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**Attitudes of Tertiary Level EFL Teachers
towards Intercultural Foreign Language Teaching**

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ABSTRACT

Language and culture are two interwoven concepts; therefore, intercultural instruction needs to be an indispensable component of foreign language teaching. With this in mind, the current study aimed to investigate tertiary level Turkish English as a foreign language (EFL) teachers' attitudes towards intercultural foreign language teaching. Accordingly, data were collected from a total of 100 Turkish EFL teachers employed at thirty different universities in Turkey by means of a questionnaire on intercultural foreign language teaching. Following the data collection, the data were analyzed statistically. Findings showed that the participant EFL teachers exerted a positive attitude in relation to intercultural foreign language teaching. The study also sought for any potential differences among teachers' degrees of willingness about intercultural instruction according to their teaching experience and first-hand experience with foreign cultures. No significant difference was found among the degrees of willingness based on these variables. The attitudinal positivity about intercultural foreign language teaching appeared to be a promising result for the Turkish EFL context. With their positive perceptions on intercultural language instruction, EFL teachers might include various intercultural elements in their lessons. Thus, further research is deemed necessary to see whether these positive attitudes reflect well on the instructional practices of Turkish EFL teachers.

Key Words: Intercultural language instruction, intercultural communicative competence, teacher attitudes, teacher education.

**Üniversite Düzeyinde İngilizceyi Yabancı Dil Olarak Öğreten
Öğretmenlerin Kültürlerarası Yabancı Dil Öğretimine İlişkin Tutumları**

ÖZET

Dil ve kültür iç içe geçmiş iki kavramdır. Bu nedenle, kültürlerarası öğretimin yabancı dil öğretiminin vazgeçilmez bir parçası olması gerekir. Buradan yola çıkarak bu çalışma, üniversite düzeyinde İngilizceyi yabancı dil olarak öğreten Türk öğretmenlerin kültürlerarası yabancı dil öğretimine ilişkin tutumlarını araştırmayı amaçlamıştır. Bu sebeple, Türkiye'deki otuz farklı üniversitede görev yapan toplam 100 Türk İngilizce öğretmeninden kültürlerarası yabancı dil öğretimi ile ilgili bir anket aracılığıyla veri toplanmıştır. Veri toplama süreci sonrasında, elde edilen veri istatistiksel olarak analiz edilmiştir. Elde edilen bulgular çalışmaya katılan İngilizce öğretmenlerinin kültürlerarası yabancı dil öğretimine karşı olumlu bir tutum geliştirdiklerini ortaya koymuştur. Çalışmada ayrıca öğretmenlerin öğretmenlik deneyimleri ve yabancı kültürlerle ilgili doğrudan tecrübelerine göre kültürlerarası öğretime ilişkin isteklilik düzeyleri arasında herhangi bir fark olup olmadığı da araştırılmıştır. Sonuçta bu değişkenlere göre öğretmenlerin isteklilik düzeyleri arasında bir fark bulunmamıştır. Öğretmenlerin kültürlerarası yabancı dil öğretimine ilişkin tutumlarındaki olumluluk, Türkiye'deki yabancı dil olarak İngilizce öğretimi bağlamında umut verici bir sonuç olarak ortaya çıkmıştır. Kültürlerarası dil öğretimine ilişkin olumlu algıları ile birlikte İngilizce öğretmenleri çeşitli kültürlerarası unsurları derslerine dahil edebilir. Dolayısıyla bu olumlu tutumların İngilizceyi yabancı dil olarak öğreten Türk öğretmenlerin öğretimle ilgili uygulamalarına iyi bir şekilde yansıyor yansımadığını ortaya çıkarmak için daha fazla araştırma yapılması gerekir.

Anahtar Kelimeler: Kültürlerarası dil öğretimi, kültürlerarası iletişim yeti, öğretmen tutumları, öğretmen eğitimi.

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1. Introduction

With its intricate relationship to language, culture is a concept of utmost importance in L2 research and pedagogy. The interwoven nature of language and culture makes it impossible to explain either concept without referring to the other. Beyond being a code to express oneself, language is laden with cultural aspects (Kramsch, 1993). Ho (2009) describes this crucial relationship between language and culture as inextricable and interdependent, and therefore highlights the prominent role of intercultural understanding in foreign language learning and teaching. Thus, the close relationship between the two concepts reflects on the processes of language learning and teaching as well.

