

**University Students' Beliefs, Awareness and Attitudes
regarding the Target Culture Learning in an EFL
Context**

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ABSTRACT

The present study aimed at finding out the university students' general approach to the target culture learning in an English as a Foreign Language (EFL) context by investigating the three sub-categories of beliefs, awareness and attitudes. The purpose of this study is to discover what students think about the target culture learning, how much they are aware of the target culture, and what their attitudes are towards the target culture learning. For this purpose, a number of related factors have been investigated. Also, this study is based on the theory that accepts that there is a close relationship between culture and language.

This study was designed as both qualitative and quantitative study which involves a 5 point Likert-scale questionnaire and a six-item semi-structured interview. A total of 731 students of Eastern Mediterranean University (EMU) from 20 different departments participated in this research study. Only Turkish, Turkish Cypriot and Iranian students were included in the study because they constitute the biggest student population at EMU. The participants were selected randomly from the Preparatory class, 1st year, 2nd year, 3rd year, 4th year, Master's and PhD degrees.

The results of the study revealed that university students who have the strongest beliefs, the highest level of awareness and the most positive attitudes regarding the target culture learning are female students. As far as the nationality is concerned, Turkish Cypriot

students showed greater awareness of the target culture learning than Turkish students but not Iranian students. In terms of age, the greatest awareness is associated with the students at the ages between 23 and 28. In addition, considering the findings, it is understood that the ones who have stayed in an English-speaking country more than a year and the ones who have a high level of International English Language Testing System (IELTS) score are more positive towards the target culture learning. In terms of educational field, it can be said that the students who study in the Department of English Language Teaching (ELT) of the Education Faculty have the strongest beliefs, are more aware and have the most positive attitudes regarding the target culture learning. In terms of year of attendance, graduate degree students (MA and PhD) seem to display greater awareness and more positive attitudes compared to the English Preparatory School students. There is a similar relationship between exit level 4th year students and the English Preparatory School students. In addition, the results showed that most of the students are open to learning the target culture while learning the English language. Finally, the results of this study revealed a number of implications for the ELT environment in terms of learning and teaching the target culture with the English language.

Keywords: Target culture learning, beliefs, cultural awareness, attitudes.

ÖZ

Bu çalışma, üniversite öğrencilerinin yabancı dil olarak İngilizce öğrenimi bağlamında hedef kültürü öğrenmelerine yönelik genel yaklaşımlarını inançlar, farkındalıklar, ve tutumlar olarak üç alt kategoride araştırarak saptamayı hedeflemektedir. Bu çalışmanın amacı, öğrencilerin hedef kültür öğrenimi ile ilgili ne düşündüklerini, hedef kültürün ne kadar farkında olduklarını ve hedef kültür öğrenimine yönelik tutumlarını ortaya çıkarmaktır. Bu amaçla ilgili olarak birtakım etkenler araştırılmıştır. Ayrıca, bu çalışmada dil ve kültür arasında yakın bir ilişki olduğunu kabul eden teori esas alınmıştır.

Bu araştırma, 5'li Likert-ölçeği bir sormaca ve 6 soruluk yarı-yapılandırılmış bir röportajı içeren nitel ve nicel bir yöntem ile kurgulanmıştır. Doğu Akdeniz Üniversitesi'nin (DAÜ) 20 farklı bölümünden toplam 731 öğrenci bu araştırmaya katılmıştır. DAÜ'deki en büyük öğrenci nüfusunu oluşturdukları için yalnızca Türk, Kıbrıslı Türk ve İranlı öğrenciler bu çalışmada yer almışlardır. Katılımcılar, İngilizce Hazırlık Okulu, 1., 2., 3., 4. sınıflar, yüksek lisans ve doktora öğrencileri arasından rastgele seçilmiştir.

Bu çalışma, hedef kültür öğrenimi açısından en güçlü inançlara, en yüksek farkındalık seviyesine ve en olumlu tutuma sahip olan öğrencilerin bayan öğrenciler olduğunu ortaya çıkarmıştır. Milliyetler düşünüldüğünde, Kıbrıslı Türk öğrenciler Türk öğrencilerden daha fazla farkındalık göstermiş, fakat İranlılardan farklılık

göstermemiştir. Yaş açısından en büyük farkındalığı gösterenler 23 ve 28 yaşları arasındaki öğrencilerdir. Ayrıca, bulgulara göre daha önce İngilizce konuşulan ülkelerde bir yıldan fazla kalmış olan öğrenciler ile IELTS sınavından yüksek puan almış olan öğrencilerin hedef kültür öğrenimine karşı daha olumlu oldukları anlaşılmıştır. Eğitim alanı açısından ise, Eğitim Fakültesinin İngiliz Dili Eğitimi (İDE) Bölümü'ndeki öğrencilerin hedef kültür öğrenimine ilişkin en güçlü inançlara, en yüksek farkındalık seviyesine ve en olumlu tutuma sahip oldukları söylenebilir. Eğitim yılı açısından, yüksek lisans ve doktora yapan öğrenciler İngilizce Hazırlık Okulu öğrencilerine göre daha çok farkındalık ve daha olumlu tutum sergilemişlerdir. Çıkış seviyesindeki 4. sınıf öğrencileri ile İngilizce Hazırlık Okulu öğrencileri arasında da benzer bir ilişki bulunmaktadır. Buna ek olarak, sonuçlar öğrencilerin çoğunun İngilizce öğrenirken hedef kültürü öğrenmeye açık olduğunu göstermiştir. Son olarak, bu çalışmanın sonuçları, İngiliz Dili Eğitimi ortamında hedef kültürün İngilizce ile birlikte öğrenilmesi ve öğretilmesi açısından bir takım çıkarımlar ortaya koymuştur.

Anahtar Kelimeler: Hedef dil öğrenimi, inançlar, (kültürel) farkındalık, tutum.

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Chapter 1

INTRODUCTION

This chapter covers the general introduction to the present study. It is divided into six different sub-sections. It presents the background to the study, its contribution to English Language Teaching (ELT), aim of the study, problem statement and research questions, research method, and outline of the study.

1.1 Background to the Study

Studies on culture date back to 1970s with an increasing attention to culture in language learning. Tsou (2005, p. 39) even supported that the emphasis of culture in the language classrooms has already been an area of concern over 50 years now. Many researchers highlighted the importance of culture in foreign language learning. The case is the same for English as a Foreign Language (EFL) learning environment.

Culture has been the concern of many fields including language teaching and learning. The way culture affects humankind has been an interesting area of research and theories. The researchers have conducted surveys for so long to find out or prove the importance of culture in EFL.

In recent years, the term cultural awareness has been the concern of researchers and they explained this term from the point of learners in terms of both the target culture and their own culture (Storme & Derakshani, 2002, p. 660). In addition, learning the target culture turned out to be an uncontroversial issue. Researchers mostly support the view that it is certainly connected to EFL learning and it is indispensable in EFL (Muirhead, 2009).

1.2 Contribution of the Present Study to ELT

This research was intended to be a useful study for the field of English Language Teaching (ELT). Through this research it has been realized that there are some points which have not been touched upon in the studies related to the target culture in English as a Foreign Language (EFL) learning and teaching.

Firstly, most of the studies do not pay attention to the learners' points of view about the target culture; in contrast, they only prefer discussing whether it is necessary or not to teach the target culture in the English language lessons. They mention neither the university students' beliefs nor their attitudes related to the target culture learning (Byon, 2007).

Secondly, the number of the studies which compare different nations in terms of the target culture learning is so limited (Tsou, 2005, p 39). Even if the studies are based on some nations, they mostly focus on only one nation and deduce conclusions accordingly. They do not provide any information about how the results may be generalized to other groups of different nations.

The present study focuses on three different nations namely Turkish, Turkish Cypriot and Iranian and the learning side of the target language culture. It seeks to understand the learners' points of view about the issue and provides implications for the EFL learners and teachers. In addition, many different variables such as gender and age are taken into consideration in order to show their effects and contribute to the field of ELT in general, and to the target culture learning and teaching in particular.

1.3 Problem Statement and Research Questions

Throughout the literature review, which has been done for this study, It has been realized that there has been a lack of attention to the learners' beliefs, awareness and attitudes regarding the target culture learning in the process of the English language learning. The points which were emphasized are mostly related to the teaching side of the target culture or the necessity of the target culture teaching. That is why the present study was conducted with the aim of finding out the beliefs, awareness and the attitudes of the English language learners related to the target culture learning. For this reason, 3 research questions were used to reach the aim of this study:

1. Do the personal factors (i.e. gender, nationality and age) impact on the university students' beliefs, awareness and attitudes regarding the Target Culture Learning?
2. Does the background of the university students (i.e. their experience abroad, the country they stayed in, the duration of stay and the IELTS score) impact on their beliefs, awareness and attitudes regarding the Target Culture Learning?
3. Do the field of study and the year of attendance impact on the university students' beliefs, awareness and attitudes regarding the Target Culture Learning?

1.4 Research Method

This study, which uses both qualitative and quantitative data collection instruments, is mixed methods research. For this reason, in this study two different data collection instruments were used to gather data from the participants. The first instrument is a 32 item 5 point Likert-scale questionnaire which includes three categories related to beliefs, awareness and attitudes of the participants to collect quantitative data (see Appendix D). The second instrument is a semi-structured interview which was designed to gather qualitative data (see Appendix E).

Firstly, the data collection tools were piloted. For the pilot of the questionnaire, 50 Turkish, 50 Turkish Cypriot and 50 Iranian students were randomly chosen. After they completed the questionnaire, the data was tested for the reliability and factor analysis on SPSS version 15, then the Confirmatory Factor Analysis (CFA) was completed on the computer program Lisrel 8.0 (Schreiber et al., 2006, p. 323).

The second data collection tool was also piloted with 10 participants randomly chosen from the group who completed the questionnaire. The necessary questions were asked to the participants to check whether all the items are understandable. As a result, the data collection tools were ready to administer. Subsequently, the questionnaire was administered to 731 students who signed the consent form to participate in the questionnaire (see Appendix B). Only the ones who were willing to participate in the interview answered the six-itemed interview parallel to the three categories of the questionnaire. The purpose of the interview was to gather more detailed information

form the participants with the reasons to support the data they provided in the questionnaire.

After the data collection procedure was completed, the data was analyzed on SPSS 15. The analysis of the results is presented in Chapter 4 in this study. In addition, the presented results were discussed in Chapter 5 and some conclusions related to the field of EFL were drawn.

1.5 Outline of the Study

The present study includes five chapters. Chapter 1 is the introduction part of the present research study. It presents the background of the study, the contribution of the study to ELT, aim of the study, problem statement and research questions, research method, and outline of the study.

Chapter 2 is the literature review. It aims to review the literature related to the present research study. It includes the definition of the term “culture”, the theory of culture and its relationship with language, definition of terms and a discussion related to teaching and learning the culture of the target language.

Chapter 3 is related to the method of the study. It includes the description of the research design and provides information about the context and the subjects involved in this study. Additionally, the method of data collection, data collection instruments, process of piloting, and the data collection procedure and analysis are explained in this Chapter.

Chapter 4 presents the results of the study. It is basically divided into two parts: The first part is the results of the questionnaire and the second part is related to the results of the interview. According to the research questions of the present study, the results are presented in Chapter 4.

Chapter 5 presents the discussion and conclusion of the findings. Firstly, it presents the discussion of the questionnaire results and then the discussion of the interview results. Also, it provides the limitations of the study and the recommendations for further research and it ends with the implications of the study and the conclusion.

Chapter 2

LITERATURE REVIEW

This chapter aims to review the literature related to the present research study. It includes the definition of the term “culture”, culture theory and the relationship between culture and language in detail. Also a discussion on the teaching and learning of the target culture is presented in this chapter.

2.1 The Definition of Culture

Since the issue of culture began to be the concern of the language teachers, it has been taken into consideration from different perspectives. The definitions of culture have been continuously renewed by different researchers (Dlaska, 2000). According to Riley (2007), culture is a complex and comprehensive issue; this is the reason why the researchers focused on culture from different points of view. While some researchers emphasized the conceptual part of the term culture, the others took into consideration the knowledge or the life style of the people and the social system.

From another perspective, culture was often emphasized as a conceptual system in the literature. Jin and Cortazzi (1998) stated that culture is a concept which covers the common social styles of behavior and relations. In addition, Seidl (1998, p.102) called culture a “conceptual system which shapes our mind” and Dlaska (2000, p.247) defined

it as “an unfixed heterogeneous concept”. So, these definitions focus on the perception of the culture on the minds.

From another point of view, culture was seen as social life. Here, the term “culture” was defined in a more comprehensive manner: Culture is related to meaning of the world which we create for ourselves which means we make the rules that show the route to us in our society (Johnson & Rinvoluceri, 2010). With the same notion related to the social life, Lado (1986) only considered the way people live as culture while Crowther (1995) and Seidl (1998) defined culture in terms of arts, literature, music and the ways of people’s lives. Similarly, Komlodi et. al (2007) defined it as a factor which controls the way people behave and live. What is common in these definitions is the emphasis on the society and the social activities which seem to reflect the behaviors of the people in that society. In addition, Wardhaugh (1998) defined culture as “whatever a person must know to function in a particular society” (p. 215). Similarly, Sapir (1958, p.89) saw culture as “signifying the characteristic mold of civilization” from which we can understand that distinctive features of a society are reflected by its culture. Thus, what is common in all these definitions is the point of view which considers culture as society.

