFL instructors' perspectives on the significance of culture in ELT. According to the research, instructors describe the culture in a sociological way that incorporates values and beliefs. While instructors believe "culture" is essential for students, the survey found that it is not one of their key goals in teaching language. The value of linguistic skills and knowledge is regarded as more extensive than that of "culture." The culture was placed ninth among the top ten priorities by the majority of the instructors. Nalan (2005) revealed that EFL instructors' good views about culture do not impact their prioritising in their lessons, which is consistent with the findings of this study. Kılıç (2013) came to identical conclusions.

3.3 Findings on English language instructors' Objectives of Culture Teaching and its Relationship with Their Experience

A one-way ANOVA was used in the study to see if there was a link between years of experience and cultural teaching objectives. Table 4 summarises related findings.

Table 4.

One-way ANOVA Results related to Years of Teaching Experience and Objectives of Culture Teaching

Sections	Groups						F	p
	1-5 years		6-11 years		11+ years			
	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD		
The Objectives of Culture Teaching in English Language Courses	2.74	.29	2.86	.20	2.50	.74	3.138	.053

Table 4 displays One-way ANOVA results related to years of teaching experience and the objectives of culture teaching in English language classrooms. According to the results, the participants, who have been working for 6-11 years, have the highest mean score ($m=2.86$), while the group of participants with more than 11 years of teaching experience has the lowest mean score ($m=2.50$). When the p-value is taken into consideration, there is a statistical significance, suggesting that the year of teaching experience is a factor in determining the impact regarding the objectives of culture teaching in English language classrooms.

However, it is slightly more than the accepted p-value [$F= 3.138, p=.053$]. A variety of causes can explain it. One possibility might be that junior instructors were exposed to more foreign cultures than older teachers. Their graduation date may also be a factor. They may have had distinct academic curricula, which directly impact their teaching experience.

3.4 Findings on the frequency and types of culture teaching activities English instructors use

The fourth section of the questionnaire consists of 17 items aiming to determine the frequency of culture teaching activities that English instructors touch upon mostly while teaching English. Related findings are given in Table 5.

Table 5.

Results Related to Frequency and Types of Culture Teaching Activities

Items-Section IV	Often		Once in a While		Never		Mean	SD
	f	%	f	%	f	%		
1- I ask my pupils to think about the image of which media promotion of a foreign country.	37	74	10	20	3	6	2.42	1.01
2- I tell my pupils what I heard (or read) about a foreign country or culture.	45	90	5	10	0	0	2.80	.60
3- I tell my pupils why I find something fascinating or strange about the foreign culture (s).	46	92	4	8	0	0	2.84	.54
4- I ask my pupils to independently explore an aspect of the foreign culture.	45	90	4	8	1	2	2.78	.67
5- I use videos, CD-ROMs, or the Internet to illustrate an aspect of the foreign culture.	31	62	18	36	1	2	2.22	1.01
6- I ask my pupils to think about what it would be	41	82	7	14	2	4	2.6	.88
7- I talk to my pupils about my own experiences in a foreign culture.	48	96	2	4	0	0	2.92	.39
8- I ask my pupils about their experiences in a foreign country.	50	100	0	0	0	0	3.0	.00
9- I invite a person originating from a foreign country to my classroom.	44	88	4	8	2	4	2.72	.78
10- I ask my pupils to describe an aspect of their own culture in the foreign language.	46	92	4	8	0	0	2.84	.54
11- I bring objects originating from foreign culture to my classroom.	44	88	6	12	0	0	2.76	.65
12- I ask my pupils to participate in role-play situations in which people from different cultures meet.	45	90	5	10	0	0	2.80	.60
13- I decorate my classroom with a poster illustrating particular aspects of the foreign culture.	40	80	9	18	1	2	2.58	.85

14- I comment on the way in which the foreign culture is represented in the foreign language materials I am using in a particular class.	43	86	7	14	0	0	2.72	.70
15- I ask my pupils to compare an aspect of their own culture with that aspect of the foreign culture.	45	90	5	10	0	0	2.80	.60
16- I touch upon an aspect of the foreign culture regarding which I feel negatively disposed of.	43	86	7	14	0	0	2.72	.70
17- I talk with my pupils about stereotypes regarding particular cultures and countries.	41	82	9	18	0	0	2.64	.77