Along with the recognition of the significant place of cultural elements in language learning and teaching, a paradigm shift has taken place in the way foreign language learning and teaching are addressed. The earlier perspective towards foreign language learning highlighting communication in the target language and communicative competence, in particular, has been subject to various criticisms ranging from the neglect of the close relationship between language and culture to the need for treating the communication between speakers not as communication via the use of the target language but as intercultural communication (Crozet & Liddicoat, 1999). The prevalent focus on communicative competence appears to have transformed since the recognition of the vital importance of culture in foreign language learning has paved the way for the adoption of the acquisition of intercultural communicative competence as the ultimate objective (Sercu et al., 2005).

In foreign language learning, achieving communicative competence has been the dominant aim of language learners for decades. The term has been recurrently shaped and explained by various researchers. As a reaction to Chomsky's (1957, 1965) sole focus on linguistic competence, Hymes (1967, 1972) coined the term *communicative competence* and placed particular importance on the appropriate use of language according to social contexts, namely sociolinguistic competence. With the inclusion of strategic competence into this model by Canale and Swain (1980), the concept of communicative competence took a new shape. After the addition of discourse competence to the model by Canale (1983), the four-component model involving grammatical competence (referring to the linguistic competence from Chomskyan perspective), sociolinguistic competence, strategic competence and discourse competence has formed the foundation of communicative language teaching. A further modification to the model was made by Celce-Murcia, Dörnyei and Thurrell (1995) with the inclusion of actional competence that is associated with the comprehension and production of speech acts. Celce-Murcia et al. (1995) also transformed two components of the previous model by changing sociolinguistic competence into sociocultural competence and grammatical competence into linguistic competence. The rationale behind these changes was to include competence in relation to cultural aspects through sociocultural competence and to highlight the existence of not only grammar but also vocabulary and sound system via the use of the term linguistic competence.

Along with the status of English as an international language (EIL), the notion of communicative competence has been subject to various criticisms. Pointing out the unrealistic nature of the notion due to an idealized native speaker-based conceptualization of target language and culture, Alptekin (2002) criticized communicative competence and called for the development of *intercultural communicative competence* in English language learners. The criticisms of communicative competence resulted in the recognition of the priority of cross-cultural understanding rather than adopting the norms of a specific target culture. In this sense, Alptekin (1993) also provided the caveat that cultural instruction does not mean a simple transition from the learner's native or home culture to the culture of native speakers of

English, and added that it should be regarded as an intercultural understanding including the cultures of different varieties of English due to the status of English as an international language. Byram's (1997) intercultural competence model has been quite influential in gaining insights into this intercultural understanding. The five-factor model involving knowledge, attitudes, skills of interpreting and relating, skills of discovery and interaction, and political education including critical cultural awareness clearly illustrates the prominent role of intercultural communicative competence.

The rationale behind culture teaching is related to the necessity for getting informed about cultural elements in order not to have difficulties in conveying meaning to the native speakers of the target language (Bada, 2000). Hence, the language teacher is responsible for helping students to get aware of how culture governs human behavior, and how this influences the language use. Even when the textbooks used for language instruction do not comprise enough materials for teaching cultural aspects, language teachers are responsible for compensating for this deficiency in books and providing some solutions for these kinds of problems (Turkan & Çelik, 2007). Although culture can be incorporated into foreign language classrooms in various ways, teachers can have some difficulties during this process. Gonen and Saglam (2012) sum up these problems as teachers' having to deal with an overcrowded curriculum, lack of knowledge and training related to the target culture and issues regarding the assessment of cultural competence, and students' negative perspectives towards the target culture. Among these problems, teachers' not being informed enough about the target culture is perhaps the most important one, as the teachers' role is of primary importance in cultural instruction.

Foreign language teachers need to improve themselves in terms of the target cultures and reflect this development on their teaching practices (Aydemir & Mede, 2014). Yet, apart from having a deep understanding of the target cultures, language teachers need to be knowledgeable about the home cultures as well. Before expecting students to get aware of cultural aspects, teachers need to develop this awareness first. In this regard, cultural elements need to be included in language teacher education programs. Different methods of culture teaching can, therefore, be provided in both pre-service and in-service teacher training programs, and teachers, in turn, can get more competent in terms of cultural instruction (Atay, Kurt, Çamlıbel, Ersin, & Kaslıoğlu, 2009). By this way, the quality of culture teaching can be improved to a great extent.

