A study on ELT students' cultural awareness and attitudes towards incorporation of target culture into language instruction

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Abstract

Culture and language are inseparable from each other as both in combination reflect shared cultural properties such as values, behaviours, and attitude inherent in the society we live and in language patterns we use. In this respect, it is highly valuable to integrate cultural elements into language education for intercultural understanding and welcoming different cultures. The aim of this research was to explore the attitudes of Turkish university students at the English Language Teaching (ELT) Department towards culture and its integration into language teaching and their cultural awareness and to reveal if birthplace, gender, experience abroad and high school graduated had any influence on their attitudes. Data were collected from 96 participants through a questionnaire consisting of three parts (i.e. demographic information, multiple-choice questions, and 5-point Likert-type scale). For data analysis, descriptive statistics (frequency, percentage and means), one-way ANOVA and post-hoc test were conducted via SPSS and open-ended items were qualitatively analyzed. Overall, findings of the study yielded positive attitudes of significant numbers of ELT students towards culture and its incorporation in language teaching regardless of their birthplace, the type of high school, and the experience abroad. As for gender, female students had more positive attitudes towards culture than males. Additionally, participants were found to learn culture mainly to develop their cultural awareness and maintain better communication with people from different cultures. In the light of findings, necessary implications were provided for teachers and teacher educators regarding raising cultural awareness of students and developing positive attitudes towards incorporation of target culture into language instruction.

1. Introduction

Research on culture in foreign language learning and teaching has gained an increasing popularity only after the end of the 20th century and the importance of culture in communication and language learning has been greatly emphasized (i.e. Kramsch, 1983; Byram & Morgan, 1994; Stodolsky & Grossman, 1995; Lessard-Clouston, 1996; Önalan, 2004; Çalışkan, 2009; Sarıçoban & Çalışkan, 2011; Kahraman, 2016; Rodríguez, 2017).

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According to Bennett (1993:9), learning a language without its culture makes a person 'a fluent fool who speaks a language well, but, does not understand the social or philosophical content of that language'. No matter how proficient you are in all language skills in a foreign language or how perfect you speak that language; it is difficult to communicate or negotiate with the native speakers of that language since you lack the cultural knowledge. In other words, the full mastery of a target language does not only involve the mastery of the language skills, patterns and rules but also the target culture (Hesar et al., 2012). Byram (1988) argues that language does not function independent of the context where it is used and cultural context plays a major role in shaping the language pattern use considering the contextual elements such as people, the circumstances, time and place. Thus, as we learn the target language, we also need to learn the target culture for better communication and understanding of the perceptions of native speakers of the target language, their shared life experiences, social behaviors, feelings, beliefs, traditions and religions.

In this respect, McKay (2003) states that culture has a significant influence on language teaching in terms of two aspects: linguistic and pedagogical. The former one is that culture affects the semantic, discourse and pragmatic levels of language. Accordingly, some lexical phrases (e.g. Uncle Tom) and speech acts (e.g. compliments) are culture-specific and characteristics of certain members of societies. The latter aspect is that culture affects the content of the materials and teaching methods used in language instruction. Any institution with such educational aims in language teaching is expected to maintain the relationship between success in learning the target language and developing positive attitudes towards its culture. In this sense, language learners who are not familiar with the target culture may be prone to difficulties in interacting with the native speakers and understanding the way they behave and talk, the things they do, eat, celebrate or like. In relation to this, Bada (2000:101) asserts that 'the need for cultural literacy, or, awareness in ELT arises mainly from the fact that most language learners, not exposed to cultural elements of the society in question, seem to encounter significant hardship in communicating meaning to native speakers'. They may tend to judge other cultures when they encounter based on their own values and assume that the beliefs and attitudes of other people are wrong and unacceptable. In addition, they may not be aware of that it stems from the nature of the cultures and differences between cultures and therefore, they may not respect these cultures. Such difficulties may affect the attitudes and perceptions of the language learners. Besides, negative or positive feelings may directly influence teaching and learning process in the long run (Kahraman, 2016: 4). Therefore, knowing the target culture facilitates the comprehension of the meaning and choice of language use. At this point, Genc and Bada (2005:75) argue that incorporation of culture teaching into language instruction has 'a humanizing and motivating effect' on language learner and the language learning process. Accordingly, it enables learners recognize the similar and different features across groups with different cultures and prevent them from making inappropriate judgments about their cultural values and considering them as 'peculiar and ill-mannered' (p.75). Despite this, culture is asserted to be not much integrated into language teaching programs (Reid, 1995:3). This might result from the fact that practical side of target language use or its grammatical aspect is mostly emphasized and culture is considered to be an additional or supplemental part of teaching (Önalan, 2005). Or, the lack of consensus on how to introduce culture elements in the classrooms might be another reason behind this (Frank, 2013). Research on teachers' perceptions, beliefs and attitudes and analysis of textbooks has demonstrated that cultural dimension has been a neglected aspect in language teaching process (Çalışkan, 2009). Thus, in order to create awareness in the cultural dimension of language learning and to reveal to what extent culture is integrated into language classrooms, there is a need to highlight what attitude students exhibit towards the integration of culture in language learning and provide implications with respect to the incorporation of culture into language teaching.

1.1. Theoretical background

The concept of 'culture' has attracted the attention of many researchers and it has been defined in a number of ways by various scholars (i.e. Hofstede, 1984; Corbett, 2003; Hofstede, G., Hofstede, G.J., & Minkov, 2010). Culture is basically defined as "a system of concepts, behaviors, values, and an approach to life and it is developed throughout the history by people" (Hammer, 1985:53). It is said to have its broadest definition in social anthropology and defined as 'the collective programming of the mind that distinguishes the members of one group or category of people from others' (Hofstede et al., 2010: 6). As for Corbett (2003: 20), culture refers to 'the relationship between its core beliefs and values, and the patterns of behavior, art and communication that the group produces, bearing in mind that these beliefs and values are constantly being negotiated within the group'.

The description of culture has undergone a change throughout the years. While the earlier approaches view it as a static entity and ignore the values and attitudinal differences in language communities, recent approaches perceive it as dynamic and multi-dimensional, shaped by the interaction and communication among people (Önalan, 2004; Bayyurt, 2006; Şen, 2010). In this respect, as Önalan (2004:18) states, there has been the characterization of culture 'from culture-separate-from-language to culture-language-hand-in-hand'.

In relation to foreign language teaching, Adaskou, Britten and Fahsi (1990: 3-4) provide a very comprehensive definition of this term which was adopted in this study. The authors define it as a term which encompasses four different senses: the aesthetic sense (music, literature, media and cinema), sociological (home life, family, work and leisure, material conditions, customs, institutions), semantic (food, clothes, institutions), and pragmatic (sociolinguistic) sense (i.e. social skills, background knowledge, paralinguistic skills).

Regarding the role of culture in language, researchers generally focused on the relation between culture and language and here is a definition of culture and learning by Brown (2000: 177):

> "A language is a part of culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. In other words, language and culture cannot be separated."