The term culture was also defined in a way that knowledge was put at the center. Alptekin (1993) and Yang (2010) defined culture as socially acquired knowledge which shows that culture belongs to the society and is considered to be the knowledge of the people in that society. Tseng (2002) viewed culture from the language learners’ perspective and defined it as the connections and understanding which language learners have between their own personal knowledge about the world and the new confrontations

in the learning environment. All these definitions share the same idea that culture is related to the knowledge of the person or society.

Although there are so many different definitions of the term “culture”, there is a common idea regarding the concept of culture: “Culture has many different dimensions. It includes ideas, customs, skills, arts and tools that characterize a group of people in a given period of time; it is also the beliefs, values, and material objects that create our way of life” (Kuo & Lai, 2006).

Finally, there are many definitions of the term culture but three of them stand out: culture as conceptual system of mind, culture as social life, and culture as knowledge. In my point of view, culture is a comprehensive concept which consists of the life styles of the people, their habits, customs, traditions, common foods and drinks, music and dance, attitude, the use of language and the perception of the world. The reason why I suggest this definition is that I believe only one or two of these factors cannot cover the whole concept of culture. Otherwise, such definitions would be limited. When all of these factors get together, they constitute the concept of culture. This is the reason why a new definition is suggested above.

2.2 Culture Theory and the Relationship between Culture and Language

Culture is a phenomenon integrated into the language of a nation. The inseparability of language and culture is a well-known issue in the world of foreign language education

(Seidl, 1998; Jiang 2000; Dlasaka, 2000; Hu 2006; and Muirhead 2009). There are many researchers who emphasized this relationship in the field of EFL.

The relationship between culture and language has been the concern of the researchers for so long. It has been mostly mentioned that “Language reflects culture and it is influenced and shaped by culture at the same time” (Zhao, 2010, p.100). So it can be said that there is a certain relationship between culture and language (Muirhead, 2009; Dlasaka, 2000). This idea was supported by stating that culture includes language in itself but without having a language, culture cannot be reflected in any other way (Yang, 2010). Kuo and Lai (2006) discussed the relationship of culture and language underlining their indispensable connection between each other and their impact. Nevertheless, in terms of cultural input, the language is incomplete. “Language stands for the whole culture because language represents culture in the minds of its speakers” (Kuo & Lai, 2006, p.2). It was emphasized that the relationship of culture and language is an important concept in foreign language learning because language is a means of communication which can provide the cultural information (Harumi, 2002).

Wardhaugh (1997) argued that although the relationship between language and culture can be acceptable, some researchers still did not explain it as clearly as possible. Wardhaugh (1997) explained his argument by referring to Whorfian Hypothesis. Whorf (1940) put forward a hypothesis which supports the view that language helps people shape their conceptions about the world. For example, Whorf (1940, cited in Wardhaugh, 1997) suggested that because they come across with more different types of snow in their environment, Eskimos use different words to refer to different types of

'snow' compared to the other nations who do not live close to the North Pole (Wardhaugh, 1997). This shows that their language is influenced by their culture. Similarly, Fishman (1968) supported the same idea. He focused on Whorf's example arguing that Eskimo language, which has more words to use for some specific thing, is influenced by their culture. As these theories were not clear enough to explain the complete relationship between culture and language, Eastman (1975, p. 77) criticized Whorfian Hypothesis and stated that "this modification of the linguistic determinism of the Whorfian stand is known as linguistic relativity, implying that one's world view is not determined by one's language, but rather that one categorizes his world by using his language according to his need". Before Whorf, his teacher Sapir (1958) stated his theory about the meaning of culture and avoided defining culture only with words like religion or arts. Instead, he mentioned that everything which is in people's life is related to their culture. However, Sapir certainly did not mention that culture and language are related; on the contrary Sapir (1921, cited in Eastman, 1975) suggested that language and culture are totally independent from each other. Nevertheless, Keesing (1981) mentioned that every language reflects its culture. So, the view of the world which can be considered culture is reflected by language. This shows it is mostly argued that the view of the people about the world is put into words via their language. Briefly, most of the researchers argued that there is a relationship between culture and language.

One of the common points which has been constantly mentioned is the inseparability of culture and language (Akarsu, 1998). Akarsu (1998) argued that language and culture both have an impact on each other which means if one of them improves itself, the other cannot stay outside this improvement. This idea has also been supported by Uygur

(1996), whose theory of culture sees culture as whatever is related to people, or existing wherever you see people. Here, it can be understood that culture is the reality of the society. This theory clearly shows that what is related to a society is also related to its culture. So, it can be said that language is also related to culture. According to his theory, Uygur (1996) did not find this relationship so unexpected and added that culture cannot exist without language. This means he found culture so naturally related to language. Uygur (1996) mentioned that someone who is a speaker of a language becomes a part of its culture from which we can deduce that language learning and culture learning are inseparable. In fact, this is also the theory of this study. In this study, it is accepted that there is a relationship between culture and language and that is why the target culture should be learned while studying EFL.

In addition, the relationship between language and culture was explained by Jiang (2000) with two metaphors: The first one is the idea which sees language as the mirror which reflects culture and the second one is that language and culture constitute an iceberg together. The part which is on the surface is the language with a small part of culture; the immense part under the water is the invisible side of the culture. Morgan (1998) clarified the same iceberg metaphor of the culture and language using Figure 2.1 below:

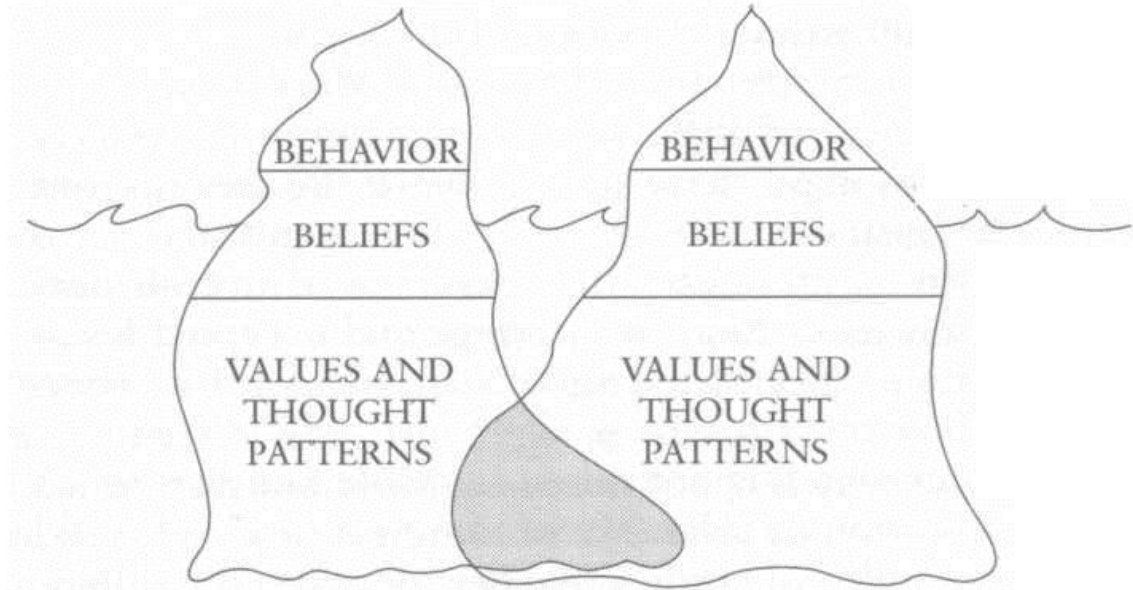


Figure 2.1 Iceberg of Culture (Morgan, 1998)

It is shown in the Figure 2.1 that the peak of the iceberg stands for the language and the prior things which learners come across in language learning are behavior and culture. However, if it is considered that the peak is the language, it means it is the most effective means to deliver the culture. The second factor is behavior which is followed by beliefs. Values and thought patterns are the most hidden or not easily recognizable but they compose the biggest parts. The parts which look like hidden are the ones which affect the other parts above the surface.

Jin and Cortazzi (1998) showed the relationship of culture and language in Figure 2 below which explains that language reflects the culture like a mirror, also language is a part of culture, and it builds culture (Jin & Cortazzi, 1998).

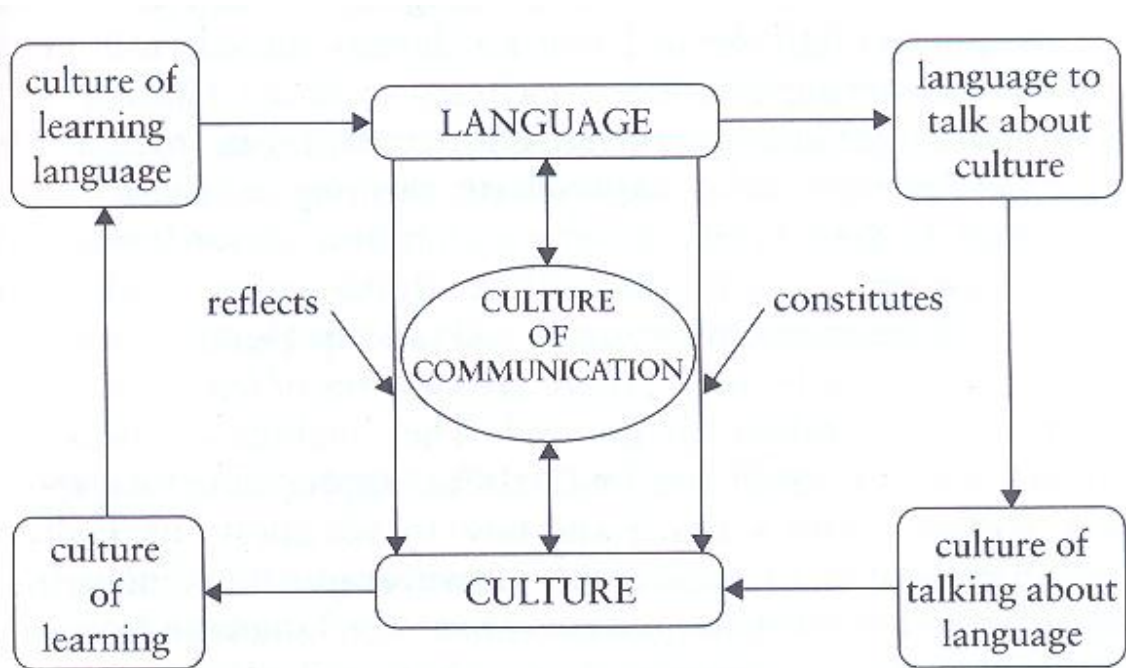


Figure 2.2 The Relationship of Language and Culture (Jin & Cortazzi, 1998)

In this figure, which explains the relationship of language and culture from a different point of view, we can see that language is taken into consideration regarding the communication, reflection, and constituents. Language is a means of communication and this figure clarifies that through this communication people convey the message about their culture. In terms of reflection, Jin and Cortazzi (1998) showed in the figure that language is a reflector of culture like a mirror. In addition, it is demonstrated that language is the constituent of culture. So, according to the writers of this figure, culture and language are closely related to each other as it is shown in both of the figures. Basically, both of these figures intend to deliver the idea of the indispensable relationship of language and culture.

To sum up, it can be said that although there are some limited definitions of culture and unclear or contradicting explanations for the relationship between culture and language (Wardhaugh, 1997), there seems to be a consensus that there is a relationship between language and culture and these two concepts cannot be considered totally apart from each other (Eastman, 1975; Keesing, 1981; Uygur, 1996; Akarsu, 1998). In addition, language and culture reflect each other besides their effects on each other. Therefore, learning a foreign language means learning its culture, as well. That is the reason why cultural knowledge is a crucial part of language learning (Prodromou, 1992).

2.2.1 Lack of Cultural Knowledge

If it is a common idea among the teachers and the researchers to integrate target cultural knowledge into the language lessons, this means the lack of cultural knowledge of the teachers can cause some undesirable results. Sometimes these teachers may have a tendency of ignoring the target culture teaching. So there is a possibility that from time to time culture is ignored, which may cause a gap in the language teaching and learning (Atkinson, 1999).

If the target cultural knowledge is ignored while teaching the foreign language, there appears a gap of information in the target language learning considering that language and culture have a “causal relationship” (Byram & Feng, 2004, p. 151). Even though two people from two different cultures can grammatically communicate, if they do not have enough shared cultural knowledge (of each others’ cultures) their conversation can be disappointing, embarrassing, ridiculous or meaningless (Yang, 2010). “Without sound knowledge of the cultural basis of use, all intended meaning will remain encoded meaning, and illocution will present a problem” (Seidl, 1998, p. 104). In this respect, the

learners come across with a communication breakdown and this is not something which they can solve at once.