Departing from the importance of intercultural communicative competence, Sercu (2006) explored the professional profiles of teachers from seven different countries through a web-based questionnaire that aimed to show the extent to which teachers had the qualities of a foreign language and intercultural competence teacher. Based on the results, the participant teachers did not appear to meet those standards yet. In another study, Wang and Coleman (2009) examined college students' and teachers' perceptions regarding intercultural language instruction in China. The researchers specifically sought for their opinions on the internet-mediated instruction of cultures and languages. Whereas textbooks appeared to be the dominant source for intercultural instruction, the internet turned out to be a tool used to gather information instead of an instrument for communication. Most importantly, intercultural goals in language learning and teaching were highly acknowledged by both students and teachers despite some differences in the two groups' opinions. In their study on Hungarian learners of German and English, Kormos and Csizér (2007) scrutinized the role of intercultural contact in the foreign language learning processes by means of interviews. The study uncovered that cultural products rather than tourism-related contact primarily gave language learners the opportunity to get exposed to the target language and culture. According to the students, intercultural contact exerted a positive impact on their motivation, helped to lower their anxiety about

language use, and was useful for the improvement of their communicative competence. In the Turkish EFL context, Önalın (2005) conducted a study related to Turkish teachers' opinions and practices about the use of cultural elements in English language teaching and found that teachers had a positive attitude towards cultural instruction. In another study, Atay (2005) set out to explore prospective EFL teachers' opinions on cultural aspects of language teaching in Turkey. She found that pre-service English teachers were aware of the prominent role of cultural elements in foreign language education, but they also felt incompetent in terms of cultural instruction. Similarly, Atay et al. (2009) investigated Turkish EFL teachers' attitudes towards intercultural competence teaching and found that although English language teachers seemed to be quite aware of the role of culture in foreign language teaching, this awareness did not reflect completely on their teaching.

In the light of the research into intercultural language education, the present study sought to investigate tertiary level Turkish EFL teachers' attitudes towards intercultural foreign language teaching. The study was guided by the following research questions:

1. What are the teachers' attitudes towards intercultural foreign language teaching?
2. Do the teachers' degrees of willingness towards intercultural foreign language teaching differ significantly according to their teaching experience?
3. Do the teachers' degrees of willingness towards intercultural foreign language teaching differ significantly according to their experience with foreign cultures?

2. Method

2.1. Setting and Participants

A total of 100 Turkish EFL teachers (69 female; 31 male) employed at 30 different universities in Turkey participated in the current study. Participants included tertiary level EFL teachers from both state and foundation universities. Demographic information about the participants is provided in Table 1.

Table 1. Demographics of participant teachers

Variables	n
Age	
20-29 years	42
30-39 years	33
40-49 years	15
50 years and more	10
Gender	
Female	69
Male	31
Educational Background (BA)	
English Language Teaching	52
English Language and Literature	28
American Culture and Literature	13
Translation and Interpreting Studies	4
English Linguistics	1
Other	2
Graduation Degree	
BA	38
MA	51
PhD	11

Teaching Experience	
1-5 year(s)	34
6-10 years	22
11-15 years	16
16 years and more	28
First-hand Experience with Foreign Cultures	
Yes	80
No	20
Total	100

As can be seen in Table 1, 69% of the participant teachers were female while 31% were male. When it comes to their ages, 42% of the teachers were between the ages of 20 and 29; 33% were between 30 and 39; 15% were between 40 and 49, and lastly, 10% were 50 years old or they were older. The teachers held a BA degree from different departments. However, more than half of them (52%) were graduates of English Language Teaching. While 28% of the participants were graduates of English Language and Literature, 13% were graduates of American Culture and Literature. 4% held a BA degree in Translation and Interpreting Studies while 1% had a BA in English Linguistics. 2% of the participants were graduates of other departments. As for the teachers' graduation degrees, 38% held a BA degree while 51% had an MA. 11% of the participants held a PhD degree. Their teaching experiences were as follows: 1-5 years (34%), 6-10 years (22%), 11-15 years (16%), 16 years and more (28%). The participants also specified the countries they have been to, which indicated their first-hand experience with foreign cultures. While 20% of the teachers reported that they have never been abroad, 80% were familiar with foreign cultures at first hand.