According to Çalışkan (2009), there are mainly three different aspects of culture-language relation as explained below:

    a)   culture as contained in the socio-pragmatics and semantics of language

    b)   culture as macro context for language use

    c)   culture as thematic content in the discourse of language teaching

(Çalışkan, 2009: 17)

Accordingly, from the first perspective, as language consists of linguistic expressions, words, phrases and so on., it requires an understanding of the cultural knowledge to be able to use these expressions properly and appropriately. As for the second aspect, since cultural and social values and the choice of language use are shaped within the boundaries of societal and geographical structure, culture should be taught for the acquisition of communicative competence to be able to communicate with the native speakers of the target language. Lastly, from the third perspective, culture should be taught for the comprehension of the values of native speakers. Considering all these aspects, culture and language are suggested to be taught together.

Another important concept that is one of the main foci of this study is cultural awareness. Cultural awareness is defined as 'an approach to culture that includes skills in observing and understanding difference and sameness' (Çalışkan, 2009: 26) and 'the suspension of judgments, i.e. not being critical

of other people's apparently deviant behavior' (Tomlinson & Masuhara, 2004: 7). In other words, it refers to 'a range of phenomena from knowledge about other countries to positive attitudes towards speakers of other languages, to a heightened sensitivity to othernesses of any kind' (Byram & Risager, 1999: 3). To have an understanding of other target cultures and certain characteristics that are particular to that society under consideration such as beliefs, attitudes, behaviors, interests, identity, and lifestyle, it is important to create cultural awareness in language learners. This is mainly because of the reason that cultural awareness leads us to the recognition and understanding of the differences and similarities between our own culture and the other cultures that we observe and contributes to bridging the gap between these differences and building the atmosphere of tolerance and confidence among societies (Hofstede et al., 2010).

At this point, it is important to focus on the concept of 'attitude' since the current research mainly aimed to reveal the attitudes of language learners towards culture learning in classrooms. Attitude is a term that refers to 'positive or negative feelings that students have toward the language, the language teacher, and the study of the language (Önalan, 2004: 35). Language learning process is prone to be affected by the attitudes of language learners towards language and can also be affected by their attitudes towards the cultural elements of language.

1.2. Literature review

A review of literature has shown that culture has been examined from different aspects in the earlier studies. For instance, English language teacher and/or learner perceptions and attitudes towards the concept of culture and integration of culture in language teaching and/or learning have been studied with a focus on factors affecting teachers' or students' attitudes (i.e. Canagarajah, 1993; Byram & Morgan, 1994; Larzén-Östermark, 2008; Sarıçoban & Çalışkan, 2011; Dweik & Al-sayyed, 2015; Kahraman, 2016; Rezaeifard & Chalak, 2017). The cultural elements in textbooks or classroom materials have been the main concern of some other researchers that examined how culture was presented in the teaching materials (i.e. Kramsch, 1987; Iriskulova, 2012). A review of the studies conducted in Turkish context has shown that most of the researchers (i.e. Çamlıbel, 1998; Işık, 2002; Önalan, 2004; 2005; Bayyurt, 2006; Atay, Kurt, Çamlıbel, Ersin & Kaslıoğlu, 2009; Şen, 2010; Karabınar & Güler, 2012; Aydemir & Mede, 2014) focused on English language teachers at different institutions such as high schools or universities and their findings yielded inconsistencies regarding the perceived notions of culture by language teachers and their beliefs about the incorporation of culture into language teaching/materials. For instance, in the study of Çamlıbel (1998), more than half of the teachers, either experienced or inexperienced, perceived culture as unimportant and in the study of Işık (2002), teachers had negative perceptions about cultural information in materials. On the other hand, in the studies conducted by Önalan (2004; 2005), most of the teachers had positive feelings and attitudes towards culture integration in language teaching. In addition, teachers mostly defined culture in terms of customs, values, traditions and social relations and reported that they incorporated cultural information in their instruction. Different from these studies, Çalışkan (2009) concentrated on language learners at university level and found out that even though variations existed among participants in terms of gender, birth date, age, high school graduated and the experience in U.S.A or England, majority of them displayed positive attitudes towards culture learning and its incorporation to language teaching, materials, course books, and tasks.

Apart from these studies, there is little empirical research on the investigation of Turkish prospective teachers' perceptions about integration of culture into language learning and teaching process. For example, Genc and Bada (2005) focused on ELT students at a state university and analyzed the effects of the implementation of a culture course on their perceptions about the target culture. Their study yielded positive attitudes of student teachers towards culture incorporation into

language learning and the pivotal role of culture class in raising cultural awareness and developing language skills as well as communicative competence. On the other hand, Atay (2005) found out that although ELT students had the awareness of importance of cultural dimension in language learning and their lack of cultural knowledge, their practices and perspectives seemed to be far away from implementation of culture teaching in language classrooms.

To sum up, the relevant literature revealed that teachers and language teaching materials have an influence on culture incorporation into language instruction and students' feelings or attitudes and cultural awareness are affected by teachers' perceptions about culture and culture teaching and the amount and types of cultural elements included in language education.

1.3. Significance of the study

Language learning is thought to be a social and cultural phenomenon as there is an association between language use and social and cultural values (Kahraman, 2016). In this sense, culture constitutes an essential part of language instruction and culture teaching has become more crucial in EFL pedagogy than ever (Önalan, 2005: 219; Şen, 2010: 3). What is more, as has been witnessed in the past thirty years, the goals of foreign language teaching have entailed a shift in focus from linguistic competence over communicative one to intercultural competence and intercultural communicative one (Larzén-Östermark, 2008: 527). Therefore, this study is believed to contribute to the relevant field of research by raising awareness about the importance of embedding culture teaching into language instruction for developing an intercultural understanding of expectations, behaviors, knowledge, language use and skills of a particular group of people.

Apart from what has been aforementioned, the significance of this study lies in the fact that it aims to fill the relevant gap in the literature because little is known about the cultural awareness of Turkish prospective language teachers majoring at ELT Department and their perceptions towards culture teaching. It is argued that, in teacher education programs, the linguistic aspect of language teaching is much more emphasized and it overshadows the cultural aspect (Kahraman, 2016:1). In fact, as Corbett (2003) argues, language learners need to comprehend the practices and beliefs of target culture to fully understand the language that people of the target culture use. Accordingly, language is used for not only the transfer of information but also the negotiation, construction and maintenance of individual and group identities (p. 20). Considering the necessity of culture learning for learners, it is of utmost importance for language teachers to have cultural knowledge and positive beliefs about the place of target culture. As future English language teachers, ELT students themselves, at first, should acquire the intercultural sensitivity and have positive feelings about culture learning to be able to equip the learners with the cultural knowledge and awareness and to promote positive attitudes towards other cultures for effective communication in the target language. Thus, having an insight into the attitudes of especially ELT students through the present research is especially important in that the design of teacher education programs or institutions could be revised and reconsidered to help prospective teachers to develop positive attitudes towards target culture and incorporation of cultural elements into language teaching.