According to the results obtained from the frequency analysis, as shown in Table 5, the item that has the highest mean ($m=3.00$) is "I ask my pupils about their experiences in the foreign country." It seems that all the participants answered this item as 'often'. The activity has the second highest mean score ($m=2.92$) from the participants "I talk to my pupils about my own experiences in a foreign culture." with 48 participants choosing 'often' for their activity. The activities which are third in rank ($m=2.84$) are "I tell my pupils why I find something fascinating or strange about the foreign culture(s)" and 'I ask my pupils to describe an aspect of their own culture in the foreign language'. But the lowest mean score ($m=2.22$) belongs to the item "I use videos, CD-ROMs or the Internet to illustrate an aspect of the foreign culture" with only 31 participants choosing 'often'. When all three responses with the highest mean scores are taken into account, the most common activities are information exchanges with the aid of communication activities. The study's last research objective was to determine the frequency with which English instructors employ cultural teaching activities.

The findings indicated that current higher education foreign language courses should be altered due to an insufficient focus on other cultures. As a result, foreign language degree programs must quickly embrace an approach to intercultural learning that enables students to cope with global exchanges and effectively communicate with individuals from various cultures. According to the little literature on culture teaching in ELT, frequent in-training teacher services, workshops, or seminars for teachers should be provided to improve teachers' understanding of the value of culture and how to include it in the teaching process. In addition, a structure and its principles should be developed to properly balance instructional time and language teaching. Finally, to develop a unified language and culture teaching/learning process, instructors and students should supply extra reference resources on cultural subjects.

4. CONCLUSION and DISCUSSION

This study examined English language teachers' perspectives on the objectives of foreign language education, the goals of culture teaching, and the frequency of culture teaching activities at four public universities in Türkiye.

The study's findings indicated that participants are typically aware of the value of incorporating culture in the foreign language classroom and have a favourable attitude toward it when teaching English. However, the instructors' primary goals were not to educate culture or equip students with intercultural competency. Instead, it has been recognised that one of the most important goals is to acquire language knowledge and linguistic abilities to utilise English effectively. This conclusion implies that the teachers' goal is to raise the students' linguistic competence level so that they can practically use the foreign language, and they also aid their students in acquiring the essential language abilities to continue their academic life. This result may be influenced by where the English language instructors work. Participants of the current study work

at universities including assessment systems such as standardized examination systems, which may explain why English lecturers consider that the major goal of English language education is to equip language learners with linguistic and general abilities to promote language learning. The instructors are also expected to adhere to the curriculum and may not have enough time to devote to goals that are not examined and are not included in their usual examinations. Another probable explanation is that English language teaching materials, particularly course texts, are used in these schools. That is, the language teaching materials used in these institutions may lack the necessary understanding to include multicultural language teaching methods. It is important that teachers should be aware of students' prejudices students may have and how to eliminate them in a foreign language setting. They should be able to choose lessons, exercises, and other resources that will assist students to develop intercultural competence. When choosing instructional resources, instructors should also take into account how well those resources may advance the development of intercultural competence. (Sercu, 2006).

The findings of this study are consistent with the findings of comparable studies on the same topic done in Türkiye and other parts of the world. To start, Kılıç (2013) explored English lecturers' viewpoints on intercultural competency in Turkish tertiary EFL teaching in her study. She discovered that culture learning is not one of the key goals of English language instruction and that lecturers place greater emphasis on the attitudinal dimension of culture teaching. Furthermore, instructors support intercultural language teaching and think that they are sufficiently acquainted with different cultures. It can be carried out under the pretence of development education, multicultural instruction, transcultural education, or any other number of guises. Doğan (2015) conducted another study at Erciyes University in Kayseri to examine the opinions of English language teachers concerning the objectives of teaching foreign languages, the goals of teaching culture in the context of English language instruction, and the frequency of particular culture-related teaching activities. She discovered that the instructors' top priorities for students learning English were not intercultural ability and teaching culture. The major aims also included having a general understanding of English and having language abilities. On the other hand, Dervin (2015) suggested that the term "intercultural" influences the majority of teacher education programs in Europe and worldwide. This underlines the reality that diversity in our classrooms is rising, meaning that teachers need to know how to interact effectively with learners from diverse backgrounds, such as cultural, linguistic, or national origins (Keengwe, 2010).