2.2. Instrument

In the present study, data were collected by means of a section of a questionnaire developed by Sercu et al. (2005). The original questionnaire involves a total of 11 sections and aims to explore the attitudes of teachers towards the cultural dimension of language teaching. In the present study, only the section entitled Intercultural Foreign Language Teaching was employed as the data collection instrument due to its feasibility. This section of the questionnaire has the essential features to be administered on its own. The section provides a total of 24 statements related to intercultural foreign language teaching. The first twelve items in the questionnaire form the main items of the instrument. The remaining twelve items complement the first part of the questionnaire. Therefore, each subtopic such as the cross-curricular implementation of intercultural foreign language teaching and providing a realistic image of the foreign cultures was addressed by two items. The current study made use of a 5-point Likert scale ranging from "strongly agree" to "strongly disagree".

The questionnaire used in this study was administered in Turkish. The original questionnaire items were initially translated into Turkish by three different academic staff specialized in English language teaching. Making use of these translations, a draft form was then created. For the equivalence of Turkish and English versions of the questionnaire, expert opinion was received from five content experts with a PhD in English language teaching and a language expert with a PhD in Turkish language teaching. Departing from the feedback received through expert review, the necessary changes and corrections were made. The Turkish version of the questionnaire was then translated back into English. Based on the feedback received through back translation, the final form of the questionnaire was constructed. The questionnaire involved two parts: (1) demographic information; (2) attitudes towards intercultural foreign language teaching.

2.3. Data Collection and Analysis

For data collection, the paper-based questionnaire was first turned into a web-based questionnaire and sent to the instructors employed at the Schools of Foreign Languages in Turkish universities through e-mail. Statistical analysis of data was performed by means of SPSS 21. The reverse coded items in the questionnaire were recoded first. Then, the data were checked for normality assumption in order to determine the suitability of the dataset for performing parametric tests. Due to the deviation of the dataset from normal distribution, non-parametric tests were used to analyze the data. To check the internal consistency reliability, Cronbach's alpha coefficient was calculated, and it was found to be .78. The first research question was answered using descriptive statistics. In order to test the group differences for the remaining research questions, a Kruskal-Wallis test and a Mann-Whitney U test were performed respectively.

3. Findings

3.1. The Teachers' Attitudes towards Intercultural Foreign Language Teaching

The first research question aimed to elucidate the teachers' attitudes towards intercultural foreign language teaching. Descriptive statistics used to answer this research question are shown in Table 2. The long forms of abbreviations used in the Likert scale are as follows: Strongly disagree (SD); Disagree (D); Not sure (NS); Agree (A); Strongly agree (SA).

Table 2. Teachers' attitudes towards intercultural foreign language teaching

Items	Mean		Percentage			
	M	SD	D	NS	A	SA
1. In a foreign language classroom, teaching culture is as important as teaching the foreign language.	4.16	2	4	14	36	44
13. When you only have a limited number of teaching periods, culture teaching has to give way to language teaching.	2.87	8	30	34	23	5
2. Intercultural education is best undertaken cross-curricularly.	3.74	1	5	33	41	20
14. Every subject, not just foreign language teaching, should promote the acquisition of intercultural skills.	3.81	0	11	20	46	23
3. A foreign language teacher should present a positive image of the foreign culture and society.	3.62	6	11	23	35	25
15. A foreign language teacher should present a realistic image of a foreign culture, and therefore should also touch upon negative sides of the foreign culture and society.	4.04	1	4	17	46	32
4. Before you can teach culture or do anything about the intercultural dimension of foreign language teaching, pupils have to possess a sufficiently high level of proficiency in the foreign language.	2.45	20	38	23	15	4
16. If one wants to be able to achieve anything at all as regards intercultural understanding one should use texts written in the mother tongue and discuss these texts in the mother tongue, even when in a foreign language classroom.	2.93	16	23	22	30	9
5. Intercultural skills cannot be acquired at school.	2.18	25	45	19	9	2
17. In the foreign language classroom pupils can only acquire additional cultural knowledge. They cannot acquire intercultural skills.	2.43	18	39	28	12	3
6. It is impossible to teach the foreign language and the foreign culture in an integrated way.	1.74	45	44	5	4	2
19. Language and culture cannot be taught in an integrated way. You have to separate the two.	1.63	58	30	5	5	2
7. I would like to promote the acquisition of intercultural skills through my teaching.	4.04	3	5	8	53	31
20. I would like to teach intercultural competence through my foreign language teaching.	4.11	1	3	17	42	37
8. Intercultural education has no effect whatsoever on pupils' attitudes.	1.77	41	46	10	1	2
21. Intercultural education reinforces pupils' already existing stereotypes of other peoples and cultures.	2.27	35	26	23	9	7