Lastly, as culture is specific to the region the members of a group of people live, the social environment that they share, and the ethnics they have, it is of utmost importance to reveal if any of the variables searched including birth place, experience abroad, gender and the type of high school that was graduated had any influence on their attitudes towards the target culture learning.

1.4. Research questions

This study was primarily designed to explore the attitudes of English language learners majoring in ELT towards target culture learning and incorporation of cultural elements into English language education and to examine whether birth of place, experience abroad, gender and the type of high school students graduated from had any influence on their attitudes or not. It also aimed to reveal to what extent they were aware of the target culture and they introduced cultural information.

The following research questions were addressed in the current study:

1. What is the attitude of ELT students towards culture and the incorporation of culture into language instruction?

2. Is there any effect of gender, birthplace, experience abroad and type of high school graduated on ELT students' attitudes towards culture?

2. Method

2.1. Research Design

This research adopted a survey design. Surveys are used to get information about people's behaviors, opinions, beliefs, ideas, perceptions and attitudes (Önalan, 2004). In the current study, a questionnaire was used to elicit the answers on students' attitudes and beliefs about culture and their cultural awareness as well as the place of culture in language teaching.

2.2. Participants

The participants of the study consisted of 96 3rd and 4th year students majoring at the English Language Teaching (ELT) Department at a state university in Turkey. The rationale behind choosing this sample was that ELT students were supposed to have a lot of exposure to language learning and the large amount of experience with the target language and its culture. Thus, as future language teachers, they are expected to be aware of the importance of culture incorporation to language teaching to educate their students with cultural awareness. The age range of the participants was between 20 and 22. Further demographic information regarding participants' gender, birthplace, experience abroad and the type of high school they graduated from was provided in the Results and Discussion part as it formed the variables that were under investigation within the scope of this research.

Convenience sampling method was used for selecting the participants. Specifically, participants were chosen among the students who were conveniently available during data collection procedure to participate in the study.

2.3. Instrument

For the purposes of the study, a questionnaire was administered to the participants to explore their attitudes towards the integration of cultural elements in language classrooms. This questionnaire was developed by Önalan (2004) at Middle East Technical University (METU) to measure the attitudes of ELT teachers towards the place of culture and culture teaching in language classrooms. Later, it was adapted by Çalışkan (2009) to improve the content validity of the questionnaire and to measure language learners' attitudes rather than teachers. Since the current study investigated language learners' attitudes towards culture, this adapted version was used.

The questionnaire consisted of three parts. The first part included 15 multiple-choice questions, each with an open-ended option to evaluate their thoughts about the target culture in their language classrooms. Specifically, participants were provided with five options to choose from, and one with 'other' to give them freedom to write anything they wanted regarding the item in question. The second part consisted of 13 items with a 5-point Likert-type scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Participants were asked to rate each statement based on the level of agreement/ disagreement with regards to their beliefs about the integration of culture in the language teaching. The last part included four questions related to the participants' demographic information including birthplace, experience abroad, the type of high school they graduated from, and gender. Prior to the administration of the questionnaire, consent forms were given to participants to fill in to ensure that they agreed to participate in the study on a voluntary basis.

2.4. Data analysis

For the analysis of quantitative part of the data, statistical tests were performed via SPSS 20.0 (*Statistical Package for the Social Sciences*). First, Cronbach's Alpha was calculated to measure the internal consistency of the questionnaire, and it was found to be .89, which means that the test had high internal reliability. Second, the responses of participants to the multiple-choice test items and Likert-type scale items in the questionnaire were calculated through descriptive statistics. Specifically, the frequency, percentages and means per each item and overall were calculated. The higher students rated the items in the Likert-type scale which had positive direction, the more positive attitude they had towards culture integration in language learning. In addition, the lower they rated the items which represented negative perceptions about culture integration, the more positive attitude they had towards culture learning.

For the analysis of qualitative part of the data, the open-ended items in the multiple-choice test part were analyzed through qualitative content analysis to explore participants' ideas on each question. Based on this method, the responses of participants to each item were analyzed and coded and their perceptions were identified.

Additionally, one-way ANOVA was run to determine whether there were statistically significant differences in students' beliefs on culture integration in language education in terms of birthplace, gender, experience abroad and type of graduated high school.

3. Results and Discussion

In this part, the analysis of ELT students' responses to the questionnaire was documented in terms of frequency, percentages, means and statistical test results and discussed in the light of the relevant literature. As the questionnaire items differed from one another in terms of item format, the responses of students to each item were discussed one-by-one to shed a light on students' perceptions regarding the concept of culture, its integration to language teaching and cultural awareness.

3.1. Part 1: Multiple-choice Test Results

Item 1. *Should Turkish learners of English be taught English/American culture?*

In item 1, participants were asked to respond to whether cultural information should be integrated into ELT classroom or not. Based on their Yes/No answer, if they selected the option No, they were asked to provide two reasons among five options and one open-ended option.

It was revealed that 72,9% of students thought that culture should be taught in ELT classroom whereas 27,1 % of them thought the opposite. Among those who chose the option 'No', 16 students chose the option that 'culture-specific information is inappropriate to the classroom environment'. 9 of them stated that 'some issues could have negative effects on their own culture'. Apart from that, 8 students chose the option that 'they do not feel comfortable with certain culture-based topics'. There were two other reasons and they were about the non-suitability of the cultural information to the language level that students have and sensitivity of certain cultural subjects in their local culture. While six of the students chose the former reason, four of them chose the latter reason for saying No for integration of cultural information in language classroom.

This study supports the findings of the previous studies in that majority of ELT students exhibited positive attitudes towards learning culture as it is the case with Turkish EFL learners and/or teachers (e.g. Önalan, 2004; Çalışkan, 2009; Kahraman, 2016). Regarding the minority who thought the opposite, it is important to have an understanding of why they stated that they should not be taught the target culture. Based on the findings, they seemed to support the idea that classroom environment is not suitable for providing them with cultural information. In fact, it is important to create enthusiasm and interest in the classroom environment to have these students develop positive attitudes towards learning target culture.

Item 2. *When you think of culture, which of the following is its MOST significant aspect in your opinion?*

Item 2 aimed to elicit students' responses to how they conceived of culture from a holistic perspective. Since culture covers a range of different elements such as art, language, religion, traditions, customs, habits, literature, behaviors, moral values, daily lifestyle, interaction, communication, and ethical values, it is important to have an insight into how students defined culture. It was found that most of students emphasized the communication perspective as well as the interpersonal relations that a particular community has.