The second research question analyzed the main objectives of teaching culture. According to the participants, teaching culture aimed to provide information on the daily lives and routines of the target culture, as well as to exhibit a positive attitude and openness toward other people and cultures. This conclusion brought to light the participants' goals for teaching culture within the context of English instruction. It can be deduced that participants have a generally good attitude toward incorporating culture into ELT and that, to a certain extent, they have a sufficient understanding of the culture of the target language. They have little difficulty comprehending the visual aspects of the target culture, regardless of whether they have lived or studied overseas.

Several consequences, such as time and curricular issues, may come from the research of delivering culture in the foreign language class, and proposals for further studies are offered based on the findings. To illustrate, in her study, Gönen and Sağlam (2012) stated that all participants have appropriate knowledge about the items of the target culture to a certain extent, but their way of coping with the target culture is mostly influenced by curricular concerns and limits. The large majority of educators fail to incorporate language and culture. One factor is the heavy-loaded curriculum. As a result, one can understand that studying culture takes time, and many teachers do not find enough time to incorporate culture into the teaching process. Another research performed by Önalın (2005) found that instructors typically describe the culture in the sociological sense, which includes values and beliefs. A noteworthy finding from this study revealed that, while instructors believe "culture" was essential for students, it was not one of their

key goals while teaching language. Language knowledge and linguistic abilities were valued higher than "culture." The majority of instructors rated culture tenth on their list of top 10 priorities. As a result, although the lecturers had a positive attitude toward the inclusion of cultural teaching and activities in the language teaching process, they stated that they could not include such activities at the desired level due to different reasons. Similarly, Alvarez's (2010) study discovered that instructors who are worried about the underlying cause do not clearly recognise the usefulness of addressing culture in lessons. It depicts an internal tension encountered by teachers who, while penetrated by mainstream communicative-oriented ideas they have historically followed, are forced to include their own unsupported cultural views in their lessons. Due to this paradox, teachers are forced to deal with culture as a factor that demands a larger involvement in their lectures, while yet being unable to relate this demand methodologically.

The third research question examined the most common activities to teach culture in participants' educational settings. Findings from the data indicate that asking students about their thoughts on their experiences in a foreign country is the most common method of teaching culture. When the three responses with the highest mean scores are taken into account, it becomes clear that information exchanges facilitated by communication activities are among the most prevalent activities. The findings showed that because higher education's present foreign language course designs do not really put enough emphasis on taking other cultures into account, they need to be revised. Therefore, intercultural learning methodologies that assist students in navigating global exchanges and effectively communicating with people from many cultural backgrounds need to be incorporated into foreign language degree programs. According to the limited research on the subject, frequent in-service teacher training programs, workshops, or seminars should be provided for teachers to increase their understanding of the significance of the role of culture and how to include it in the teaching process. Additionally, a framework and its rules should be developed to properly balance instructional time and language instruction. Finally, in order to create a close link between the teaching and learning of language and culture, more reference resources on cultural themes should be made available to instructors and students.

5. LIMITATIONS and RECOMMENDATIONS for FURTHER STUDIES

This section aims to present the limitations of the study together with some recommendations for further studies. Firstly, the only data collection tool for this research was a web-based questionnaire. To better understand the instructors' beliefs, other data analysis tools like interviews or observations could be used in addition to the questionnaire. Also, the setting and the number of participants in the study may not be enough to reflect on the perceptions of English instructors regarding these issues. A larger group of participants might be included to have a more general reflection. Lastly, the 3- point Likert scale used in the questionnaire may not be enough. A 5- point Likert-type rating scale could give more specific details about the study's findings.