9. The more pupils know about the foreign culture, the more tolerant they are.	4.11	2	7	12	36	43
22. Providing additional cultural information makes pupils more tolerant towards other cultures and peoples.	4.39	1	1	6	42	50
10. In international contacts misunderstandings arise equally often from linguistic as from cultural differences.	4.47	1	1	4	38	56
23. Language problems lie at the heart of misunderstandings in international contacts, not cultural differences.	2.53	11	46	26	13	4
11. Foreign language teaching should enhance pupils' understanding of their own cultural identity.	3.85	1	12	20	35	32
24. Foreign language teaching should not only touch upon foreign cultures. It should also deepen pupils' understanding of their own culture.	4.26	2	3	6	45	44
12. All pupils should acquire intercultural competence, not only pupils in classrooms with ethnic minority community children.	4.47	1	1	4	38	56
18. Only when there are ethnic minority community pupils in your classes do you have to teach intercultural competence.	1.98	41	34	14	8	3

As shown in Table 2, the participant teachers had a positive attitude towards most of the statements about intercultural foreign language teaching provided in the questionnaire. For instance, they had a highly positive attitude towards the idea that it is essential for all students to achieve intercultural competence instead of limiting this necessity with ethnic minority groups (Item 12, Mean = 4.47; SD = .72). In the same vein, they supported the idea that both linguistic and cultural differences might result in misunderstandings in communication in international settings (Item 10, Mean = 4.47; SD = .72). Likewise, they had a quite positive attitude towards the statement that bringing cultural information helps students to show more tolerance to different cultures (Item 22, Mean = 4.39; SD = .74).

The participant teachers also reflected their positive attitude towards the idea that foreign language teaching should not be restricted with foreign cultures, but it should enhance students' understanding of their native culture as well (Item 24, Mean = 4.26; SD = .86). They had a quite positive attitude towards the idea that cultural instruction is equally important for foreign language teaching, not just language instruction (Item 1, Mean = 4.16; SD = .95). In addition, they highlighted their willingness towards intercultural foreign language teaching with the statement that they want to include the teaching of intercultural competence in foreign language teaching (Item 20, Mean = 4.11; SD = .86). They agreed considerably with the statement that as students get more informed about the foreign culture, they get more tolerant (Item 9, Mean = 4.11; SD = .86). Moreover, they underlined their willingness to encourage the development of intercultural skills while teaching as well (Item 7, Mean = 4.04; SD = .93). They also highly agreed with the statement that it is necessary for a foreign language teacher to provide a realistic target culture image and include the negative aspects in that target culture and community as well (Item 15, Mean = 4.04; SD = .86).

In line with the previous statements and ideas, the teachers indicated their strong disagreement with the alleged necessity for separating the teaching of language and culture (Item 19, Mean = 1.63; SD = .94). They similarly disagreed with the impossibility of teaching language and culture in an integrated manner (Item 6, Mean = 1.74; SD = .88). Furthermore, they did not agree with the idea that students' attitudes are not influenced by intercultural education (Item 8, Mean = 1.77; SD = .83).

3.2. The Teachers' Willingness towards Intercultural Foreign Language Teaching Based on Their Teaching Experience

The second research question aimed to examine whether the teachers' degrees of willingness towards intercultural foreign language teaching differed significantly based on their teaching experience. For this purpose, a Kruskal-Wallis test was carried out. The results of the test are shown in Table 3.

Table 3. *The difference between teachers' degrees of willingness based on teaching experience*

Teaching Experience	n	Median	Mean Rank	Chi-Square	df	p
1-5 year(s)	34	4	54.10	6.211	3	.102
6-10 years	22	4.25	57.68			
11-15 years	16	3.75	36.22			
16 years and more	28	4	48.64			

As can be understood from Table 3, no significant difference was found among the willingness levels of the teachers with a teaching experience between 1 and 5 years ($Md = 4, n = 34$), the ones with an experience of 6 – 10 years ($Md = 4.25, n = 22$), the ones with a teaching experience between 11 and 15 years ($Md = 3.75, n = 16$), and those with an experience of 16 years and more ($Md = 4, n = 28$); $X^2(2,100) = 6.211, p = .102$.