**Table 1.** The most significant aspect of culture

Aspects of culture	Percentage %
Communication	28.1
Community	22.9
System	20.8
Country	19.8
What people do	8.3

As it is clearly seen in Table 1, majority of the students reported that the most significant aspect of culture is '*the background knowledge, social and paralinguistic skills that make communication successful'*. On the contrary, the aspect that '*culture entails what people do at word, at home, in their free time and while they are entertained'*, was found to be the least significant aspect of culture based on the students' responses. Apart from that, 22, 9 % of the students considered '*the characteristics of home, nature of family and interpersonal relations in a community'* as the second most significant aspect when they thought of culture. In addition, the item '*the system that is reflected by the media, cinema, music, literature and art of a community'* was chosen by 20 students as the most important aspect of culture. Lastly, 19,8 % of the students thought that '*culture refers to the customs, traditions*

and institutions of a country'. These findings suggest that students are much concerned with the communication aspect of culture and interpersonal relations.

Item 3. *What is more important in your learning? Rank-order the ten elements of vocabulary-reading-listening-fluency-speaking-accuracy-culture-grammar-pronunciation-writing-other*

Participants were asked to rank ten items in terms of importance in their learning to determine how important they perceived culture among other skills and language aspects. As depicted below in Figure 1, majority of the students (32,3 %) perceived the skill of 'speaking' as the most important aspect in learning.
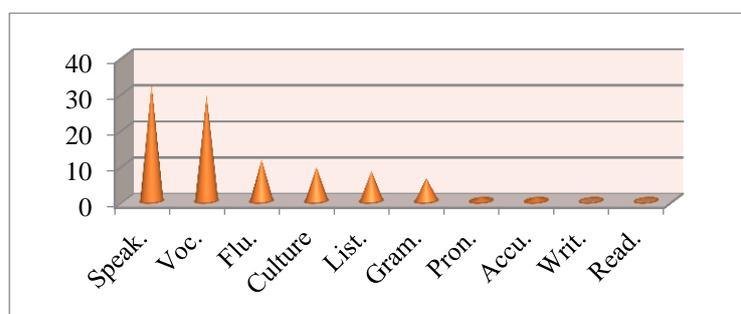

Figure 1. Percentage for the rank of language aspects in terms of importance

Considering all other aspects, culture ranked the fourth after speaking, vocabulary and fluency. Besides, culture was also found to be the most important aspect of language learning among the rest including listening, reading and writing skills, pronunciation and accuracy. Other than that, culture was chosen to be the most important one in learning among all other aspects by only 9,4 % of the participants.

Apart from that, students' responses for the item which they chose as the least important one and ranked the tenth were taken into consideration. It was revealed that culture was chosen as the least important aspect of language learning by 35,4 % of ELT students. This suggests that a considerable number of students regarded culture as the least important aspect of language compared to other nine aspects. Similarly, culture was not the primary concern of majority of EFL teachers in Önalan's (2005) study, who ranked culture in the ninth order. In fact, the main goal for asking this question to students was to determine the place of culture in the language learning process based on their perceptions. Only a total of 9 students chose culture as first in the ranking as the most important and a total of 34 students chose culture as the tenth in their ranking as the least important one. It may be possible that they do not consider culture as important as the other components of language learning process and cultural information can be regarded as something that is additional. This finding might result from the lack of awareness in cultural information in classroom environment, the lack of teachers' focus on cultural aspect, or, the lack of attention to the cultural knowledge in language learning materials or tasks.

Item 4. *What should cultural information in the ELT classroom include?*

In item 4, the ELT students' perceptions were elicited regarding the kind of information that cultural information should include. Based on this, students were asked to choose three appropriate options among eleven options for the incorporation of cultural information in the ELT classroom. Majority of the students were found to support that cultural information should include *communicative aspects including body language and idioms, daily life, food and clothes, and architecture, literature, music and art* in ELT classroom as illustrated in Figure 2.
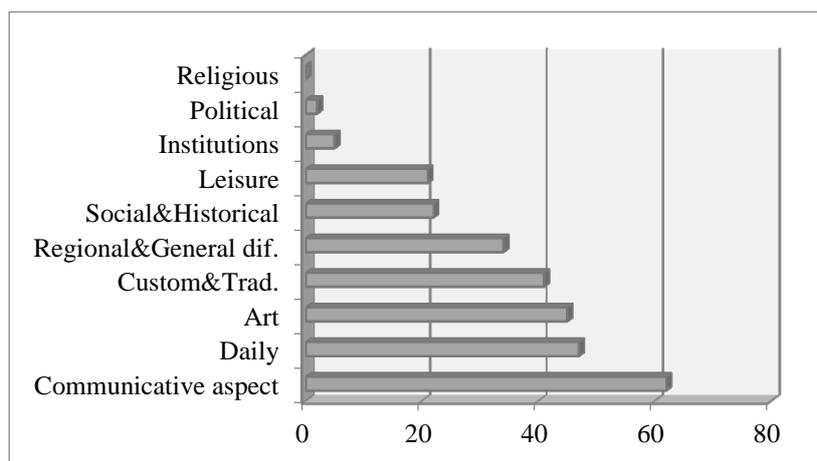
Figure 2. Frequency of responses for the elements of cultural information in the ELT classroom

As indicated in Figure 2, in quantitative terms, 62 out of 96 students selected the option *'communicative aspects like body language and idioms'* as cultural information that should be included in the ELT classroom. A total of 47 students selected the option that cultural information should contain '*daily lifestyle, food and clothes'*. The third most frequently selected option (45 students) was that *cultural information should include architecture, literature, music and art in* ELT classroom. In addition, participants were not interested in the political and religious aspects or the American or British institutions in language environment as cultural information considering the low frequency of their preferences.

In parallel to these findings of the current study, the preparatory level university students in the study of Çalışkan (2009) also supported the inclusion of communicative aspects into the cultural information in language classrooms. At this point, it is important to make language learners acquainted with the daily lives that people of other cultures have, the food they eat, the clothes they wear and the art/music they favor since language learners generally passively acquire the cultural information about other people. Another parallelism is that in both studies, students seemed not to support the idea that cultural information should include British and American institutions, political problems in the USA/UK or the religious practices in these countries as few numbers of students favored these options in both studies. This finding suggests that students are not interested in the institutions, religious and political concerns of these countries and they seemed to think that cultural information should not include these aspects of culture in language learning environment. Another explanation might be that as these students are not introduced to these cultural aspects in language education, they may have regarded these aspects as not component of cultural information.

Item 5. *Which stage would be more appropriate for providing you with cultural information? Choose only one. Please state reason(s) why.*

Item 5 elicited students' responses on which stage it is appropriate to provide students with the cultural information and the reasons for choosing that particular stage. Most of the students were found to choose *intermediate level* as the appropriate stage for providing students with the cultural information.
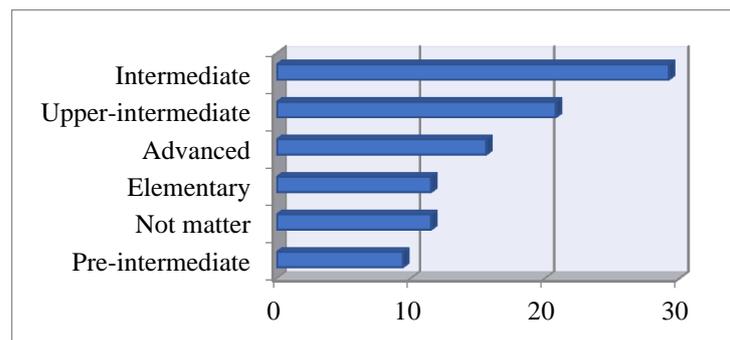
Figure 3. Percentage of responses about the appropriate stage for incorporation of cultural information in language learning

As it is clearly seen in Figure 3, a total of 28 students selected the option of intermediate as the most appropriate level for culture incorporation. Upper-intermediate level ranked the second and 20,8 % of the students stated that upper-intermediate level is the most appropriate level for providing cultural information. Similarly, most of the preparatory students in the study of Çalışkan (2009) stated that upper-intermediate is the most suitable level to learn about culture.