In addition, it was underlined that even the same jokes or sayings may have a different impact on two separate cultures (Yang, 2010). “What is considered beautiful in one culture might be considered ugly in a different culture” (Fiorito, 2000, p.32). Thus, language learners need to have some cultural knowledge of the target culture. To sum it up, while having a cross-cultural conversation, cultural input plays an indispensable role. Also, as Kuo and Lai (2006) emphasized, without the cultural knowledge, it can be said that learners would not comprehend the target language entirely. That is the reason why it is commonly accepted that language reflects a particular culture and teachers should make their students realize the implicit values and beliefs of that culture in contrast to their own (Walt, 1997). However, Liddicoat (2008) indicated that learners mostly do not realize the necessity of culture learning unless they face a situation which makes them realize the lack of cultural knowledge. They understand that lack of the target cultural knowledge may cause a problem while trying to have a complete conversation. Therefore, culture learning is considered equivalent to being able to have a meaningful and complete conversation with the necessary cultural information of that language (Zhao, 2010).

In short, language should be learned with its culture (Salzman, 1993). Because language exists in the culture, Salzman (1993, p. 156) stated that “any particular language is a form of learned behavior and therefore a part of culture”. Thus, the necessity of learning the target culture while learning the foreign language is crucial. In other words, language

does not exist without culture. If the learners try to learn a foreign language, they will need to learn the target culture as well.

2.2.2 Language, Psychology and Society

As the present study is related to beliefs, awareness and attitudes of the university students regarding the target culture learning, this means the study is fundamentally related to language, psychology and society. Beliefs, awareness and attitudes of the language learners are mostly so effective on their learning procedure, especially positive attitudes are vital for the language learners (Macnamara, 2007). As these concepts are considered to be important for the present study, they are explained in detail below:

The first concept which was important for this study was the *beliefs* of the university students about the target culture learning. Fishbein (1967) defined beliefs as possible thoughts of a person about any other thing. In addition, Fishbein (1967) pointed out that there is a clear relationship between one's beliefs and attitudes. This means when the learners' beliefs change for example by learning something new about the subject, their attitudes may also change (Fishbein, 1967). As a result, it can be said that beliefs are the concepts on peoples' mind about something and these beliefs can affect their attitudes, too. This study takes into account Fishbein's definition as an acceptable one and assumes that there can be some positive relationship between beliefs and attitudes.

Awareness is the second important term for this study. The definition of cultural awareness was suggested by some researchers: Harumi (2002, p. 53) defined cultural awareness as "being aware of members of another cultural group: their behavior, their expectations, their perspectives and values" and he stated that it is the "main

instructional target in foreign language education”. Also, Dłaska (2000, p. 252) emphasized its importance by mentioning that “Cultural awareness is a paramount teaching aim in multicultural societies”. Harumi’s (2002) definition of the term “awareness” is considered to be acceptable for the purposes of this study.

Attitude of the students is the third concept which was taken into account all through this study. Baker (1995, p.10) defined attitude as “the direction and persistence of human behavior” and added that it is something which can change. It was suggested that there are some effective factors which can play a considerably prominent role on the attitude change towards language and culture learning: age, ability, language background, and cultural background (Baker, 1995). He suggested that when the age is older language learning attitudes get less positive but if the learners are successful in language learning they are more positive towards the language. As social factors language and cultural background affect the attitudes, because young people usually are under the effects of the popular culture and the society in which they live (Baker, 1995). In general, Baker (1995) suggested that attitude is entirely something psychological and it is influenced by the social environment. Finally, Baker’s definition of “attitude” was accepted as the definition of this term for this study.

2.2.3 Developing Cultural Awareness

The issue of developing cultural awareness which refers to both L1 and L2 learning has been popular in the language education with the realization of the importance of culture learning. “The role of cultural awareness in the language classroom has been discussed extensively over the last decade” (Dłaska, 2000, p. 249). Throughout the literature, the importance of developing cultural awareness has been extensively emphasized. Thus, it

can be stated that in order to be competent in language teaching and learning, the learners need to be aware of the target culture (Liddicoat, 2000).

Developing cultural awareness of the students is generally mentioned as a serious aim of foreign language teaching and the reason why the students need to gain cultural awareness is that it provides them with the knowledge about the customs and traditions, belief systems, values and norms of a country (Liddicoat, 2000). A study was conducted by Wright (1999) which aimed at gathering data from twelve schools to evaluate the students' attitudes towards both language learning and cultural development. A Likert-scale questionnaire was administered in this research and the researcher compared the students of two different post-primary school types: secondary school and the grammar school (students with higher socio-economic circumstances). As a result, the grammar school students scored higher than the secondary school students who participated in the questionnaire about being open to learning the foreign language and its culture.

Byon (2007) studied cross-cultural awareness and the effects of cultural awareness on the university students' language study via a portfolio project with Korean students and drew some pedagogical conclusions. He administered two different questionnaires to the participants in order to evaluate the effect of the culture portfolio project on the university students' cultural awareness. During this project, the participants uttered and wrote many different explanations about the term `culture`. The researcher concluded that the students improved their understanding of culture, and their cultural awareness of L1 and L2 cultures was raised through this research. Therefore, it is clear that cultural awareness of the students' can be raised through some different ways.

Additionally, it can be said that when cultural awareness is raised, the students can be more open to the language learning. So, cultural awareness is considered to be crucial in the understanding of one's own culture and the target culture. That is why teachers are supposed to be helpful in the development of the university students' cultural awareness. In order to develop the university students' cultural awareness, Zhao (2010) suggested helping the students learn especially the most common features of the target culture. The researcher thought that by this way, cultural features can become more familiar to the students but this learning procedure might seem not so interesting in the beginning of language learning process. Also, the conversations which take place in the classroom environment are so useful for the students to learn the target culture and gain cultural awareness of that language (Kramersch, 1993).

In fact, teaching English with some cultural input can be considered even more motivating than not providing any cultural information and simply trying to teach the linguistic part of the language. When the students encounter some cultural input such as idiomatic expressions, information about what the people of the target culture do in their daily life or how they use their language, they might feel more able to have a communication in the target language.

According to Zhao (2010), learning a target culture depends on the perception of the relationship of language and the other social factors which have influences on the lifestyle and the communication of the people. The learners who can figure out this relationship can comprehend the target culture more easily. When they understand the way of language use in that culture, the learners' efficiency in that language will

increase. That is why Tseng (2002) suggested that learners need to be fostered about the cultural awareness of the target culture and their own culture in order to make effective reflections. In addition, Altay (2005, p. 174) gave a list of some courses which can help the target culture learning and provide ways of cultural awareness development in the classroom environment and outside. In short, it can be concluded that for the efficiency, appropriate use of language and effective reflections of the native culture and the target culture, cultural awareness of the learners should be fostered.

While mentioning the importance of cultural awareness in foreign language teaching and learning, it looks like the issue is all about the target language culture. On the contrary, the development of cultural awareness is relevant both to the mother tongue culture and the target language culture. Moore (1995) supported this view arguing that one of the most prominent aims of developing cultural awareness is supposed to be developing one's own cultural awareness. Because when the students are aware of the similarities and the differences between the two cultures, they learn the target culture better (Valdes, 1986).

Storme and Derakhshani (2002) also considered that to be able to understand another culture, the learners need to comprehend their own cultural identity first. For this reason, teachers need to pay attention to comparing the two cultures so that the students can also realize some characteristic features of their own cultures. This is called making the students "culture-conscious" and the knowledge of these two cultures is also beneficial for the improvement of the university students' self-confidence (Seidl, 1998). Only in this way, it can be accepted that cultural awareness is developed efficiently.

2.2.4 The Concerns of the EFL Teachers about Culture Teaching and Learning

Some EFL teachers who support culture teaching and raising the cultural awareness of the students have some doubts when it comes to practice. Even if they somehow manage to teach the target culture, they usually may not know how to test it. So, one of the most crucial points which bothers EFL teachers about culture teaching is testing (Moore, 1995). Unfortunately, there is a gap in the foreign language teaching environment about testing the target cultural knowledge of the students (Seidl, 1998). There are some commonly used techniques to test the target cultural knowledge of the students. Multiple choice tests and true/false questions are some of these traditional ways of testing the students in terms of the target cultural knowledge, although the use of portfolios would be more professional (Moore, 1995, p. 596).

The problem is that EFL teachers may sometimes have limited knowledge about how to test the cultural awareness of their students. As the assessment of cultural knowledge is not so easy, I think it is important to know what to use for the testing. The use of portfolio assessment can be a comprehensive way of testing the university students' knowledge as long as it is administered by the teachers as well as possible. Only to demonstrate the cultural differences wouldn't be sufficient (Seidl, 1998). For this reason, teachers' referring to the writing, reading, listening and speaking skills of the students would be a crucial necessity in order to use the cultural knowledge gained. In other words, after the students gain enough knowledge of the target culture, they need efficient language skills to be able to make use of that knowledge.

In a study, Önalın (2005) discussed the place of English language in Turkey and the concept of culture teaching in EFL classes. It was clarified in that study that English is

used in Turkey for the development of the people and the country and it is a means of communication with the other countries; nevertheless, the researcher suggested that there may be some influences on the native culture. He emphasized that since the English language already penetrated into Turkish life, an uncomfortable feeling about the degeneration in the country's own culture, which may happen to many other countries, has occurred. In fact, the researcher does not explain in depth what he meant by the word degeneration but his study generally showed that degeneration may be regarding gaining some cultural values from the target culture and putting them in practice as if they are the students' own cultural values. According to the results of Önalın's (2005) research, there are some teachers having concerns about including culture in their lessons as they think there might be some disadvantages. Yet, in conclusion, it was clarified that although there were some opposite ideas, the general idea of the English language teachers was that teaching culture in the language classes is beneficial for foreign language learners.

Regarding the integration of culture and language teaching, Guest (2002) emphasized the teacher side of culture involvement in English courses and focused on the possible dangers. Moreover, Altay (2005) indicated that there might be some dangers and problems while teaching culture. The problems which were mentioned were the ones about culture teaching related to the lack of cultural knowledge of the teachers, presentation of the target culture in the class and time allocation for including cultural aspects of the target language. To sum up, the researcher stated the importance of teaching culture in the English language classes and argued that it must be done in an acceptable manner.

There is another issue which can be considered critical in the target culture teaching in EFL. This is a concern related to the lack of the target cultural knowledge of the EFL teachers. Tsou (2005) mentioned it in a survey conducted in Taiwan, pointing out that most of the English language teachers in Taiwan have a problem about teaching culture: their cultural knowledge is not rich enough to teach in the language classes. In this research, tasks and activities which include culture are integrated into the lessons with 109 low-intermediate level of students. Through the activities and tasks, students have an opportunity to see the common features and the significant differences of their own culture and the target culture. In this way, there happens an increase in their cultural awareness of both cultures. To see the differences among the students, two groups of students are compared in this study: the ones who have their language courses without any cultural integration and those who have cultural instruction in their class. The research is both qualitative and quantitative, so Tsou (2005) used both T-test and ANCOVA statistics to evaluate the results besides interview answers of the teachers and their students. Finally, Tsou (2005) reported that the students in both groups improved their English proficiency after one semester of study but the culture group who studied English language together with its culture had more improvement in their proficiency. This group expressed their positive beliefs about language learning integrated with culture and how motivating their language courses during that semester were (Tsou, 2005).

In short, EFL teachers in any culture might have some concerns related to teaching the target culture. These concerns may be about testing the cultural knowledge, degeneration effect of culture and lack of the target cultural knowledge of the teachers. Still, through

the literature review it is shown that although there might be some concerns of the EFL teachers, teaching the target language culture helps the students be more successful in English.

2.2.5 The Importance of Culture Teaching

In the past, teachers used to pay attention just to the linguistic side of the language teaching, but nowadays teaching the linguistic information with the cultural knowledge is more common in the second/foreign language teaching (Castro, Sercu & Garcia, 2004). Thus, it is understood that foreign language teachers can provide the students with a perception of the target culture from different dimensions and demonstrate the link between culture and language (Fiorito, 2000). Otherwise, as Fiorito (2000) argued, teaching language in the classroom without the cultural information would be so boring for the students and this can be considered as one of the reasons to teach the target culture.

There are some other opinions which can be considered as the reasons for integrating culture into EFL courses: Dłaska (2000) sees culture as an exciting and stimulating issue for the learners in a foreign language environment. Therefore, the idea of its being exciting shows that foreign language learning can become more interesting for the learners when they encounter the target cultural input. In addition, Badger & Macdonald (2007) supported the view that in order to become competent in a foreign language, learners need to get the target cultural information in the language classes. Moreover, “Integrating culture and language learning raises the profile of language teaching” (Dłaska, 2000, p. 251).

Nevertheless, being an exciting or motivating issue cannot be argued as the only reason to teach culture. According to the results of the study which was conducted by Bayyurt (2006), culture involvement in EFL context is mostly found a natural process of language teaching; the teachers agreed that they should raise the university students' cultural awareness about English-speaking cultures in many different ways and for many different reasons. So it is mostly the teachers' responsibility to raise the level of understanding of the students regarding the relationship between culture and language and the importance of the target culture (Baker, 2008).