Second, this study looked into English instructors' opinions about the aims of foreign language teaching, the goal of teaching culture in English language classes, and the frequency of culture-teaching activities in English courses. Another research might be undertaken to analyse both foreign language instructors' and foreign language learners' viewpoints in the same region, utilising both quantitative and qualitative methodologies comparatively, to arrive at a clearer conclusion. Finally, while this study was done over a short period, a longitudinal study with more individuals and various universities may be conducted. Other factors, such as the type of university and the participants' backgrounds, can also be included in the demographic section of the questionnaire to observe how they interact.

Some recommendations for future research may be made based on the findings and implications of this study. In-service teacher training sessions or seminars on the topic of culture teaching in ELT should be held regularly to help teachers become more aware of the importance of culture in ELT and gain a better understanding of the culture and its components in the English language classes. Additionally, extra reference materials on cultural subjects should be provided to instructors so that both teachers and students

have access to diverse cultures and are familiar with them. As a result, including various tasks and strategies in both in-class and out-of-class activities can promote cultural awareness.

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GENİŞLETİLMİŞ ÖZET

1. GİRİŞ

21. yüzyılda küreselleşmenin tüm dünyayı etkisi altına almasıyla birlikte, "uluslararasılaşma" terimi, iş ve eğitim gibi birçok farklı nedenle pek çok alanda her zamankinden daha fazla kullanılmaktadır. Uluslararasılaşma kavramı ne anlama geliyor ve eğitime neyi yansıtıyor? Küreselleşme sürecinin bir yansıması olarak uluslararasılaşma, günümüzde üniversiteler için kilit bir unsur haline gelmiştir. Uluslararasılaşma ile ilgili olarak yükseköğretimde akla gelen en belirgin iki bileşen 'hareketlilik' ve ortak bir uluslararası dil olarak İngilizce'dir. 21. yüzyılda hareketlilik nedir? İngilizcenin uluslararası ortak dil olarak nasıl bir yeni konumu var? Günümüzde uluslararası diyalog sadece eğitim için değil, seyahat, iş, evlilik, mülteci hayatı gibi çeşitli nedenlerle artmakta ve diğer kültürlerle eskisinden daha sık karşılaşmaktadır. İş dünyasında, giderek küreselleşen çok kültürlü dünyanın bir sonucu olarak, şirketler işlerini geliştirmek için yabancı yatırımcılar ve emsalleriyle etkileşime girmeye başlıyor. Skype, video konferans veya uluslararası bağlantıları etkinleştiren diğer ağ araçlarını kullanarak toplantılar düzenlerler. Toplumdaki bu hızlı değişimler, insanlardan çok sayıda karmaşık beceri ve bilgi gerektirmektedir. Artan çeviklikle, ülkeler ve diğer kültürler arasındaki uluslararası diyalog eskisinden daha sık artıyor.

Bu değişimin bir sonucu olarak yabancı dil öğrenmek artık sosyal veya akademik bir nitelik olmaktan çıkıp önemli bir iletişim aracı haline gelmiştir. Yurtdışında eğitim almak artık eskisinden daha yaygın ve erişilebilir olmuştur. 1980'lerde Türkiye'de yurt dışında okumak toplum tarafından bir lüks olarak görülmüş ve Avrupa üniversitelerinde sadece yüksek gelirli ailelerin çocukları kaliteli eğitim alabilmıştır. Ancak Türk devletinin son yıllarda verdiği burslar, öğrencilerin, akademisyenlerin ve araştırmacıların yurt dışında eğitim görmelerini sağlamış ve her geçen gün hızla artmaktadır. Ayrıca üniversiteler, uluslararası öğrenci ve personel değişim programları çerçevesinde her zamankinden daha fazla birbirleriyle iş birliği yapmakta ve sınır ötesi iş birliği düzenlemeleri yapmaktadır. Avrupa Komisyonu, Türkiye Ulusal Ajansı veya diğer özel kuruluşlar tarafından sağlanan Erasmus+, Jean Monnet, YLYS ve Fulbright gibi burslar bunlardan sadece bir kaçıdır. Bu nedenle, günümüz toplumunda hareketliliğin çok yaygın olduğu söylenebilmektedir.