As for the reasons behind their selection of intermediate as the most appropriate level, some of the respondents stated that students at this stage could easily learn and adapt what cultural information they are provided with and they have sufficient background and language knowledge to comprehend the cultural issues at this stage. One of the students stated that it is not too late, not too early. It was also revealed that this stage is suitable because students have acquired basic linguistic skills and could understand cultural issues when they are provided with.

The respondents who chose Advanced level as the most appropriate level reported that students are more informed at this stage and they are at a stage where they learn beyond the language. One student stated that the stages before advanced level are not suitable as culture is complex to learn. Another reason for selecting this stage as appropriate was reported to be related to the fluency that students have at this stage. Accordingly, students at this stage are more accustomed to proverbs and idioms that are specific to each culture and they could understand. In parallel to this, in Kahraman's (2016) study, most of the EFL learners supported the idea that high level of L2 proficiency is necessary to learn the target culture.

Next, the respondents who selected elementary as suitable level stated that culture teaching should start as soon as possible. Some of them also stated that if culture is taught earlier, they could learn and improve their understanding of culture intrinsically.

Lastly, only 9,4 % of the participants chose Pre-intermediate as suitable for culture learning and reported that the earlier students take, the better it is. As in line with Çalışkan's (2009) study, pre-intermediate and elementary stages were the least preferred stages for integration of cultural elements in learning. The preference of this minority group of students suggests that the earlier stages are not thought to be suitable for introducing cultural elements.

Item 6. *What might be your reactions when you are provided with cultural information?*

Item 6 questioned students' reactions towards cultural information in language learning and provided six options to choose (i.e. interested (positive), analytical, skeptical, rejected (negative), no reaction or other reason). Based on participants' responses, it was revealed that majority of students (i.e. 56,3 %) showed positive reactions when they were provided with cultural information and 37,5 % of them were found to be analytical. Similar results were obtained from the analysis of preparatory school students' responses in Çalışkan's (2009) study.

As for the other reactions, only 5,2% of the participants chose the option skeptical and none of the students reported that they would reject cultural information when provided. In contrast to this, in Çalışkan's study, 3, 2 % of the students reported that they would not react at all.

Item 7. *Do you think that target cultural elements should be included in language learning?*

In this item, students were asked to provide an answer with either Yes or No about the inclusion of cultural elements in language learning and to state two reasons among three options and one open-ended option if they chose the option No.

Findings of the study demonstrated that a considerable number of students, that is, 84 students (87,5 %), responded Yes and thought that cultural elements should be included in language learning whereas 12 (12,5 %) out of 96 students thought the reverse. Similar findings were also observed in the findings of Çalışkan's (2009) study, with majority supporting the incorporation of culture into language in contrast to minority who did not favor it.

The students who responded 'No' were asked to state two possible reasons and it was found out that 11 out of 12 students chose the option 1, that is, they do not find culture necessary for themselves. Besides, four of the participants reported that they considered *American or English culture as harmful to their own culture*. Lastly, only three of them stated that *they themselves do not have sufficient cultural information.*

Item 8. *In what ways (what kind of materials, tasks, activities... etc.) would you like to be introduced with cultural information? Please, mark three appropriate options.*

Students were asked to provide three appropriate material/task types via which they should be introduced cultural elements through Item 8. Table 2 demonstrates the frequency of students based on their selection of options.

Table 2. Frequency distribution of different kinds of materials and activities for introducing culture

Kinds of materials/tasks	Frequency
Video films & documentaries	74
Cultural experiences	63
Novels and short stories	34
Newspapers and magazines	32
Pictures and posters	27
Coursebooks	22
Daily used articles	17

As indicated in Table 2, most of the students reported that cultural information should be given via *video films and documentaries,* which has also been evidenced in Çalışkan's (2009) study. This could provide them with visual presentation of cultural experiences that they do not have in real life and introduce the lives in other cultures.

Apart from that, *discussion of cultural experiences* was found to be the second most frequently selected task/activity via which participants thought cultural information could be introduced. Then, *novels, short stories*, and *newspapers and magazines* were almost equally chosen as materials that should introduce cultural information.

Item 9. *Are there any disadvantages of learning the target culture in EFL classes?*

In item 9, students were asked to respond Yes or No to the question of whether there are any disadvantages of learning the target culture in EFL classes. Based on this, the students who answered Yes were also asked to state two reasons for their responses and to choose among 6 options, one with open-ended item. It was revealed that 50 students responded 'No', which means that there was no disadvantage of learning target culture in language classes. However, the rest of them reported that learning culture in language classes has disadvantages. As for the analysis of reasons provided among given options as seen in Figure 4, it was revealed that more than half of the students (29 out of 50 students) chose '*over-sympathy to US/UK culture*' which was the most frequently chosen option as a disadvantage. EFL teachers at universities in the study of Önalan (2005) also expressed their concerns about the possibility that their students may develop over-sympathy to the target culture.
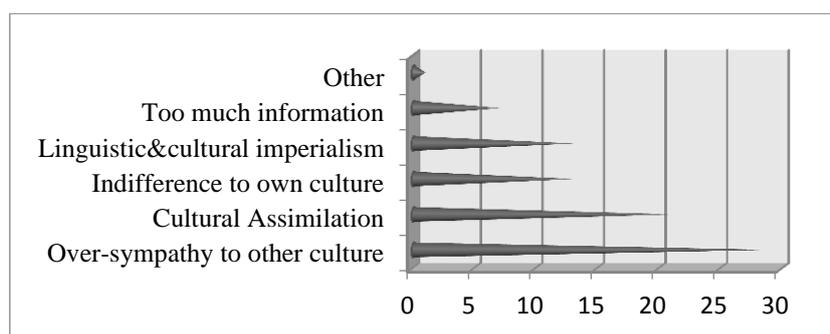

Figure 4. Frequency of responses regarding the disadvantages of learning culture in EFL classes

As indicated in Figure 4, the second most frequently selected option was found to be the *cultural assimilation*, which was chosen by 21 students. The possible reason behind the selection of this item is that students might feel fear of losing their own culture while learning the target culture. Apart from that, *too much information* was found to be the least frequently selected option as a disadvantage (i.e. 7 students).