After the target culture was recognized to be important in foreign language teaching, culture was integrated into EFL lessons by the EFL teachers. The reasons for including culture in EFL classes were also investigated through the same study conducted by Bayyurt (2006) and via the interview it was deduced that English teachers are aware of the prominence of the culture teaching and learning but their opinions about presenting the culture are not the same. Some of the English teachers who participated in this study suggested including culture in many different ways such as using some culture representing or culture introducing materials. What they prefer was to present culture in all parts of the lesson. So these teachers found culture as an indispensable element in language learning to have a complete idea about the language. In the same study, the other group of teachers stated that there might be some time that their students would not like to get any information about the target language culture, so the teachers might ignore teaching culture in that lesson. In addition, the teachers, who did not see culture as a crucial element to teach, argued that most of their students did not want to learn the

target language culture as their only purpose was to find a good job via their foreign language knowledge but not visit some foreign countries.

In conclusion, the general opinion about the target culture teaching is that it has a role in EFL. Culture teaching is mostly preferable by teachers; however, sometimes it is still neglected (Bayyurt, 2006). Teaching the target culture may not always be so easy but only the teachers who can integrate the culture into EFL lessons or the students who know the target culture can understand its importance. Thus, it can be mentioned that target culture has a considerably important place in EFL and that is why it is supposed to be integrated into the English language lessons.

2.3 Culture Teaching: the question of “how”

The instructions of how to teach the target culture are not directly mentioned in the literature. However, it is generally agreed by the EFL teachers that culture is supposed to be taught in the EFL courses. Thus, the way to teach it is the main point which matters.

The idea of teaching the target culture has been accepted as a necessary phenomenon in language teaching environment (Storme & Derakhshani, 2002; Sowden, 2007). After so many debates, the place of culture in second language learning has been more stable (Hu, 2006). As a result, the prominence of the culture teaching and learning in the EFL classes has been recognized more and more by the years, and the researchers' interest in what the English language teachers think and do about it has increased, as well. Altay (2005) indicated that learning the language separately from its culture does not yield the necessary language use and knowledge. Even though someone has immense linguistic,

pragmatic or discourse knowledge, without knowing the target culture, desired aims may not be fully reached. This shows that culture teaching plays an important role in EFL setting.

Therefore, what matters is how to teach the target culture. Türkan and Çelik (2007, p. 19) suggested that “socio-culturally informative themes selected from English speaking cultures should be integrated into the teaching of English, both in terms of classroom practices and the textbook selection”. In addition, effective use of reading materials in the course books and teaching the students to think in the way of target culture are suggested to the teachers by Zhao (2010).

In order to gather information about the teacher practices of culture in EFL classes, Önalán (2005) used two different data collection tools in a study: a questionnaire and an interview. 200 EFL teachers in the preparatory schools of four universities in Ankara were the sample size for the investigation. Through the data collection procedure, Önalán (2005) managed to receive the teachers’ definitions of culture teaching; he learned about their university students’ desire to learn the American/British culture, and whether the teachers include culture in their classes or not. From the data gathered, Önalán (2005) reported that students were willing to learn the target culture and their teachers thought that the earlier they start learning the culture, the more interested they become. That is why Zhang and Yan (2006) stated that teachers have already begun considering culture an accepted issue for the language classes and they have attempted to integrate culture teaching into their language classes. As a result, it can be stated that

“while learning a foreign language, it is likely for its learners to need cultural information for better communication” (Önalın 2005, p. 216).

As Türkan and Çelik (2007, p. 22) suggested “Language teachers should adhere to clear goals and successful instructional strategies to put their cultural awareness into practice to establish an intercultural understanding in the classroom”. In addition, as long as the target culture is included in the language class effectively, the students will have an opportunity to behave and communicate according to that culture and feel free about using some cultural elements in the target language speaking environment (Türkan & Çelik, 2007).

Certainly, there are some suggested ways of teaching the target culture: Kuo and Lai (2006, p. 8) recommended that language teachers ought to teach the target culture via authentic means such as: “films, news, broadcasts, television shows, web sites, magazines and newspapers, menus and other printed matters”. Also, making use of some common sayings and proverbs in the two cultures, role play activities, student presentations, and computer technology to convey the target culture information are considered to be good ways to teach the target culture (Kuo and Lai, 2006). There is also the necessity of learning the target culture (Liddicoat, 2008). Therefore, we can say that starting from the early periods of language teaching, culture is supposed to be integrated to the lessons in an explicit way which would look interesting to the learners (Liddicoat, 2008). In addition, in order to motivate the students the teacher needs to compare the target culture and the university students’ own culture (Zhao, 2010).

Teaching the target culture shows the learners a way to be able to realize the underlying meaning in the words by providing them enough knowledge related to the target culture (Solé, 2003). In order to provide this knowledge in an effective culture-integrated language course, all aspects of cultural features in language such as lexical items (words, idioms, proverbs, sayings, connotations etc.), discourse cultural items need to be addressed with an appropriate approach to culture teaching (Yang, 2010). By the expression “an appropriate approach”, Yang (2010, p. 1567) suggested a way which lets the teacher demonstrate the similarities and the differences of the target culture and the university students’ own culture besides having the students comprehend the cultural information which they obtain by practicing through their language skills.

To sum up, it is generally suggested that the target culture should be included in the EFL courses. The ways to integrate it can be different but this does not change the fact that it should be presented in the EFL courses. Thus, although teachers may adopt different techniques to present the target cultural information in the class, the ultimate goal is to help students gain some useful cultural knowledge.

2.3.1 A Global Approach to Culture Teaching

In the last century, English has become the dominant language of many fields such as technology, education, media, tourism, trade and communication (Crystal, 2003). Fairclough (2006) mentioned that as a result of the globalization of the world in terms of political, social, cultural and ecological events, there occurred a necessity of using the same language. Thus, “The traditional premise of culture teaching that language and

culture are not separable is now challenged by the global spread of English as a means of wider communication” (Harumi, 2002, p. 36). Researchers have mentioned some reasons to present or not to present the target culture, but they have mostly agreed that knowing the target culture is prominent and beneficial for the EFL learners (Nault, 2006).

Globalization is a recent term. In the target culture teaching, this term stands for teaching the target culture in a global manner without the boundaries of one or two nations. While teaching with the global approach the teacher and the students do not stick with the stereotypical image of the target culture, they would rather try to focus on the general image which can comprehend many English-speaking nations and their cultures.

In general, what researchers argue is “What is needed is a truly global approach to teaching culture in ELT context” (Nault, 2006, p. 316). The reason why there is a necessity of global approach is explained by Nault (2006) stating that when EFL learners use this language in practice, they mostly need an international way of communication which makes them get out of the limits of one or two specific cultures. They might use different mimics, gestures, jokes, and so on which do not belong to the US or British culture.

As the learners will not always come across with only the British people and communicate, while learning English they cannot skip the other English-speaking cultures except the British culture. So, we can say that culture teaching in EFL must be

carried out in a global manner, because English is a globalized language which cannot be limited by one or two nations (Harumi, 2002; Nault, 2006; Holliday, 2009).

However, there are some problems in this approach one of which was underlined by Nault (2006). The researcher mentioned that globalization in English language and the culture teaching bring some difficulties; different nations who speak English and the non-native English speakers from all around the world ought to be recognized by the EFL instructors. So, it can be said that this is a problem because either there is a necessity of knowledgeable teachers about the cultures of the English-speaking countries or these teachers have a lot to learn about the target culture. In addition, some teachers may have a serious lack of knowledge about the target culture in a globalized meaning.

Moreover, although it is a common idea to teach the target culture, it is also known that culture integration into the language courses sometimes may be ignored (Seidl, 1998). While trying to keep the global way of teaching the English culture teachers may forget to focus on some necessary details in the British culture. This shows that in this case a good teacher training is necessary.

In conclusion, “Only after cultural issues become an inherent part of language curriculum and instruction, can students be successful in their target language learning” (Kuo& Lai, 2006 p. 1). Thus, it is clear that there is a necessity of knowledgeable teachers. Also, while teaching with a global approach these teachers should not forget about the general image of the British culture.

2.3.2 Stereotypes in the Textbooks

It has thoroughly been emphasized in this study that the target culture teaching is prominent in EFL. However, sometimes the lack of appropriate materials or the lack of the target cultural knowledge of the teachers may cause some inefficiency in the target culture teaching. Especially the insufficient textbooks on which the teachers may seem to be totally dependent can cause breakdowns in the target culture teaching (Moore, 1995).

As long as the teachers prefer using textbooks as the only sources of teaching EFL, the possible gaps of the textbooks about the target culture may not be fully filled by the teachers. In this case, we can say that the students are totally dependent on their textbooks which cannot fully respond to their needs.

In addition, because of the English or American writers some textbooks may only contain the USA or the UK cultural features and ignore the global culture of English language speaking countries (Alptekin, 1993). So the students are in an environment which provides only the information about the USA or UK culture. This looks like a monocultural or ethnocentric learning environment which does not take the university students' personality into account (Prodromou, 1992). So, this can be considered as a problem related to these textbooks.

Another problem about the textbooks is that they may fail to demonstrate the general image of the target culture and get stuck to the stereotypes (Alptekin, 1993; Lee, 2009). Here, the global approach to the target culture teaching is totally ignored. Because textbooks are known as the primary sources of most of the teachers, they have an impact

on the lesson. Additionally, Dlaska (2000) put forward another problem that not so many textbooks have a cultural content which inspires the language learners to learn the target culture. For this reason, the textbook selection can be considered crucial in English language and culture teaching.

In short, according to the researchers who approve of the global approach to EFL, textbooks should contain the target culture but not limited to the stereotypical image of the British culture (Nault, 2006). Badger and Macdonald (2007) suggested that the textbooks used for EFL are supposed to be far from giving only the stereotypical image of the target culture in a limited framework. However, although culture has been the concern of some language textbooks and they are the prior teaching sources for the language teachers, to show the connection of language and culture in the textbooks is not that much easy (Türkan & Çelik, 2007). Eventually, it may even cause a superficial way of including culture in the textbooks (Barro, Jordan & Roberts, 1998).

Teaching the target language and its culture is a delicate issue which may have some pitfalls when the practice is concerned. Hypothetically, the textbooks which EFL teachers prefer using might be considered reflecting the target language and its culture appropriately. On the contrary, there might be some downsides of the textbooks related to representing the target culture. If the textbook only provides the information about the stereotypes of the people in England or the USA, the students may not have any other understanding of the target culture people than the stereotypical ones.

Therefore, it can be easily mentioned that stereotyping in the target culture teaching and being too much loyal to this can be considered incomplete culture teaching. Similarly, taking the English language into account from a global perspective and ignoring the British or American culture would make the EFL lesson incomplete (Nault, 2006). In this case, it is obvious that the textbooks cannot stay away from including the global type of characters in the activities and be comprehensible for all kinds of learners from different cultures.

To sum up, ELT materials which are used to convey the target culture through a globalized approach should cover many world cultures instead of only American or British culture. In addition, the cultural awareness of the language learners must be raised. In this way, the students are provided with a better understanding of English language.

2.4 Culture Learning

As we live in a world that has commonly agreed on the vitality of language learning, culture in EFL is becoming more and more crucial every day (Zhang & Yan, 2006). The purposes to learn the target culture may be different such as communicational, scientific, and educational and so forth. However, this does not change the reality that the target culture learning is necessary.

Some linguists underlined the indispensability of culture learning while learning a foreign language: Brown (1986, p. 33) stated that “Second language learning is often second culture learning” from which we understand the importance of culture learning.

Likewise, Trivedi (1978) explained foreign language learning as “changing the learner's behavior and injecting a new way of life and new values of life into his already settled behavior pattern” from which we can figure out that Trivedi (1978) considered language learning as culture learning. Also, Zhao (2010) mentioned that the aim of learning the target culture must be to assess the cultural values and beliefs of the target country without having a subjective attitude.

Additionally, Prodromou (1992) reported that when the proficiency level of the students is higher, they have more desire to learn the target culture and these students can create a better environment of cultural conversations (Warwick, 2009). Related to cultural communication the term “Intercultural competence” was defined by Johnson and Rinvoluceri (2010, p. 15) as “our ability to understand and function in other cultures.” Also, Türkan and Çelik, (2007, p. 23) suggested that “intercultural competence should be fostered at every stage of the English language learning experience.”

Atkinson (1999, p. 625) stated that culture learning occupies a great deal in TESOL. That is why “Language learners have to engage with culture as they communicate and learn the cultural contexts which frame communication” (Liddicoat, 2008, p. 277). According to Seidl (1998), because language exists in community, culture learning is a necessity while learning a foreign language. Also, Zhao (2010) and Muirhead (2009) mentioned that communication in the foreign language is successful only when the students are aware of the target culture. So, it is clear that having an intercultural communicative competence is the fundamental basis for a good intercultural communication.

According to Tseng (2002, p. 12), “Communication involves not only linguistic knowledge but also sociolinguistic knowledge. Furthermore, culture becomes an important element of the language classroom, because cultural knowledge lies behind sociolinguistic competence.” In a research Tseng (2002, p.12) compared EFL and reading instruction and concluded that “deficiencies in cultural background knowledge create learning difficulties.” Tseng (2002) also stressed that cultural knowledge plays an effective role in EFL context.