Öte yandan uluslararası ortamların ve farklı kültürlerin daha sık bir araya geldiği bir ortamda yabancı dil öğretiminin yanı sıra başka kültürlerin de öğretilmesi fikrinin eğitim alanında önem kazanmasıdır. 21. yüzyıla gelindiğinde küresel değişimler hızla gerçekleşirken, eğitim ve çalışma ortamını kültürel olarak çeşitlendirerek etkisini de beraberinde getirmiştir. Giderek artan küresel bileşenler ve bunun sonucu olarak yükseköğretim kurumlarında dil öğrenme/öğretme hem öğrenenler hem de öğretmenler için küresel dünyayla baş etmede hayati bir rol oynamaktadır. Bu hızlı değişim, ikinci dil öğrenimini daha çekici ve popüler hale getirmiştir. Uluslararası ortak dil olarak 'İngilizce', konumunu korumakla kalmamış, aynı zamanda gün geçtikçe daha fazla önem kazanmış ve dil öğretimi ve öğrenimi iddiasında hızlı bir büyüme oluşturmuştur. Bunun doğal bir sonucu olarak öğretmenlerden yabancı dil öğrenme sınıfında kültürel unsurları materyal ve yöntemlerle birleştirerek öğrencilerinin kültürlerarası yeterliklerini geliştirmeleri beklenmektedir. Ancak daha önceki araştırma bulguları, İngilizce eğitiminde kültür öğretimi uygulamasının bir yerden bir yere farklılık gösterdiğini ve hatta aynı kurumda bile aynı olmadığını vurgulamıştır. Bazı öğretmenler kültürü dahil edip dil öğretim sürecinin önemli bir bileşeni olarak görürken, bazıları onu dışlamakta veya görmezden gelmekte ve sadece genel İngilizce ve dil becerilerine odaklanabilmektedir. Bu, öğretmenlerin eğitimsel niteliklerinin ve genel olarak yaşam pratiklerinin eksikliği olabilir.

Yakın zamanda yapılan araştırmalar, ikinci dil öğrenenlerin sadece bir dilin gramer bilgisine ve becerisine değil, ayrıca dili kültürel ve sosyal olarak uygun şekillerde kullanıma ihtiyaç duyduklarını göstermiştir. Birçok çalışma kültür öğretiminde öğretmenin rolüne odaklanmıştır (Robinson, 1981; Copper, 1985; Byram ve diğerleri, 1991; Wolf ve Riordan, 1991) Tüm bu çalışmalar, yabancı dil öğretiminin bir parçası olarak

kültür öğretiminin önemini ve bu süreçte öğretmenlerin rolünü vurgulamaktadır. Byram (1997) çalışmasında, ikinci dil veya yabancı dil öğretmenliği mesleğinin, öğrenenleri farklı kültürel toplumlardan, davranışlardan ve değerlerden gelen insanlarla akıcı ve doğru bir şekilde konuşmaya hazır hale getirmesi gerektiğini açıklamıştır. Bu nedenle, eğitimcilerin öğrenenlerin diğer sosyal kimliklere sahip kişiler tarafından ortak bir anlayış kazanmalarına, diğer milletlerden insanlarla onların değerlerine, dinlerine saygı duyarak ve diğer kültürleri kabul ederek iletişim kurmalarına yardımcı olması oldukça önem taşımaktadır. Sadece dil bilgisi, kelime bilgisi ve diğer dil öğelerine odaklanarak veya beceri temelli bir müfredatı izleyerek İngilizce öğretmek, son zamanlarda yeterince dikkate alınmamaktadır. Öğretmenlerin, uygulamada her zaman kolay olmayan kültürel yönleri bilmeleri ve bunlara dikkat çekmeleri ve sınıflarda kültür öğretimi etkinliklerini uygulamaları beklenmektedir. Gelişmiş bir kültürlerarası yeterlilik, öğrencilerin yanlış anlama, ayrımcılık, ırkçılık, klişeleştirmeyi en aza indirmesini ve diğer milletlerden insanlara açıklık sağlamasını sağlayacaktır. Özetlemek gerekirse yabancı dil öğretmenlerinin rolü hem dil hem kültür öğretimi noktasında bir aracı olarak görüldükleri için çok önemli hale gelmiştir. Ayrıca, dil öğreticilerinin, öğrencilerinin dili uygun bir şekilde kullanabilmeleri için öğrencilerin kültürel yeterliliğini geliştirmek için öğretim uygulamalarına kültürel unsurları dahil etmeleri ayrıca önem taşımaktadır.