Item 10. *Are there any advantages of learning cultural information in EFL classes?*

The item 10 asked students to respond to the question of whether learning cultural information in EFL classes is advantageous or not and if their answer is 'Yes', participants were asked to choose two appropriate options among 6 items, one with open-ended item.

A significant number of students, 82 students (95%), responded 'Yes' and reported that learning cultural information has advantages whereas the rest responded 'No'. This finding was already evidenced in the study conducted by Çalışkan (2009), which revealed that 89,5 % of students considered it as advantageous while the rest was the opposite. As for the reasons for selecting 'Yes' option, answers yielded variation as indicated in Figure 5 below.
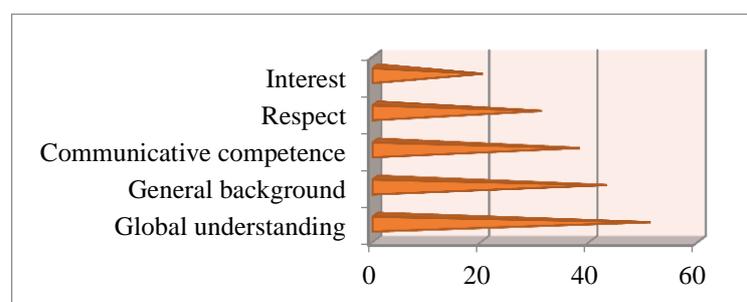
Figure 5. Advantages of learning cultural information in EFL classes

Firstly, 51 students chose the option of *global understanding*, which means that more than half of the students who participated in the study found learning culture useful for global understanding. Then, *improving general background knowledge* was the second most frequently chosen option by 43 students. Third, 38 students reported that they found learning cultural information in EFL classes advantageous for better *communicative competence*. Finally, *interest* was found to be the least frequently chosen option, which means that, 20 students reported that learning cultural information is advantageous for *adding interests to teaching and learning the language*.

Item 11. *Do you experience any difficulties in learning the cultural content of your textbooks/texts?*

Item 11 asked students whether they experienced any difficulties in learning the cultural content of their textbooks or texts. If their answer was Yes, they were asked to state two problems that they encountered while learning culture. More than half of the students (i.e. 52 students) responded 'No', which means that, they do not have difficulties in learning the cultural content of text/books. As for the problems experienced in learning the cultural content of text/books by the students who said Yes, 20 students found it *difficult to understand some aspects of American/British culture*. 12 students also stated that they are *not so knowledgeable about American/British culture*. Lastly, 8 students reported that they have difficulties because their *course books do not include any help for learning target culture.*

Item 12. *Do you think that you need supplementary materials in terms of cultural information throughout your language learning?*

Item 12 asked students whether they needed supplementary materials regarding cultural information during language learning process. 75 % of the students reported that they needed supplementary materials that include cultural information during their language learning process whereas 25 % of the students reported that they did not need them.

The students who needed supplementary materials were also asked to provide two supplementary materials they needed among 5 options, one with open-ended item. The results of the data analysis showed that majority of the students (i.e. 62) chose the option of *authentic materials and realias*. 55 students reported that they needed *realias* (objects) and 17 students needed *pictures of cultural items*. Only 4 students stated that they needed *explanations only*. It is important to supply students with a variety of different materials that include cultural elements for making students expose to different kinds of cultural information. Providing such visual supplementary materials other than course books may also create enthusiasm and motivation for learning the target culture.

Item 13. *What should be the main aim of presenting cultural information in language learning?*

Item 13 asked students what the aim of presenting cultural information in language learning should be and to choose only one aim, that is, one option among six options. Table 3 below provides a visual presentation of the percentages of students' responses regarding different aims.

Table 3. Aims of presenting cultural information in language learning

Main aims	Percentage %
Awareness	30.2
Successful Communication	22.9
Intellectual development	19.8
Insight into own culture	11.5
Familiarization	9.4
Comparison	6.3

Majority of the students stated that the main aim of presenting cultural information in language learning is '*developing awareness of other cultures and people'*. The finding that the main aim of presenting cultural information in language classrooms was to create cultural awareness for many ELT students suggests that they exhibit an understanding of the target culture and consider culture instruction as a part of language learning, which also yielded students' positive attitudes towards developing cultural awareness.

Apart from that, for 22,9 % of students, the main aim was to create *more successful communication*. Following these, 19,8 % of students chose option 3, which means that, the main aim should be the *intellectual development.* A small group of students stated that the main aim should be *comparing their own cultures with the culture of UK and US.*

Item 14. *What should be the role of the teacher in increasing your awareness of the target culture?*

In item 14, students were asked to choose two options among five options regarding the role of the teacher in increasing their awareness of the target culture.

Table 4. Teachers' role in increasing cultural awareness

Teachers' role	Frequency
Dis/similarities	52
Arousing interest and promoting target culture	45
Respecting the target culture	43
Personal experiences with cultural information	27
Only when I need	4

As presented in Table 4, based on 52 students' perceptions, teachers' role should be mainly *to present differences and similarities between their own culture and the target culture.* Following this, the option 3 '*to arouse interest and promote target culture'* was found to be the second most frequently chosen option as the teachers' role by 45 students. Another role, which is *encouraging students to respect the target culture*, ranked the third. As the least frequently preferred option, to *provide cultural information only when students needed* was supposed to be the teachers' role by only 4 students.

Item 15. *Should cultural information be assessed?*

In item 15, students were asked whether cultural information should be assessed or not and to choose an appropriate option which explains their reasons for their answers.

The results of the data analysis indicated that 60 out of 96 students (70%) responded Yes, which means that more than half of the students showed positive attitude towards cultural assessment and reported that culture should be assessed in language learning process. In contrast, 26 students (30%) chose the option No and reported that cultural information should not be assessed. Unlike the present study, most of the preparatory school students in Çalışkan's (2009) study and EFL teachers in Önalan's (2005) study disagreed with the assessment of culture.

In addition to this, students were asked to provide a reason for choosing Yes or No option. On one hand, among students who responded Yes, 59 out of 60 students chose the option 2, which means that

culture and language are inseparable. To put in other words, almost all of the students who responded that culture should be one part of assessment stated as a reason that these two concepts are not independent of each other. On the other hand, most of the students who stated that culture should not be assessed reported that they needed to improve speaking, reading, writing and listening skills rather than cultural knowledge.

Apart from the analysis of questionnaire items in multiple-choice test format, the analysis of the scale items is indicated in the following section.

3.2. Part 2: The Analysis of Participants' Responses to Scale Items

In the 2nd part of the questionnaire, students were asked to rate 13 statements from 1 (Strongly Disagree) to 5 (Strongly Agree). This scale was used to measure their attitudes towards culture and its integration into language classes to support the findings obtained from multiple-choice test administered to students in the 1st part. The direction of the statements consisting of 1st, 3rd, 5th, 7th, 8th, 10th, and 13th items was positive in the scale whereas the direction of the rest of was negative. Table 5 below displays the average mean scores obtained from student responses.