Regarding how to learn the target culture researchers suggest some ideas which I think really important: “Culture learning is perceived as less feasible if confined to the classroom than language learning” (Byram & Feng, 2004, p.152). So Storme and Derakhshani (2002) suggested that the target culture can be learned via many means such as newspapers, television and advertisements in the classroom environment and outside as it was stated for the culture teaching. Analytical thinking and cross-cultural comparisons in the target culture learning process are also suggested by most of the researchers (Moore, 1995). So, we can see that what is acceptable for the target culture learning is also acceptable from the point of the target culture teaching.

Paying attention to the intercultural awareness of the students Jin and Cortazzi (1998, p. 98) stated that “Learning a foreign language implies a degree of intercultural learning: students may be led to become more aware of their own culture in the process of learning about another and may be in a better position to develop intercultural skills”. Valdes (1986) and Moore (1995) share the same idea that comprehension of the similarities and the differences between the target and the native cultures can be so much

fruitful for the target culture learning. The case has been explained the same from the teachers' point of view in this study.

In conclusion, the researchers mostly suggest that learning the target culture is necessary for the EFL students. What matters is how to learn it. From the teaching point of view, the way of teaching is crucial; likewise, from the learning point of view, it is important how learners can learn easier the target culture. Thus, on the one hand, Fiorito (2000) thinks the best way to learn the English culture would be learning it unconsciously as they do it in their first language and its culture while enjoying with the language learning. On the other hand, Byram and Feng (2004) think culture learning is appropriate to be perceived as socializing into the target culture by the help of the teacher.

To summarize, throughout the literature review the importance of the target culture learning for the EFL learners has been emphasized. The definitions of the terms related to the study were given. The theory of culture and the relationship between culture and language were explained in detail. More specifically, the importance of learning the target cultural knowledge of English was focused on. Also, concerns of EFL teachers regarding integrating the target culture into their language courses, a global approach to teaching the target culture, and stereotypes in textbooks were discussed. Finally, culture learning was explained in detail. In conclusion, it is clear that the target culture learning is indispensable for the EFL learners. Fundamentally, knowing the target culture can be considered a big contribution to the students' language learning process. To me, all the reasons mentioned in this literature review show the necessity of the target culture learning while learning English. That is why this study is based on the theory that

culture and language are dependent on each other (Akarsu, 1998). Not only the cultural awareness of the students, but also their beliefs and attitudes regarding the target culture learning were considered important in this study. Specifically, the university students' beliefs, awareness and attitudes regarding the target culture learning were investigated using a large sample and the results were discussed in terms of different factors such as age, gender and education which may affect their culture learning. With its clear theory of culture, its comprehensiveness in terms of its method, especially the factors involved and the sample size, this study is different from others conducted in similar contexts.

Chapter 3

METHOD

This chapter is related to the method of the present research study. It includes the description of the research design and provides information about the context and the subjects involved in this study. Additionally, the method of data collection, data collection instruments, process of piloting, and the data collection procedure and analysis are explained in this chapter.

3.1 Research Design

This research was designed to gather information from the participants about their beliefs, awareness and attitudes related to the target culture learning while learning the English language. It can be described as descriptive mixed methods research which combines qualitative and quantitative methods (Johnson & Onwuegbuzie, 2004; Dörnyei, 2007). The reason why these methods were used is to support the quantitative data with the qualitative data and reach more reliable results.

According to Zainal (2007), a descriptive study is an appropriate type of study for the educational sciences. The reason is that a descriptive study is the way to make the appropriate inferences from the effects in the research context (McDonough & McDonough, 1997). Zainal (2007) suggests that a descriptive study can let the researchers use not only the qualitative but also the quantitative data to see what a

phenomenon is and to conclude the results and the implications for the field. This is the reason why this study has been designed as a mixed methods research (Johnson & Onwuegbuzie, 2004).

3.2 The Research Context

This study was conducted in Eastern Mediterranean University (EMU) which is the biggest university in Turkish Republic of Northern Cyprus (TRNC). EMU has a big population of thousands of students. It has 9 faculties, 4 schools and 1 preparatory school with 75 undergraduate and 58 graduate programs. Among 20000 universities in the world, EMU is on the 1025th place and among over 180 Turkish universities on the 6th place (<http://www.emu.edu.tr/defaulttr.asp>).

There are two main reasons why the research was conducted in EMU: The first reason is that EMU is an English-medium university and above all, it is an international university which has students from 68 different nationalities and cultures. The context already provides enough number of participants from different nations (<http://www.emu.edu.tr/aboutemu/emuhistory.asp>). That is why the nature of EMU has been a great advantage for this research study as it is directly related to culture. Second reason is that in EMU students are required to be competent in English in order to follow their courses.

3.3 Participants

The participants of this study were chosen randomly among the EMU students. Except being an EMU student and non-native speakers of English, the only condition was to study in an English-medium department in EMU at any class level. So, the participants

were chosen from all years and degrees: Preparatory class, 1st year, 2nd year, 3rd year, 4th year, Master's and PhD degrees. The total number of the participants were 731. The year of the study of the participants is shown in the Table 3.1.

Table 3.1 Year of Attendance of the Participants

Year of Study		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PREP	62	8.5	8.5	8.5
	1	116	15.9	15.9	24.4
	2	128	17.5	17.5	41.9
	3	115	15.7	15.7	57.6
	4	168	23.0	23.0	80.6
	MASTER	116	15.9	15.9	96.4
	PHD	26	3.6	3.6	100.0
	Total	731	100.0	100.0	

The total number of the participants were 731 EMU students from both genders as shown in the Table 3.2 below:

Table 3.2 Gender of the Participants

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid FEMALE	342	46.8	46.8	46.8
MALE	389	53.2	53.2	100.0
Total	731	100.0	100.0	

The youngest students were expected to be 17-year-old and for the ones who were doing graduate study the age was not limited. As a result, there are many participants from all age groups as it is seen in Table 3.3 below:

Table 3.3 Age of the Participants

Age Range	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 17-22	369	50.5	50.5	50.5
23-28	309	42.3	42.3	92.7
29-34	46	6.3	6.3	99.0
35 OR MORE	7	1.0	1.0	100.0
Total	731	100.0	100.0	

According to the detailed information gathered from the Registration Office, I could clearly specify the biggest population of the nations in EMU who are non-native speakers of English. Accordingly, it was decided that the participants should be Turkish, Turkish Cypriot and Iranian students as shown in Table 3.4 below:

Table 3.4 Nationalities of the Participants

Nationality	Frequency	Percent	Valid Percent	Cumulative Percent
Valid CYPRIOT	204	27.9	27.9	27.9
TURKISH	288	39.4	39.4	67.3
IRANIAN	239	32.7	32.7	100.0
Total	731	100.0	100.0	

Also, the information which was gathered from the Registration Office helped me to figure out the English –medium departments of the students. In addition, distribution of the student populations in number in EMU departments was checked. So, the participants who study in these faculties with the highest numbers in each nationality group were chosen. Accordingly, the participants of the study were chosen from the Faculty of Architecture, Arts and Science, Business and Economics, Communication

and Media Studies, Education, Engineering and School of Tourism and Hospitality Management.

In the present study, the students were required to be currently studying in one of these departments in EMU: Architecture, Banking and Finance, Business Administration, Civil Engineering, Communication and Media Studies, Computer Engineering, Economics, Electrical and Electronic Engineering, English Language Teaching, Industrial Engineering, Information Technology, Interior Design, International Relations, Journalism, Mechanical Engineering, Public Relations and Advertising, Psychology, Radio Television and Film, Tourism and Hospitality Management, Visual Arts and Visual Communication Design. The biggest group was 112 participants from the English Language Teaching Department.

3.4 Data Collection Tools

According to the aim of the study, the participants were needed to be tested in a way to figure out their beliefs, awareness and attitudes towards English culture learning. For this reason, two different data collection tools were administered: a questionnaire and an interview.

The first data collection tool is a 5 point Likert-scale questionnaire adapted from another questionnaire which was included in the book “Foreign Language Teachers and Intercultural Competence” (Byram & Phipps, 2005). This questionnaire which is related to the target culture teaching and learning was taken as an example and mostly modified while preparing the data collection tool. The reason why that questionnaire took my

attention is that it was administered in 7 different countries to gather information and to be able to reach an average understanding of the intercultural teaching and learning. These countries were Bulgaria, Belgium, Mexico, Greece, Poland, Spain, Sweden and they were randomly chosen. However, I modified over 70% of the items to create a questionnaire suitable for the present study. I also contacted Mike Byram via e-mail about the questionnaire and the necessary permission (Personal Correspondence). While making the changes I considered the number of the questionnaire items directly taken from the original questionnaire without any changes and the percentage of the items taken were calculated accordingly. The reason why a questionnaire was used as a data collection tool was to obtain some quantitative data which may lead to generalizations at the end of this research. The data collection tool which was conducted had different groups of nationalities as sample size.

The second tool was a semi-structured interview which was prepared to gather more specific information from the participants about their answers. Every interview was carried out just after the participants completed answering the questionnaire and only if they were volunteers to participate in the interview. This instrument was used in order to support the questionnaire results with more details and explanations.

To sum up, in this study, two different data collection tools were used to obtain the data. The first one is a questionnaire and the second one is a written interview. The details about the instruments are explained below.

3.4.1 The Questionnaire

The questionnaire, which includes 32 items, was designed in the format of 5 point Likert-scale with the anchors: strongly agree (5 points), agree (4 points), neither agree nor disagree (3 points), disagree (2 points), strongly disagree (1 point). In other words, the verbal anchor for a value of 5 (i.e. the highest value) is “Strongly Agree” while the verbal anchor for the lowest value (i.e. 1) is “Strongly Disagree”. After the pilot study, this questionnaire was administered to all 731 participants.

In the present study, the questionnaire items basically fall into three different broad categories but these categories are not directly displayed in the questionnaire format for the participants. On the contrary, the items from each category were randomly chosen and put in an order. While choosing the order of the items, I wrote the number of each item which belongs to each category on little papers and mixed the papers of each group separately. Then, I picked a number from each group one by one without seeing the numbers. As a result, the order of the questionnaire items was prepared randomly.

The first category is *Beliefs* which aims at reaching the university students’ thoughts about English language and the target culture learning. There are totally 10 items which fall into the category of *Beliefs*: 1, 4, 7, 10, 13, 16, 19, 22, 25, and 28. The answers of the participants will provide evidence of their points of view about the necessity of the target culture learning.

The second category of the questionnaire is *Awareness* which questions the participants’ awareness related to their own culture and the target culture. This category has 11 items and the item numbers are 2, 5, 8, 11, 14, 17, 20, 23, 26, 29 and 31. Here the provided

answers show participants' awareness and knowledge related to their own culture and the target culture.

The third category is *Attitudes* and it fundamentally aims at figuring out the participants' attitudes and openness towards the target culture learning. In this category, there are 11 questionnaire items and their numbers are 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, and 32. The items which belong to this category are to test the participants' attitudes towards the target culture learning in terms of their motivation, desire and openness to learning it.

3.4.2 The Written Interview

The interview is the second data collection instrument used in this study. It is a written and a semi-structured instrument which consists of open-ended questions. The purpose of this interview is to gather more detailed data that could verify/falsify participants' questionnaire responses. Thus, this instrument gives the opportunity to obtain more specific data about the participants' beliefs, attitudes and awareness. The number of the interviewed participants was 35 and only the volunteers were chosen from the participants of the questionnaire.

This instrument includes 6 questions which fall into the same categories as the items in the questionnaire. Questions 1 and 2 are related to the cultural awareness of the participants, Questions 3 and 4 refer to their beliefs about the target culture learning and Questions 5 and 6 are about the attitudes of the participants towards the target culture learning. Thus, this interview offers a chance to understand the fundamental reasons behind the participants' answers in the questionnaire. The interview responses were

intended to be cross checked with the participants' answers which were given in the questionnaire to better understand the reasons underlying those responses.

3.5 The Pilot Study

The instruments of this study were piloted before use. During piloting procedure the validity and the reliability of the questionnaire and the interview were tested. A smaller group of the participants were chosen to pilot the tools on.

For the validity and reliability test of the questionnaire which was administered in this research 50 participants were chosen from all nationalities. In each group, the number of the male and female participants was equal, which means in each group there were 25 females and 25 males. Therefore, there were 50 Turkish, 50 Turkish Cypriot and 50 Iranian, totally 150 students for the pilot study of the questionnaire.

To be able to test the reliability of the questionnaire items in each category there are 3 negative items which are exactly the opposite of the other 3 items. In order to achieve this, negative sentences of the positive ones were made by only adding a "not" or a similar word which gives negative meaning to the sentences (Oppenheim, 1992; Cohen et al., 2000). Therefore, each category had 3 items which were totally opposite to the other 3 positive items in the same category. The participants were expected to give opposite answers to the opposite questionnaire items, and so they did. Therefore, there was no need to eliminate any of the questionnaire items because of discrepancy.

After the questionnaire was piloted, the items were tested. As a result, the reliability of the questionnaire was found to be Cronbach $\alpha = 0.83$ by using the computer program SPSS 15 (Statistical Package for Social Sciences).