Bu çalışmanın amacı üniversitelerin İngilizce hazırlık programlarında görev yapan İngilizce öğretmenlerinin İngiliz Dili öğretimindeki amaçları, hedef kültür öğretimi konusunda katılımcıların görüşlerini ve derslerde uygulanan kültürel aktivitelerin sıklığını ve türlerini araştırmayı hedeflemektedir. Bu çalışmanın amacı doğrultusunda aşağıdaki araştırma sorularına yanıt aranmıştır:

- 1- İngilizce hazırlık programlarında görev yapan İngilizce öğretmenlerinin İngiliz Dili öğretimindeki amaçları nelerdir?
- 2- İngilizce hazırlık programlarında görev yapan İngilizce öğretmenlerinin hedef kültür öğretimi konusundaki görüşleri ve mesleki tecrübeyle ilişkisi nedir?
- 3- Derslerde uygulanan kültürel aktivitelerin sıklığı ve türlerini araştırmayı nelerdir?

2. YÖNTEM

Çalışma Türkiye'de yer alan Osmaniye Korkut Ata Üniversitesi, Çukurova Üniversitesi, Adana Alparslan Türkeş Bilim ve Teknoloji Üniversitesi ve Mersin Üniversitesi olmak üzere 4 devlet üniversitesi ve bu üniversitelerde görev yapan 50 öğretim görevlisinin katılımı ile yürütülmüştür. Veri toplama aracı olarak 2005 yılında Sercu tarafından geliştirilen anketin 2013 yılında uygulanan bir versiyonu kullanılmıştır, bulgular SPSS ile analiz edilmiştir.

3. BULGULAR, TARTIŞMA VE SONUÇ

Çalışma kapsamında yapılan anket sonuçlarına bakıldığında, ilk araştırma sorusu olarak katılımcıların yabancı dil öğretimindeki amaçlarının belirlenmesi hedeflenmiştir. Bu bağlamda, en yüksek oranla 48 aday, öğrencilerin yabancı dil öğrenimini motive etmek ve bir anlamda dil öğrenimini sevdirmek olduğu ifade edilebilir. İkinci en yüksek ortalamaya sahip yanıt ise hedef dilin konuşulduğu ülkelerin kültürüne ve medeniyetlerine ilişkin öğrencilerin aşinalık kazanmalarını sağlamak olmuştur. Katılımcılardan gelen üçüncü sıradaki en yüksek yanıt ise; öğrencilerin yabancı dili pratik amaçlarla kullanabilmelerini sağlayacak, belirli bir seviyede dil edinimi kazandırmak olmuştur. Öte yandan en düşük orandaki yanıt ise; öğrencilerin yabancı dilde edebi eserler okumalarına yardımcı olmak yanıtı yer almaktadır. Sonuçlara dayanarak, öğretim elemanlarının dil öğretimindeki temel hedefleri; öğrencilerin yabancı dil öğrenimine ilişkin motive etmek, farklı uluslar ve kültürlerle ait bilgi aktarımında bulunularak öğrencilerin aşinalık kazanmalarının sağlanması ve öğrencilerin dili pratik amaçlarla kullanımını destekleyecek, belli bir seviyede dile hâkim olmalarının sağlanmasından bahsedilebilir.