Table 5. Overall Mean Scores for Attitude Scale

No.	Items	Means	SD
1	EFL teachers should have culture teaching objectives to linguistic goals.	4,07	,743
2	Learning a foreign culture harms the native culture.	1,92	,981
3	I should learn about target culture.	4,10	,852
4	EFL teachers should focus only on the teaching of language, not culture.	1,96	,939
5	Cultural content is an element of the foreign language teaching curriculum.	3,91	,895
6	EFL content should exclude English/American culture.	2,65	1,259
7	Learning cultural components explicitly fosters our proficiency in the language.	3,85	,699
8	EFL teachers should be well equipped with cultural patterns of the language they teach.	3,96	,807
9	English can be taught without reference to British/American culture.	2,31	1,053
10	Learning the cultural elements of the target language should be a must for the learners.	3,35	,943
11	I find it unnecessary to learn the British/American culture.	2,06	1,019
12	I feel uncomfortable when a question on foreign language culture is asked in the classroom.	2,18	,906
13	Learning about British/American history helps us improve our language skills.	3,72	1,073

As seen in Table 5, statements that represented positive attitude were rated high by students whereas the statements that represented negative attitude were rated as lower. Based on these findings, overall, ELT students exhibited positive attitudes towards culture, embodiment of cultural elements and cultural patterns of language in language education.

One of the items, which had strikingly high average score, 4.10 in a 5-point Likert type scale, was the 3rd statement, that is, *'I should learn about target culture'*. This showed that students overall were found to support the necessity of learning culture. Other than this, the 1st statement *'EFL teachers*

should have culture teaching objectives to linguistic goals' ranked the second, which suggests that students were found to have positive attitudes towards inclusion of cultural goals in language learning objectives. Then, the 8th statement *'EFL teachers should be well equipped with cultural patterns of the language they teach'* was in the third rank. This means that students were found to agree with the idea that language teachers should have all necessary knowledge on cultural patterns of language. Thus, they were found to have high positive attitudes towards EFL teachers who have sufficient cultural awareness and cultural knowledge of the language. In contrast to these, the 2nd and the 4th statements**,** *'Learning a foreign culture harms the native culture'* and *'EFL teachers should focus only on the teaching of language, not culture'* respectively were found to have the lowest mean scores, which showed that students did not agree with the idea that the target language culture is harmful for our native culture and they disagreed with the idea that culture should not be taught by EFL teachers.

In sum, the findings obtained from the analysis of scale items supported the findings obtained from multiple-choice test in Part 1. ELT students seemed to agree with the idea that culture should be taught and EFL teachers should be well-equipped with cultural knowledge and introduce cultural information in language teaching. In addition, even if culture was not the primary concern of participants in language learning compared to other aspects of language, they agreed with the idea that culture learning contributed to the improvement of language skills and language proficiency.

3.3. Part 3: Demographic Information Results

Table 6 demonstrates the frequency and percentages of participants based on the demographic information (i.e. gender, birthplace, experience abroad, and the type of high school they graduated from) obtained from their responses to four questions in the survey.

Table 6. Demographic information about the participants

Gender	N	%
Female	54	56
Male	42	44
Birthplace		
Aegean	23	27
Central Anatolia	19	22
Black Sea	12	14
Marmara	12	14
Mediterranean	10	12
Southern East	6	7
Other than Turkey	3	4
Experience Abroad		
Yes	58	62
No	35	38
High school		
Anatolian High School	51	53
Anatolian Teacher High School	24	25
Regular	11	11
Private	2	2
Intensive Foreign language	1	1
Other	2	2

To determine whether there were any statistically significant differences between each of these four demographic features regarding students' responses to the questionnaire, one-way ANOVA was conducted. Table 7 demonstrates the statistical test results.

Table 7. One-way ANOVA results for each demographic variable in relation to the questionnaire results

High school	Sum of squares	df	Mean Square	F	Sig.
Between groups	.124	5	.025	.311	.905
Within Groups	6.063	76	.080		
Total	6.187	81			
Abroad					
Between groups	.006	1	.006	.079	.779
Within Groups	6.380	83	.007		
Total	6.386	84			
Birthplace					
Between groups	.789	12	.065	.848	.602
Within Groups	4.863	63	.077		
Total	5.649	75			
Gender					
Between groups	.240	1	.240	3.224	**.076**
Within Groups	6.336	85	.075		
Total	6.576	86			

As depicted in Table 7, the findings of the study yielded no statistically significant difference in the attitudes of students towards culture and its integration into classroom in terms of all demographic variables except gender. Regarding high-school type, all of the students who were graduates of different high schools demonstrated positive attitudes. As for the analysis of the effect of having experience abroad on their perceptions, both groups who went abroad and who did not go showed positive attitudes towards culture integration in language learning. In addition, regardless of their birthplaces, students were found to demonstrate positive attitude towards culture.

Finally, the current study yielded gender effect on attitude. There were statistically significant differences between male and female students in terms of their perceptions of cultural information in language classrooms. Specifically, post-hoc analysis of data revealed that female students were found to display more positive attitude compared to male counterparts. This suggests that male students showed less positive attitudes than female students which had been evidenced in the literature in the study of Çalışkan (2009) which revealed more positive attitude of female English language teachers' attitudes. On the contrary, in Kahraman's (2016) study, both male and female participants have similar positive feelings towards target culture and culture learning.

4. Conclusions and Implications

This study aimed to explore the ELT students' cultural awareness, their attitudes and ideas towards the concept of culture, embodiment of culture into the language teaching and their opinions on the place of cultural elements in their own language-learning environment. For these purposes, the responses of students to a questionnaire were analyzed and various insights were provided into their thoughts about their cultural awareness, their perceptions of the role of teachers, textbooks, materials, tasks and activities that transmit cultural information, the assessment of culture and the allocated place

for culture in language learning process, dis/advantageous aspects of culture incorporation in EFL classes, and their ideas on the issue of teaching target culture to Turkish learners of English.

One conclusion drawn from the findings of the study is that majority of the ELT students displayed positive attitudes towards the incorporation of culture into language learning process in terms of their reactions to the cultural knowledge they are introduced through teachers, materials, and course books and their perceptions on the assessment of culture in language classes.

Another conclusion that was reached based on the responses of students is that cultural awareness has an essential importance in developing positive attitudes towards other people with different cultural values, beliefs and behaviors. Most of the ELT students favored learning the target culture to have an awareness of and to communicate with people from other cultures and to have a better control of the target language. In addition, majority of students agreed with the idea that the main aim in presenting cultural elements during language learning process should be to develop the cultural awareness towards other cultures and different groups of people. It is important to have cultural awareness to welcome other cultures that might be unfamiliar to us and to respect and develop sympathy towards the existence of these cultures. Awareness is where the intercultural communication starts (Hofstede et al., 2010:419). When we interact with other cultures in different environments, we begin to recognize our own culture, cultural identity as well as the target culture via the differences and similarities we observe. Sometimes we feel that we do not share their beliefs or values and have an understanding of the values that differ from our own culture. We learn to respect those differences and try to experience the new environment. In this sense, having the awareness of different cultural and societal values both enables us to conform to or sympathize with these values and provides an understanding of the language patterns as well as form and style of their languages in which the culture is highly reflected.