For the construct validity of the questionnaire, all the answers of the participants were tested on the computer program Lisrel 8.8. This is a well-known program for Confirmatory Factor Analysis (CFA) (Distefano & Hess, 2005). Through the Structural Equation Modeling (SEM) on Lisrel 8.8 unobserved variables (latent variables) of the questionnaire were decided by looking at the covariance of the observed variables (the questionnaire items) (Schreiber et al, 2006). In other words, items were checked if they fall into the correct category (i.e. Beliefs, Awareness, Attitudes) or not. In short, the items were tested on Lisrel 8.8 to see whether they really test what they are intended to test and to see whether the categories are arranged appropriately or not (Yeh, 2002). Test results showed that the questionnaire items used fall into the predetermined categories: Beliefs, Awareness, and Attitudes. According to the results, the questionnaire items were proved to be valid.

The second data collection tool was piloted with 10 students from EMU. 4 of the participants were Turkish, 3 were Turkish Cypriots and the other 3 were Iranians. They were given the interview papers and asked to answer the questions. If they had any questions, they asked the researcher. All the participants mentioned that the questions were clear enough to understand. As a result of the pilot study, the interview items were proved to be valid.

3.6 Data Collection and Analysis Procedure

During the procedure of data collection of this research study, the participants were kindly asked to read and sign the consent form to prove that they volunteered to answer the questions. After signing the consent form, the participants filled the form which is on the first page of the questionnaire related to their personal information. They answered the questions by checking the boxes and writing short answers. Here, the participants indicated their genders and their age group (i.e. between the ages 17-22, 23-28, 29-34 and 35 or more). In the same part, they indicated their nationalities, faculties and departments. In addition, they mentioned their experience abroad in an English-speaking country if they had any, the duration of stay and the name of the country. The last question of this part was related to the participants' English proficiency (i.e. whether they had taken exams such as TOEFL or IELTS, and the relevant scores). Then, the participants answered the whole questionnaire in approximately 15 minutes. They checked the boxes for each item and also they marked their answers including the personal information on a separate optic form which was designed for practicality of scanning (see Appendix A).

After the participants completed filling in the forms, they were kindly asked to participate in the interview. Thus, the ones who were willing to be volunteers participated in the interview by answering 6 open-ended questions and writing down their answers with their reasons and explanations.

Finally, in order to analyze the quantitative data gathered through the questionnaire, SPSS 15 was administered. The Likert-scale data was analyzed and the results were compared for each group. Besides, the interview answers were analyzed through the content analysis method. Then, these quantitative and the qualitative results were compared to see the similarities and the differences between the two sources of data and to make inferences from the details mentioned in the interviews.

Chapter 4

RESULTS

This chapter presents the results of the present research study. It is basically divided into two parts: the first part is the results of the questionnaire and the second part is related to the results of the written interview. While analyzing the results, the research questions of the present study were taken into account and the results are presented in this chapter accordingly.

4.1 The Results of the Questionnaire

The results of the questionnaire were analyzed through SPSS 15. T-Test and ANOVA (Analysis of Variance) test were applied to analyze the data which provides parametric results. T-Test was used to compare the simple and straightforward two sample distributions (Pallant, 2001). T-test was used only when there are two independent sample distributions, and their means are compared via T-Test. However, as ANOVA tests are used only when there are more than two sample distributions to compare the means (Nie, 1975). Additionally, Post Hoc tests are useful only when there is a significant difference among the means of the results; so, to be able to test these significant mean differences Post Hoc tests are used because these tests give the opportunity to do a multivariate comparison among the compared means (Pallant, 2001). However, they can only be administered after seeing the ANOVA results, and only if

there are significant differences (Nie, 1975). Thus, in this study to evaluate the data, the results of the questionnaire were tested by using T-test, ANOVA and Post Hoc tests where necessary. The questionnaire results are divided into 3 sub-categories: Beliefs, Awareness and Attitudes regarding the target culture learning.

4.1.1 Results of Beliefs, Awareness and Attitudes of the University Students regarding the Target Culture Learning with Specific Reference to the Personal Factors

This part of results was analyzed in order to find out the differences among the groups of the university students in terms of their beliefs, awareness and attitudes regarding the target culture learning. The personal factors which are considered here are gender, nationality, and age of the participants.

Firstly, an independent-samples t-test was conducted to compare the differences between the genders of the participants in terms of their beliefs, awareness and attitudes regarding the target culture learning. For this reason, the mean differences and significance levels of the results were taken into consideration. Table 4.1 presents the descriptive statistics and Table 4.2 shows the F values and the significance levels.

Table 4.1 Group Statistics T-test: Beliefs, Awareness and Attitudes:
Gender

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
Beliefs	FEMALE	342	38,1579	4,99310	,27000
	MALE	389	37,0283	5,19930	,26361
Awareness	FEMALE	342	39,8626	4,71304	,25485
	MALE	389	39,0566	4,80945	,24385
Attitudes	FEMALE	342	41,3918	6,00916	,32494
	MALE	389	40,2596	6,46895	,32799
Overall	FEMALE	342	119,4123	12,99841	,70287
	MALE	389	116,3445	13,36192	,67748

Table 4.1 presents the means of the results. In other words, the means of the answers given to the questionnaire items in the three categories are shown in this table. Here, it can be seen that in terms of beliefs, awareness and attitudes the female students always scored higher than the male ones. In Table 4.2 below the significance levels of these means can be seen:

Table 4.2 Independent Samples T-test: Beliefs, Awareness and Attitudes: Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Beliefs	Equal variances assumed	1.62	.203	2.986	729	.003	1.129	.37833
	Equal variances not assumed			2.994	723.32	.003	1.129	.37735
Awareness	Equal variances assumed	.052	.819	2.282	729	.023	.806	.35318
	Equal variances not assumed			2.285	720.47	.023	.806	.35272
Attitudes	Equal variances assumed	3.96	.047	2.441	729	.015	1.132	.46389
	Equal variances not assumed			2.452	726.78	.014	1.132	.46169
Overall	Equal variances assumed	1.33	.248	3.137	729	.002	3.067	.97795
	Equal variances not assumed			3.143	721.57	.002	3.067	.97622

As can be seen in the Table 4.1 and Table 4.2 above, females scored consistently higher than males in all three categories. So, female students are significantly different from male students in terms of the three sub-categories: Beliefs ($p = 0.003$); Awareness ($p = 0.023$); Attitudes ($p = 0.015$). This shows that female students believe more strongly in

learning the target culture; they are more aware of the target culture; and they have more positive attitudes towards the target culture learning.

For the results related to the students' nationalities, ANOVA statistics were conducted because there are more than two nationality groups. In the Tables 4.3 and 4.4 the descriptive statistics, ANOVA test results are shown and in the Table 4.5 Post Hoc test results are also taken into consideration. The results are discussed below:

Table 4.3 Descriptive Statistics: Beliefs, Awareness and Attitudes:
Nationality

		N	Mean	Std. Deviation	Std. Error
Beliefs	CYPRriot	204	38,0098	5,01818	,35134
	TURKISH	288	37,2813	5,58002	,32881
	IRANIAN	239	37,5021	4,63352	,29972
	Total	731	37,5568	5,13148	,18979
Awareness	CYPRriot	204	40,1176	4,72764	,33100
	TURKISH	288	39,0486	4,66558	,27492
	IRANIAN	239	39,3138	4,91160	,31770
	Total	731	39,4337	4,77831	,17673
Attitudes	CYPRriot	204	41,2108	6,40272	,44828
	TURKISH	288	40,1181	6,40122	,37720
	IRANIAN	239	41,2385	5,97171	,38628
	Total	731	40,7893	6,27929	,23225
Overall	CYPRriot	204	119,3382	13,38988	,93748
	TURKISH	288	116,4479	13,96427	,82285
	IRANIAN	239	118,0544	12,16419	,78684
	Total	731	117,7798	13,27277	,49091

The results are significant only for one category and it can be seen in Table 4.4. This category is awareness. Table 4.3 above shows that Turkish Cypriot students have scored the highest mean for awareness of the target culture. The significance levels can be seen below in Table 4.4:

Table 4.4 ANOVA Statistics: Beliefs, Awareness and Attitudes: Nationality

		Sum of Squares	df	Mean Square	F	Sig.
Beliefs	Between Groups	64,446	2	32,223	1,224	,295
	Within Groups	19157,948	728	26,316		
	Total	19222,394	730			
Aware	Between Groups	141,572	2	70,786	3,118	,045
	Within Groups	16525,960	728	22,700		
	Total	16667,532	730			
Attitude	Between Groups	214,229	2	107,114	2,729	,066
	Within Groups	28569,328	728	39,244		
	Total	28783,557	730			
Overall	Between Groups	1024,367	2	512,183	2,923	,054
	Within Groups	127577.17	728	175,243		
	Total	128601.54	730			

According to the results of the ANOVA test given in the Tables 4.3 and 4.4, in terms of beliefs and attitudes there are no statistically significant nationality differences. Regarding the Post Hoc test results done on SPSS 15, we can say that the Turkish Cypriot students' awareness level is statistically significantly higher than the awareness level of the Turkish students (Post Hoc test $p=0.038$ $p < 0.05$), but the case is not the same for Iranians. Though the mean of Turkish Cypriot students is higher than that of Iranian students, it is not significant. Turkish Cypriot students' scores are significantly higher, which means that they may be more aware of the importance of the target culture learning.

Table 4.5 Post Hoc Test Results for Awareness: Nationality

(I) NATION	(J) NATION	Mean Difference (I-J)	Std. Error	Sig.
CYPRIOT	TURKISH	1.06904(*)	.43600	.038
	IRANIAN	.80384	.45416	.180
TURKISH	CYPRIOT	-1.06904(*)	.43600	.038
	IRANIAN	-.26520	.41690	.800
IRANIAN	CYPRIOT	-.80384	.45416	.180
	TURKISH	.26520	.41690	.800

* The mean difference is significant at the .05 level.

Age is the third factor which was evaluated as a personal factor of the participants. In order to see the role of age in the university students' beliefs, awareness, and attitudes regarding the target culture learning ANOVA tests were conducted. The results are explained below:

Table 4.7 ANOVA Statistics: Beliefs, Awareness and Attitudes: Age

		Sum of Squares	df	Mean Square	F	Sig.
Beliefs	Between Groups	188.812	3	62.937	2.404	.066
	Within Groups	19033.582	727	26.181		
	Total	19222.394	730			
Awareness	Between Groups	271.173	3	90.391	4.008	.008
	Within Groups	16396.359	727	22.553		
	Total	16667.532	730			
Attitudes	Between Groups	263.965	3	87.988	2.243	.082
	Within Groups	28519.591	727	39.229		
	Total	28783.557	730			
Overall	Between Groups	2127.338	3	709.113	4.076	.007
	Within Groups	126474.203	727	173.967		
	Total	128601.540	730			

As can be seen in the Table 4.6 (see Appendix F) and Table 4.7, the awareness of the university students is significantly different when the age of the participants is taken into consideration. However, the case is only valid for the awareness not for the beliefs and attitudes. As shown in the table 4.6, when the students are older, their mean score is higher. The Post Hoc multivariate test results confirm this as follows in Table 4.8:

Table 4.8 Post Hoc Test Results for Awareness: Age

(I) AGE	(J) AGE	Mean Difference (I-J)	Std. Error	Sig.
17-22	23-28	-1.02329(*)	.36621	.027
	29-34	-1.67356	.74257	.110
	35 AND MORE	-2.70151	1.81192	.443
23-28	17-22	1.02329(*)	.36621	.027
	29-34	-.65027	.75052	.822
	35 AND MORE	-1.67822	1.81519	.792
29-34	17-22	1.67356	.74257	.110
	23-28	.65027	.75052	.822
	35 AND MORE	-1.02795	1.92671	.951
35 AND MORE	17-22	2.70151	1.81192	.443
	23-28	1.67822	1.81519	.792
	29-34	1.02795	1.92671	.951

* The mean difference is significant at the .05 level.

Therefore, this shows that the older the students get, the more aware of the target culture learning they become. This conclusion can only be drawn from the first two age groups 17-22 and 23-28 by looking at their Post Hoc results at the level of $p=0.027$, $p < 0.05$. The age group of the students who are between 23-28 scored significantly higher than the younger group in terms of their awareness. In addition, the students' beliefs and awareness also increase by the years but the results are not statistically significant.

4.1.2 Results of Beliefs, Awareness and Attitudes of the University Students regarding the Target Culture Learning with Specific Reference to the Students' Background

In this part of the present study, the participants' background information was taken into account and the means of the participants' answers to the categories related to beliefs, awareness, and attitudes regarding the target culture learning were analyzed by using t-test and ANOVA analysis. Here, the background factors such as the participants experience abroad in an English-speaking country, their duration of stay in those

countries, and the visited countries were considered. In addition, their answers were evaluated according to whether they have taken the IELTS exam and their scores if they have any. IELTS exam was taken into consideration in order to understand the participants' proficiency level in English and to be able to draw some conclusions accordingly.