Çalışmanın ikinci araştırma konusu olarak, öğretim elemanlarının hedef kültür öğretimi konusundaki görüşleri ve mesleki tecrübeyle ilişkisi ortaya konulmaya çalışılmıştır. Bu bağlamda, katılımcılara 9

sorudan oluşan anket uygulaması yapılmıştır. Tablo 6'da verilen sonuçlara bakıldığında, "diğer kültürlere karşı açık olmak ve tolerans geliştirmek" hedef kültür öğretimi konusundaki 48 katılımcının ile en yüksek orana sahip sonuç olarak ortaya çıkmıştır. İkinci en yüksek yanıt ise, 47 katılımcı ile "günlük yaşam ve rutinler hakkında bilgi paylaşımı sağlanması" olarak belirlenmiştir. Üçüncü en yüksek yanıt olarak da "ortak değer ve inanışların paylaşımı" seçeneği olmuştur. En az seçilen hedef kültür öğretimi ise 34 katılımcı ile " zengin bir çeşitlilikle kültürel ifadelerin (edebiyat, müzik, tiyatro ve film gibi) aktarılması olmuştur. Sonuçlara dayanarak öğretim elemanlarının öğretim kültürü ile ilgili temel amacı, hedef kültürün günlük yaşamları ve rutinleri hakkında bilgi vermek ve diğer milletler ve kültürlere karşı pozitif tutum ve açıklık sergilemektir.

Çalışma kapsamında ayrıca hedef kültür öğretimi ile mesleki tecrübe ilişkisi incelenmiş olup, 6 ila 11 yıllık mesleki tecrübeye sahip olan katılımcıların daha yoğun olarak kültür öğretimi konusunda istekli ve farkındalık sahibi oldukları belirlenmiştir. Mesleki tecrübesi düşük olan katılımcıların mezuniyet tarihlerinin diğerlerine oranla daha yeni olması sebebi ile farklı kültürlerle daha sık bir arada olduğu, bir dönem farklı bir ülkede eğitim gördüğü veya eğitim sistemindeki ulusallaşma stratejilerine gerek öğrencilik gerekse mesleki hayatlarında daha çok maruz kaldıklarından bahsedilebilir. 30 yıl öncesine bakıldığında farklı bir ülkede eğitim görmek, turistik ya da iş amaçlı bir ziyarette bulunmak hem çok lüks hem de sıklıkla rastlanılmayan bir olay iken, günümüzde ise gerek Erasmus+, Mevlâna ve Farabi gibi ulusal ve uluslararası değişim programları ile gerekse de Jean Monnet, Fullbright ve YLYS bursları ile bu tarz hareketlilikler günümüz öğrenci, öğretmen ve akademisyenleri için birçok fırsat sunmaktadır. Buradan yola çıkılarak, daha fazla uluslararası deneyime sahip dil öğretmenlerin kültür öğretimi ve dil öğretiminde kültürü dahil etme konusunda farkındalığının daha yüksek olduğu söylenebilir.

Çalışmanın son araştırma konusu olarak katılımcılar tarafından derslerde uygulanan kültürel aktivitelerin sıklığı ve türlerini araştırması hedeflenmiştir. Bu kapsamda ise 5. Tablo 'da ki verilere dayanarak tüm katılımcıların, "öğrencilerime farklı ülkelerdeki deneyimlerini sorarım" ifadesini yanıtladıkları ortaya çıkmıştır. Bu sonuca dayanarak, öğretmenlerin ilk etapta öğrencilerin herhangi bir yurt dışı deneyimi olup olmadıkları, katılımcıların kültür konusunda sınıf hakkında bir bilgi edinme, sınıf düzeyinde bir seviye belirleme ihtiyacı olarak yapılan bir davranış olarak düşünülebilir. 2. En yüksek yanıt olarak ise, "öğrencilerimle kendi kültürel deneyimlerim hakkında konuşurum" seçeneği karşımıza çıkmaktadır. Öğretmenlerin kendi kültürel deneyimlerinden yola çıkarak, öğrenciler üzerinde bir farkındalık oluşturmaya çalıştıklarından bahsedilebilir. Aynı zamanda sözel yolla kültürel tecrübe ve deneyimi paylaşımı olarak yorumlanabilir. 3. En sık rastlanan kültürel aktivite ise; "öğrencilerime yabancı kültüre ait iyi ya da tuhaf bulduğum şeyleri anlatırım" ifadesi ile "kendi bakış açıları ile yabancı dilde kendi kültürlerini tasvir etmelerini, açıklamalarını isterim" yanıtları olmuştur. En az başvurulan aktivite olarak ise, "farklı bir kültürü tanımlamak adına video, CD ve internet kullanırım" yanıtı yer almıştır. Buradan yola çıkarak, kültür öğretimi dil sınıflarında müfredat ya da ders kitaplarına eklenmediği sürece katılımcıların herhangi bir ön hazırlıkta bulunmadığı, bu anlamda materyal kullanılmadığından bahsedilebilir. Başvurulan kültür aktivitelerinin çoğunlukla, karşılıklı kültürel deneyim paylaşımına dayanarak sözel iletişim yoluyla yapıldığı görülmektedir.