Considering all these points, it is of utmost importance to embed culture teaching into language instruction as language teachers and to set cultural goals in language learning contexts to develop an understanding of cultural expectations, behaviors, knowledge, language use and skills of members of a particular group of people. While setting cultural goals, our main concern should be to consider to what extent culture should be integrated, what cultural aspects should be taken into account and how it could be introduced to students. In this respect, needs and wants of language learners should be considered through careful selection and planning of cultural resources by language teachers (Corbett, 2003). Moreover, language proficiency and age of learners should also be taken into account before presenting cultural information in language classes (Önalan, 2005). Learners may wish to have immediate contact with the speakers of target culture or have interests in the films, art, music, literature or other products produced by that culture, which have an impact on the goals of the course as well as materials and activities selected (Corbett, 2003: 36).

Apart from that, students should be given opportunity to make a comparison between their own culture and the target culture with a focus on cultural dis/similarities through careful selection of activities. In this sense, it is argued that cultural differences manifest themselves in terms of four aspects (Hofstede et. al., 2010: 7-9). Accordingly, these aspects consist of *values* as the core of culture, *rituals* such as political and business meetings, respecting others and greeting them, *symbols* such as pictures and gestures via verbal or non-verbal communication and *heroes* who are, either alive or dead, the models for behavior. Apart from that, another point to consider while setting goals is to help our students understand the cultural elements that are specific to each culture such as people, time, place and circumstances (Önalan, 2004). In this sense, teachers may provide learners with the cultural information that help them discover the contextual clues as well as their meanings through appropriate content, realias, pictures and videos (Sarıçoban & Çalışkan, 2011).

Besides, a number of other cultural goals that were proposed by Lafayette (1978) are listed as in the following:

- To evaluate the validity of generalizations about foreign culture

- To value different people and societies

- To act appropriately in everyday situations

- To recognize/or interpret the culture of additional countries that speak the foreign language

- To recognize/or interpret passive everyday cultural patterns (e.g. marriage, customs, education and politics)

(Lafayette, 1978: 6-7)

It should not be forgotten that mastery of a foreign language does not only require competence in linguistic knowledge and language skills but also an understanding of cultural components of target community, cultural similarities and differences across different cultures, and the cultural setting in which the language is used. As the results have revealed, when students think of culture, they focus on the communicative aspects, daily lifestyle, food, clothes, art and traditions which got higher preference by the speakers for inclusion in language classrooms. This leads us to another conclusion that these aspects were introduced to the participants in classroom settings and they agreed with the idea that communicative aspects related to other cultures should be supplied. Then, teachers could go one step further and incorporate other aspects of culture such as social, institutional, economic, and political aspects that also underlie behaviours of people belonging to these cultures. In addition, while developing teaching materials, textbook designers need to take into consideration the aforementioned cultural goals and perceptions of students and teachers about the cultural elements involved in teaching so as to include appropriate cultural elements in the materials. Through all of these, awareness of students could be raised in identifying not only the way how culture influences belief system, assumptions, traditions and ideas, but also the intercultural understanding of communication, and cross-cultural differences and similarities. For cross-cultural communication and intercultural understanding, we need to adopt intercultural language teaching, to develop our students' both linguistic and intercultural communicative competence and to enhance our students' cultural knowledge and skills to break the cultural barriers across different societies.

Finally, teacher education programmes could provide any opportunity for prospective teachers to enrich their knowledge about the target culture and to develop intercultural approach to language teaching. As already mentioned by Atay (2005) and Kahraman (2016), it is highly important and necessary for teacher educators to guide prospective teachers on how to apply this cultural knowledge in language teaching and meet the expectations of language learners in today's changing world.

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İngiliz dili eğitimi bölümü öğrencilerinin kültürel farkındalığı ve dil öğretiminde hedef kültür öğretimine karşı tutumları üzerine bir çalışma

Öz

Kültür ve dil birbirinden ayrılamaz çünkü her ikisi birlikte, kullandığımız dil yapısında ve yaşadığımız toplumda var olan değer, davranış ve tutum gibi kültürel özellikleri yansıtırlar. Bu anlamda, kültürlerarası anlayış ve diğer kültürlerle uyum sağlama açısından kültürel ögelerin dil öğretimine entegre edilmesi oldukça önemlidir. Bu kapsamda, bu araştırmanın amacı, İngiliz Dili Eğitimi bölümünde okuyan Türk öğrencilerin kültür öğrenimine ve hedef dil öğretiminde kültür öğretimine karşı tutumlarını ve kültürel farkındalıklarını incelemektir. Ayrıca, doğum yeri, cinsiyet, yurtdışı tecrübesi ve mezun olunan lise türü gibi değişkenlerin öğrencilerin tutumları üzerine etkisi olup olmadığı da araştırılmıştır. Araştırmanın verileri üç bölümden oluşan (demografik bilgi, çoktan seçmeli sorular ve 5li Likert ölçeği) bir anket aracılığıyla 96 öğrenciden toplanmıştır. Veri analizinde, betimleyici istatistik (frekans ve yüzde analizi ve ortalama) ve tek yönlü varyans (one-way ANOVA) analizi için SPSS kullanılmıştır. Ayrıca, ankette yer alan açık uçlu sorular nitel olarak kodlanmış ve incelenmiştir. Araştırma bulguları cinsiyet dışında doğum yeri, lise türü ve yurtdışı tecrübesi gibi özelliklerine bakılmaksızın bütün öğrencilerin hedef dil öğreniminde kültür öğrenimine karşı olumlu tutum sergilediklerini ortaya çıkarmıştır. Cinsiyet açısından, kız öğrencilerin erkeklere kıyasla daha olumlu tutum içerisinde oldukları saptanmıştır. Buna ek olarak, çalışma sonuçları, öğrencilerin özellikle farklı kültürlerden olan insanlara karşı kültürel farkındalık geliştirmek ve onlarla daha iyi iletişim kurmak amacıyla hedef kültürü öğrendiklerini göstermiştir. Bu bulgular ışığında, öğrencilerde kültürel farkındalık yaratmak ve öğrencilerin dil öğretiminde hedef kültürün de öğretilmesine karşı olumlu tutum geliştirmelerini sağlamak amacıyla yabancı dil öğretmenleri, öğretmen yetiştirme programları, ve öğretim materyalleri ve kitap yazarları için gerekli ve önemli tavsiyelerde bulunulmuştur.

Anahtar sözcükler: Kültür öğretimi; kültürel farkındalık; hedef kültüre karşı tutum; İngilizceyi yabancı dil olarak öğrenen öğrenciler; İngilizce öğretmen eğitimi

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