Firstly, the students' results were compared in terms of their experiences abroad. That is why they were asked if they have been in an English-speaking country before. To reach the results T-test statistics were conducted as shown in the Tables 4.9 and 4.10 below:

Table 4.9 Descriptive Statistics: Beliefs, Awareness and Attitudes: Experience Abroad

		N	Mean	Std. Deviation	Std. Error
Beliefs	YES	104	37.9038	5.69026	.55798
	NO	627	37.4992	5.03546	.20110
	Total	731	37.5568	5.13148	.18979
Awareness	YES	104	40.8269	4.84806	.47539
	NO	627	39.2026	4.73099	.18894
	Total	731	39.4337	4.77831	.17673
Attitudes	YES	104	42.0096	6.15258	.60331
	NO	627	40.5869	6.28198	.25088
	Total	731	40.7893	6.27929	.23225
Overall	YES	104	120.7404	14.00693	1.37349
	NO	627	117.2887	13.09408	.52293
	Total	731	117.7798	13.27277	.49091

Tables 4.9 and 4.10 show that there is a significant difference between the participants who have had some experiences abroad in an English-speaking country and the ones who have not. In terms of their awareness of the target culture, there is a significant difference at the level of ($p = 0.001$). In addition, their attitudes towards the target culture learning show significantly different results at the level of ($p = 0.032$).

Table 4.10 Independent Samples T-test: Beliefs, Awareness and Attitudes: Experience Abroad

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Beliefs	Equal variances assumed	1.72	.189	.745	729	.457	.40464	.54348
	Equal variances not assumed			.682	131.1	.496	.40464	.59311
Awareness	Equal variances assumed	.329	.567	3.231	729	.001	1.62437	.50268
	Equal variances not assumed			3.175	137.5	.002	1.62437	.51156
Attitudes	Equal variances assumed	.069	.793	2.145	729	.032	1.42269	.66321
	Equal variances not assumed			2.177	141.0	.031	1.42269	.65339
Overall	Equal variances assumed	1.42	.233	2.465	729	.014	3.45171	1.40044
	Equal variances not assumed			2.349	134.5	.020	3.45171	1.46967

As a result, it can be said that the participants who have lived in an English-speaking country before scored significantly higher in the categories of awareness and attitudes. This shows that the ones who have had some experiences abroad in an English-speaking country before are more aware of the target culture. In addition, they are more open to learning the target culture.

Below the results related to the English-speaking countries and the duration of stay in an English-speaking country are shown in the Tables 4.11, 4.12 and 4.13 (see Appendix G). The results were calculated using ANOVA test and compared according to the Post Hoc results in Table 4.15. The explanations are below:

Table 4.11 Descriptive Statistics: Beliefs, Awareness and Attitudes: Duration of Stay

		N	Mean	Std. Deviation	Std. Error
Beliefs	1 MONTH OR LESS	15	36.8000	5.91849	1.52815
	2-6 MONTHS	61	38.2459	5.79268	.74168
	7-12 MONTHS	11	37.0000	5.56776	1.67874
	13 MONTHS OR MORE	25	38.0000	6.04152	1.20830
	Total	112	37.8750	5.79239	.54733
Awareness	1 MONTH OR LESS	15	38.7333	5.40458	1.39546
	2-6 MONTHS	61	39.8689	4.72749	.60529
	7-12 MONTHS	11	40.5455	4.86546	1.46699
	13 MONTHS OR MORE	25	43.0000	4.02078	.80416
	Total	112	40.4821	4.84160	.45749
Attitudes	1 MONTH OR LESS	15	41.4667	6.96795	1.79912
	2-6 MONTHS	61	41.4754	5.70265	.73015
	7-12 MONTHS	11	42.2727	7.10058	2.14090
	13 MONTHS OR MORE	25	42.3600	7.33076	1.46615
	Total	112	41.7500	6.32669	.59782
Overall	1 MONTH OR LESS	15	117.0000	15.92393	4.11154
	2-6 MONTHS	61	119.5902	13.42805	1.71929
	7-12 MONTHS	11	119.8182	14.11253	4.25509
	13 MONTHS OR MORE	25	123.3600	13.97283	2.79457
	Total	112	120.1071	13.90855	1.31423

As seen in the Table 4.11 the category of awareness showed significant mean difference in terms of the duration of stay in an English-speaking country. The mean scores are higher for the students who stayed abroad 13 months longer. So, it can be said that staying in an English speaking country has an impact on the participants' awareness.

Table 4.12 ANOVA Statistics: Beliefs, Awareness and Attitudes: Duration of Stay

		Sum of Squares	df	Mean Square	F	Sig.
Beliefs	Between Groups	34.539	3	11.513	.337	.799
	Within Groups	3689.711	108	34.164		
	Total	3724.250	111			
Awareness	Between Groups	227.353	3	75.784	3.447	.019
	Within Groups	2374.611	108	21.987		
	Total	2601.964	111			
Attitudes	Between Groups	18.112	3	6.037	.147	.931
	Within Groups	4424.888	108	40.971		
	Total	4443.000	111			
Overall	Between Groups	426.564	3	142.188	.730	.536
	Within Groups	21046.150	108	194.872		
	Total	21472.714	111			

As seen in the Table 4.12 only for the category of awareness there is a significant difference. This shows that the duration of stay in an English speaking country affects the awareness of the target culture. To sum up, the general trend is that when the duration gets longer, the participants' awareness increases.

Table 4.14 ANOVA Test: Beliefs, Awareness and Attitudes: Visited Countries

		Sum of Squares	df	Mean Square	F	Sig.
Beliefs	Between Groups	48.701	4	12.175	.353	.842
	Within Groups	3624.071	105	34.515		
	Total	3672.773	109			
Awareness	Between Groups	157.048	4	39.262	1.699	.156
	Within Groups	2426.443	105	23.109		
	Total	2583.491	109			
Attitudes	Between Groups	80.033	4	20.008	.495	.739
	Within Groups	4242.921	105	40.409		
	Total	4322.955	109			
Overall	Between Groups	218.698	4	54.675	.276	.893
	Within Groups	20802.793	105	198.122		
	Total	21021.491	109			

However, Table 13 (see Appendix G) and Table 4.14 show that the visited countries do not show any significant differences. The significance value (p) is higher than 0.05 in all

categories. Therefore, we can say that countries do not have any significant impacts on the beliefs, awareness and attitudes of the learners regarding the target culture learning.

Table 4.15 Post Hoc Test Results for Awareness: Visited Countries

(I) DURATION	(J) DURATION	Mean Difference	Std. Error	Sig.
1 MONTH OR LESS	2-6 MONTHS	-1.13552	1.35139	.835
	7-12 MONTHS	-1.81212	1.86135	.765
	13 MONTHS OR MORE	-4.26667(*)	1.53144	.032
2-6 MONTHS	1 MONTH OR LESS	1.13552	1.35139	.835
	7-12 MONTHS	-.67660	1.53599	.971
	13 MONTHS OR MORE	-3.13115(*)	1.11352	.029
7-12 MONTHS	1 MONTH OR LESS	1.81212	1.86135	.765
	2-6 MONTHS	.67660	1.53599	.971
	13 MONTHS OR MORE	-2.45455	1.69656	.473
13 MONTHS OR MORE	1 MONTH OR LESS	4.26667(*)	1.53144	.032
	2-6 MONTHS	3.13115(*)	1.11352	.029
	7-12 MONTHS	2.45455	1.69656	.473

As in Table 4.15 test results show, there is a significant difference between 1 month or less and 13 months or more at the level of $p=0.032$, $p < 0.05$ and between 2-6 months and 13 months or more, at the level of $p=0.029$, $p < 0.05$. This result shows that not only staying in an English-speaking country increases the students' awareness but also a stay of 13 months or longer is significantly more beneficial.

Regarding the IELTS exam, the university students were asked if they have taken this exam before and their exam results. T-test and ANOVA statistics were used to test the data. In the Table 4.16 the Descriptive Group Statistics are given.

Table 4.16 Group Statistics: Beliefs, Awareness and Attitudes: IELTS Participation

	TEST	N	Mean	Std. Deviation	Std. Error Mean
Beliefs	YES	72	38.8333	4.59639	.54169
	NO	659	37.4173	5.17068	.20142
Awareness	YES	72	40.1944	3.74030	.44080
	NO	659	39.3505	4.87348	.18984
Attitudes	YES	72	42.6667	6.22354	.73345
	NO	659	40.5842	6.25595	.24370
Overall	YES	72	121.6944	11.63244	1.37090
	NO	659	117.3520	13.37843	.52115

According to the Table 4.16, in all categories the students who have participated in the IELTS exam scored a higher mean than the others. Still, not all the means may be statistically significant. The significance levels are shown Table 4.17 below:

Table 4.17 Independent Samples T-test: Beliefs, Awareness and Attitudes: IELTS Participation

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Beliefs	Equal variances assumed	1.414	.235	2.229	729	.026	1.41603	.63521
	Equal variances not assumed			2.450	91.80	.016	1.41603	.57793
Awareness	Equal variances assumed	11.64	.001	1.424	729	.155	.84391	.59268
	Equal variances not assumed			1.758	99.41	.082	.84391	.47994
Attitudes	Equal variances assumed	.002	.965	2.683	729	.007	2.08245	.77611
	Equal variances not assumed			2.694	87.42	.008	2.08245	.77288
Overall	Equal variances assumed	2.499	.114	2.647	729	.008	4.34240	1.64071
	Equal variances not assumed			2.961	92.79	.004	4.34240	1.46661

As can be seen in Table 4.16 and 4.17 IELTS participation only played a role on the beliefs and attitudes of the university students. When the results are considered, it can be said that the students who have taken the exam scored significantly higher. Their results were significant in terms of their beliefs ($p = 0.026$) and attitudes ($p = 0.007$). Here, it can be said that the university have attended the IELTS exam before gained stronger beliefs about the target culture learning. In addition, these students have more positive attitudes towards the target culture and learning the target culture. However, it did not seem to affect their awareness.

Table 4.19 ANOVA Test: Beliefs, Awareness and Attitudes: IELTS Scores

		Sum of Squares	df	Mean Square	F	Sig.
Beliefs	Between Groups	109.183	6	18.197	.821	.558
	Within Groups	1418.817	64	22.169		
	Total	1528.000	70			
Awareness	Between Groups	171.165	6	28.527	2.341	.042
	Within Groups	779.934	64	12.186		
	Total	951.099	70			
Attitudes	Between Groups	325.153	6	54.192	1.463	.205
	Within Groups	2370.622	64	37.041		
	Total	2695.775	70			
Overall	Between Groups	1223.408	6	203.901	1.573	.169
	Within Groups	8294.367	64	129.599		
	Total	9517.775	70			

As can be seen in the Table 4.18 (see Appendix H) and Table 4.19, the ones who scored high in IELTS exam scored significantly higher in the questionnaire regarding only their awareness ($p=0.042$). However, this is valid only for the three groups of students. The Post Hoc results can be seen in Table 4.20 below:

Table 4.20 Post Hoc Test Results for Awareness: IELTS Score **s**

(I) IELTS	(J) IELTS	Mean Difference (I-J)	Std. Error	Sig.
VERY GOOD	MODEST	-7.50000	2.92071	.153
	BTW MODEST AND COMPETENT	-8.10000	2.92071	.097
	COMPETENT	-6.82000	2.56529	.126
	BTW COMPETENT AND GOOD	-8.64286(*)	2.58332	.022
	GOOD	-8.05556	2.72897	.063
	BTW GOOD AND VERY GOOD	-9.50000(*)	3.02322	.039

* The mean difference is significant at the .05 level.

As can be seen between the ones who scored between good and very good and the ones who scored very good ($p = 0.039$) and the ones who scored between competent and good compared to the ones who scored very good ($p = 0.022$). This shows us that the ones who have high scores from the IELTS exam seem to be more aware of the target culture. In other words, it can be said that the university students who have high level of English proficiency are significantly more aware of the target culture.

4.1.3 Results of Beliefs, Awareness and Attitudes of the Students regarding the Target Culture Learning with Specific Reference to the Students' Education

In this part of the study, the results related to the beliefs, awareness and attitudes of the participants were analyzed considering their educational status. Their faculties, departments and the year of attendance were taken into consideration. ANOVA was also used while analyzing the data.