3.3. The Teachers' Willingness towards Intercultural Foreign Language Teaching Based on Their Experience with Foreign Cultures

The last research question sought to investigate whether the teachers' degrees of willingness differed depending on their first-hand experience with foreign cultures. A Mann-Whitney U test was performed to compare the willingness levels of the teachers with and without intercultural experience. The result of the test is provided in Table 4.

Table 4. *The difference between teachers' degrees of willingness based on intercultural experience*

Teachers with Intercultural Experience			Teachers without Intercultural Experience			U	z	p
n	Mean Rank	Sum of Ranks	n	Mean Rank	Sum of Ranks			
80	52.88	4230.00	20	41.00	820.00	610.000	-1.685	.092

As can be seen in Table 4, the Mann-Whitney U test revealed no significant difference between the willingness levels of the teachers with intercultural experience ($Md = 4, n = 80$) and those of the teachers without any intercultural experience ($Md = 4, n = 20$), $U = 610.000, z = -1.685, p = .092$. Therefore, these two groups' degrees of willingness towards intercultural foreign language teaching did not significantly differ from each other.

4. Discussion and Conclusion

On a global extent, it is apparent that cultural diversity is a reality in many parts of life such as workplaces and educational settings, and this raises the importance of intercultural competence for everybody (Spitzberg & Changnon, 2009). With this in mind, the present study aimed to find out the attitudes of Turkish EFL teachers towards intercultural foreign language teaching. The study further explored whether the teachers' attitudes towards intercultural foreign language teaching differed from each other based on their teaching experience and experience with foreign cultures. The study revealed that the participant teachers had a quite positive attitude towards intercultural foreign language teaching. To illustrate, they highly agreed with the idea that cultural instruction is as important as foreign language instruction, that all students should acquire intercultural competence, and that intercultural education makes students more tolerant towards other cultures and people. In addition, they supported the idea that intercultural education affects students' attitudes positively, and they underlined their willingness to encourage the development of intercultural skills through teaching practices. They highly agreed with the idea that intercultural education should promote the

learning of both foreign cultures and the students' own culture, and that language and culture can be taught in an integrated way. In addition, they highlighted their willingness towards intercultural foreign language teaching with the statement that they want to teach intercultural competence through their instructional practices. They also advocated the idea that a foreign language teacher needs to teach the target culture realistically and get students acquainted with the negative aspects of that culture as well.

Along with the teachers' positive attitudes towards intercultural foreign language teaching, the study also revealed that their degrees of willingness towards intercultural foreign language teaching did not differ from each other based on teaching experience and first-hand experience with foreign cultures. This result indicated that although the teachers had different characteristics, they did not have a significant difference in their willingness towards intercultural foreign language teaching. This finding corroborated teachers' awareness of intercultural foreign language teaching and its important role in an EFL context. Hence, the present study indicated that Turkish EFL teachers have a highly positive attitude towards intercultural foreign language teaching. These results are in line with the findings of Önalın's (2005) study since it also pointed out teachers' positive attitudes towards incorporating cultural information in their instruction. The study also corroborated the findings of Atay et al.'s (2009) study as it revealed that Turkish EFL teachers were aware of the significant role of culture in foreign language teaching. However, the aforementioned study also showed that although the teachers knew how important culture teaching is in foreign language education, they did not seem to integrate it into their teaching frequently.

To conclude, the present study revealed that the teachers had a positive attitude towards intercultural foreign language teaching with no significant difference between each other based on teaching experience and experience with foreign cultures. Although the study did not reach any findings regarding the teachers' actual implementations of intercultural foreign language teaching, it underlined that they believe in the importance of cultural instruction and have a positive orientation towards teaching culture in English classes. This is a quite promising result in that teacher cognition has a crucial impact on the actual teaching process (Borg, 2006). Therefore, the positive attitudes of teachers towards intercultural foreign language teaching may influence their teaching. Hence, further studies may investigate to what extent the teachers' positive orientation towards culture teaching reflects on their actual foreign language teaching process.

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