Araştırmanın sonuçları, katılımcıların genel olarak yabancı dil sınıfına kültürü entegre etmenin önemi konusunda farkındalık sahibi olduklarını ve buna olumlu bir yaklaşım sergilediklerini, ancak kültürü öğretmek ve öğrenenleri kültürlerarası yeterliklerle donatmak öğretmenlerin birincil amacı olmadığını ortaya koymuştur. Bunun yerine, İngilizceyi uygun şekilde kullanmak için dil bilgisi ve dil becerilerinin kazandırılmasının en önemli hedefler arasında olduğu belirlenmiştir. Çalışma sonuçlarına dayanarak, İngiliz Dili Öğretiminde kültürün rolünün öneminin daha fazla farkında olmalarına ve kültür ve dahil edilmesi gereken bileşenleri hakkında daha fazla bilgi edinmelerine yardımcı olmak için, İngilizce Öğretiminde kültür öğretiminin odağına ilişkin düzenli hizmet içi öğretmen eğitimi oturumları veya seminerleri düzenlenmelidir.

Araştırmada ortaya çıkan sonuçlara göre araştırmacılar ve uygulayıcılar için bazı önerilerde bulunmak mümkündür. Bu çalışma kapsamında uygulanan ölçeğin uyarlanmasında bazı hususlara dikkat edilmiş

olup, ileride ölçek uyarlama çalışmaları yapacak araştırmacıların da dikkat etmesi gereken hususlar olduğunu belirtmek gerekir. Çalışmanın bulgularının bazı sınırlılıklar açısından değerlendirildiğinde; bu çalışma ile sadece üniversitelerde görev yapan İngilizce okutmanlarının yabancı dil öğretim amaçları, İngilizce derslerinin kültür öğretimi amacına yönelik inançları ve derslerde uygulanan kültür öğretimi etkinliklerinin sıklığı araştırılmıştır. Ancak hem nicel hem de nitel yöntemleri karşılaştırmalı bir şekilde kullanılarak daha net bir bulguya ulaşmak için hem yabancı dil öğretmenlerinin hem de yabancı dil öğrenenlerin aynı alandaki bakış açılarını araştırmak için başka bir çalışma yapılabilir. Bununla birlikte, farklı örneklemeler üzerinde gelecekte yapılacak araştırmalar, araştırma bulgularının genelleştirilmesine katkıda bulunabilir. Son olarak, bu çalışma sınırlı bir sürede gerçekleştirildiği için daha fazla katılımcı ve farklı üniversiteler ile boyamsal bir çalışma yapılabilir. Ayrıca üniversitenin türü, katılımcıların özgeçmiş gibi diğer faktörler de anketin demografik kısmına eklenerek bunların etkilerini bir arada görmek mümkündür.

ARAŞTIRMANIN ETİK İZİNİ

Bu çalışmada “Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi” kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan “Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler” başlığı altında belirtilen eylemlerden hiçbiri gerçekleştirilmemiştir.

ARAŞTIRMACILARIN KATKI ORANI

Araştırmacılar çalışmaya eşit oranda katkı sağlamıştır.

ÇATIŞMA BEYANI (CONFLICT OF INTEREST)

Araştırmada çıkar çatışması bulunmamaktadır. Araştırmada herhangi bir kişi ya da kurum ile finansal ya da kişisel yönden bağlantı bulunmamaktadır