In the tables 4.21 (see Appendix I) and 4.22 below, the impact of the faculties of the university students is shown. Here, in all categories of the questionnaire we can see that the faculties of the university students have a significant effect on their beliefs,

awareness, and attitudes regarding the target culture learning. The results are explained below:

Table 4.22 ANOVA Statistics: Beliefs, Awareness and Attitudes: Faculties

		Sum of Squares	df	Mean Square	F	Sig.
Beliefs	Between Groups	590.844	6	98.474	3.827	.001
	Within Groups	18631.550	724	25.734		
	Total	19222.394	730			
Awareness	Between Groups	435.085	6	72.514	3.234	.004
	Within Groups	16232.447	724	22.421		
	Total	16667.532	730			
Attitudes	Between Groups	766.474	6	127.746	3.301	.003
	Within Groups	28017.083	724	38.698		
	Total	28783.557	730			
Overall	Between Groups	5058.044	6	843.007	4.940	.000
	Within Groups	123543.49	724	170.640		
	Total	128601.54	730			

As shown in the Table 4.22 above, the university students' faculties have a significant impact on their beliefs, awareness and attitudes. In Table 4.21 (see Appendix I), the means can be seen where it shows that Faculty of Education has the highest mean in all the categories. This shows that the students from Education faculty have the highest awareness, the strongest beliefs and the most positive attitudes. Post Hoc results can be seen in Table 4.23 below:

Table 4.23 Post Hoc Test Results for Beliefs, Awareness, and Attitudes: Faculties

	(I) FACULTY	(J) FACULTY	Mean Difference (I-J)	Std. Error	Sig.
Beliefs	EDUCATION	ARCHITECTURE	2.81400(*)	.68060	.001
		BUSINESS AND ECONOMICS	1.99516(*)	.63668	.030
		ENGINEERING	2.10703(*)	.57257	.005
Awareness	EDUCATION	ARCHITECTURE	2.13800(*)	.63527	.014
		BUSINESS AND ECONOMICS	1.77575(*)	.59428	.046
		COMMUNICATION AND MEDIA STUDIES	2.47170(*)	.77108	.024
Attitudes	EDUCATION	ARCHITECTURE	3.36800(*)	.83460	.001
		ENGINEERING	2.23568(*)	.70213	.025

According to the Post Hoc (see Table 4.22) results between these faculties, there are significant differences in terms of beliefs: Education and Architecture ($p = 0.001$), Education and Business and Economics ($p = 0.030$), Education and Engineering ($p = 0.005$). Among all these faculties, Education Faculty scored the highest mean which means that they have the most the strongest beliefs about the target culture learning. In terms of awareness Education Faculty consistently shows the higher result compared to the Faculty of Architecture ($p = 0.014$), Business and Economics ($p = 0.046$) and Communication and Media Studies($p = 0.024$). For attitudes the case is similar, the Faculty of Education scores higher compared to the Faculty of Architecture ($p = 0.001$), and the Faculty of Engineering ($p = 0.025$).

Similarly, as it is seen in Table 4.25, the departments of the participants also have some significant impact on their beliefs, awareness and attitudes regarding the target culture learning. The means of the answers can be seen in Table 4.24 (see Appendix J). In order to see the differences among the departments ANOVA test was conducted. The interpretation can be seen below.

Table 4.25 ANOVA Statistics: Beliefs, Awareness and Attitudes: Departments

		Sum of Squares	df	Mean Square	F	Sig.
Beliefs	Between Groups	1264.011	19	66.527	2.634	.000
	Within Groups	17958.383	711	25.258		
	Total	19222.394	730			
Awareness	Between Groups	986.775	19	51.936	2.355	.001
	Within Groups	15680.757	711	22.055		
	Total	16667.532	730			
Attitudes	Between Groups	1958.618	19	103.085	2.732	.000
	Within Groups	26824.939	711	37.728		
	Total	28783.557	730			
Overall	Between Groups	10972.268	19	577.488	3.491	.000
	Within Groups	117629.272	711	165.442		
	Total	128601.540	730			

According to Table 4.25 above, it is certainly clear at the level of $p < .05$ that beliefs, awareness and attitudes of the participants are significantly affected by their departments. Their answers change depending on their departments. A further Post Hoc test (see Table 4. 26) was performed to see the significance levels:

Table 4.26 Post Hoc Test Results for Beliefs, Awareness, and Attitudes: Departments

	(I) DEPARTMENT	(J) DEPARTMENT	Mean Difference (I-J)	Std. Error	Sig.
Beliefs	ENGLISH LANGUAGE TEACHING	ARCHITECTURE	3.19940(*)	.72540	.002
		BUSINESS ADMINISTRATION	3.86058(*)	.84335	.001
Awareness		CIVIL ENGINEERING	2.98258(*)	.79974	.028
Attitudes	ENGLISH LANGUAGE TEACHING	ARCHITECTURE	2.71726(*)	.67784	.010
		INTERNATIONAL RELATIONS	4.27491(*)	1.16519	.035
	ENGLISH LANGUAGE TEACHING	CIVIL ENGINEERING	4.50595(*)	.88657	.000
			4.27664(*)	.97743	.002

* The mean difference is significant at the .05 level.

Here, the students who are from ELT scored significantly higher in terms of their beliefs compared to the Departments of Architecture ($p = 0.002$), Business Administration ($p = 0.001$), Civil Engineering ($p = 0.028$). Similarly, in terms of their awareness ELT students scored higher compared to the Departments of Architecture ($p = 0.010$), International Relations ($p = 0.035$). In addition, in terms of attitudes ELT students showed significantly higher scores compared to Departments of Architecture ($p = 0.000$) and Civil Engineering ($p = 0.002$). This indicates that ELT students have stronger beliefs about the target culture, they are more aware of it and their attitudes towards the target culture learning are more positive than the students in the departments mentioned above. The reason can be their lessons which are related to English language learning and teaching. That is why this is not a surprising result.

Likewise, the year of attendance of the students in EMU has a great impact on their beliefs, awareness and attitudes regarding the target culture learning. It has a significant effect on beliefs, awareness and attitudes of the university students. For the results ANOVA test was administered.

Table 4.28 ANOVA Statistics: Beliefs, Awareness and Attitudes: Year of Attendance

		Sum of Squares	df	Mean Square	F	Sig.
Beliefs	Between Groups	457.820	6	76.303	2.944	.008
	Within Groups	18764.574	724	25.918		
	Total	19222.394	730			
Awareness	Between Groups	1013.893	6	168.982	7.816	.000
	Within Groups	15653.639	724	21.621		
	Total	16667.532	730			
Attitudes	Between Groups	1418.740	6	236.457	6.256	.000
	Within Groups	27364.817	724	37.797		
	Total	28783.557	730			
Overall	Between Groups	7896.362	6	1316.060	7.894	.000
	Within Groups	120705.179	724	166.720		
	Total	128601.540	730			

According to the statistics given in tables 4.27 (see Appendix K), 4.28 above and 4.29 below, it is seen that year of the study in EMU significantly affects the beliefs, awareness and attitudes of the students. In terms of beliefs about the target culture learning there is no significant difference. According to the Post Hoc results in Table 4.28 below, there are significant differences in terms of awareness between the groups who are in the Preparatory year and 1st year ($p = 0.027$), Preparatory year and 4th year ($p = 0.000$), Preparatory year and Master's degrees ($p = 0.000$), Preparatory year and PhD degrees ($p = 0.001$), 2nd and 4th years ($p = 0.002$), 3rd and 4th ($p = 0.018$). In these comparisons here, Preparatory school students scored significantly lower than the others.

Table 4.29 Post Hoc Test Results for Awareness and Attitudes:

Year of Attendance

	(I) CLASS	(J) CLASS	Mean Difference (I-J)	Std. Error	Sig.
Awareness	PREP	1	-2.31646(*)	.73152	.027
		4	-3.86962(*)	.69096	.000
		MASTER	-3.45439(*)	.73152	.000
		PHD	-4.58437(*)	1.08642	.001
	1	PREP	2.31646(*)	.73152	.027
		4	-2.09896(*)	.54554	.002
		4	-1.85616(*)	.56277	.018
	4	PREP	3.86962(*)	.69096	.000
		2	2.09896(*)	.54554	.002
		3	1.85616(*)	.56277	.018
		MASTER	PREP	3.45439(*)	.73152
		PHD	PREP	4.58437(*)	1.08642
Attitudes	PREP	4	-2.85964(*)	.91357	.030
		MASTER	-3.02364(*)	.96719	.030
		PHD	-6.26303(*)	1.43643	.000
		PHD	-4.95491(*)	1.33400	.004
		4	-2.52269(*)	.72130	.009
	4	MASTER	-2.68669(*)	.78811	.012
		PHD	-5.92608(*)	1.32250	.000
		PHD	-5.02207(*)	1.33506	.003
		PREP	2.85964(*)	.91357	.030
		2	2.52269(*)	.72130	.009
	MASTER	PREP	3.02364(*)	.96719	.030
		2	2.68669(*)	.78811	.012
	PHD	PREP	6.26303(*)	1.43643	.000
		1	4.95491(*)	1.33400	.004
		2	5.92608(*)	1.32250	.000
3		5.02207(*)	1.33506	.003	

* The mean difference is significant at the .05 level.

Also, in terms of attitudes, the results are significant between the students who are in the Preparatory year and 4th year ($p = 0.030$), Preparatory year and Master's degree ($p = 0.030$), and Preparatory year and PhD degree ($p = 0.000$). Here, the Preparatory school students scored significantly lower than the others. In addition, there is a significant difference between the students of 1st year and PhD candidates ($p = 0.004$), the students in their 2nd year and 4th year ($p = 0.009$), the students in their 2nd year and the ones in the

level of Master's degree ($p = 0.012$), the students in their 2nd year and the ones who are PhD candidates ($p = 0.000$), the students in their 3rd year and the ones who are PhD candidates ($p = 0.003$). So, it can be said that the students who study in the lower level significantly show lower results than the others. In general, the lowest scores considering all three categories of the questionnaire belong to the students who are from English Preparatory school while the highest scores belong to the ones who are PhD candidates.

4.2 The Written Interview Results

In this part of the results, answers to the interview items are elaborated with explanations which the participants provided to clarify their ideas. Common points in the interview results are presented in this section. In addition, the examples which the participants reported are shown in this part.

4.2.1 Results of the First Interview Item

In the first question of the interview [What does culture mean to you?], meaning of the term "culture" was asked to the participants and they tried to explain what culture means to them in detail. Indispensably, there were some common points in their answers and these points were related to the definition of culture. An example of a definition from a Turkish female student in Master's degree in Communication faculty can be seen below:

Extract 1[Turkish female]:

"Culture is a mirror reflecting one's life style, customs, beliefs and so on. Culture is very important."

Table 4.30 Answers Given to the First Interview Item

Item 1	51%	customs and traditions
	31%	life style
	14%	the language, clothes, food, norms and values
	12%	communication and knowledge

As can be seen in the Table 4.29 above while defining culture 51% percent of the whole interviewees used the words “customs and traditions” which was the most common answer. 31% of the whole group used the term “life style” and 8 of the interviewees defined culture with words “beliefs and views”. On one hand, 14% of the participants mentioned that culture is related to “language, clothes, food, norms and values”. On the other hand, 12% of the interviewees emphasized the words “communication and knowledge”. The rest of the words and phrases which were reported as a definition showed a lower frequency. They were mostly mentioned just once. These words and phrases are: etiquette, attitude, religion, literature, music, law, morality, social heritage and the way people interact with each other.

4.2.2 Results of the Second Interview Item

In the second interview item [Do you think your own culture is similar to or different from the English culture? In what way(s)? Does this situation affect your language learning? Give reasons.], the interviewees discussed the similarities or the differences between their own culture and the target culture in detail. They were asked to explain with the reasons if these similarities or the differences affect their target language learning. The results are given below in the Table 4.30. In addition an example of the

answers can be seen below from a female Turkish Cypriot student who studies in the Preparatory school:

Extract 2 [female Turkish Cypriot]:

“My culture is not similar to another culture or the English culture. My culture is Turkish so I have a background of it. Our cuisine, our language, our history are different from each other. I cannot compare or contrast. Yes, it affects my English language learning because if you want to learn a language you have to learn its culture, too.”

Table 4.31 Answers Given to the Second Interview Item

Item 2	74%	own culture and the target culture are totally different
	14%	own culture and the target culture are similar
	12%	own culture and the target culture are both similar and different

A big number of the interviewees which makes the 74% of all reported that their own culture and the target culture are totally different from each other. They mentioned many different aspects. In detail, the participants specified the different aspects as food, drinks such as coffee, greetings, hospitality, religion, beliefs, marriage, behaviors in society, special days such as Christmas, dating, life style, cuisine, history and language. About the effects on the English language learning, the participants agreed that the differences usually affect the language learning to some extent but not totally. In addition as seen in the Extract 2, the participant thinks that the differences affect language learning negatively because she thinks language and culture are related to each other.

14% of the interviewees indicated that their culture and the English culture are similar. Surprisingly, all these five interviewees are Iranians. They reported that the similar points are customs, traditions and some common words.

Additionally, 12% of the interviewees reported that their culture and the English culture have both similarities in terms of beliefs and differences regarding their religions and this situation partly has impact on their language learning or it is totally irrelevant.

4.2.3 Results of the Third Interview Item

In this part of the interview [How do you think you can learn the English culture?], the interviewees explained the ways they believe they can learn the English culture. They specified their answers with the examples. While some of them mentioned just one or two ways the others gave many examples. In the Table 4.31 these specific examples are given. Also, below there is an extract of an interview answer given by a male Iranian student in Master’s degree:

Extract 3 [male Iranian]:

“The best way is to travel to England and live with the English people for a while. Other choices are just reading books and using the Internet. ”

Table 4.32 Answers Given to the Third Interview Item

Item 3	57%	Living in an English speaking country
	29%	TV
	25%	Books
	17%	Newspapers, magazines and radio

	14%	The Internet
	14%	Studying
	12%	Making English friends

For this item, as can be seen in the Table 4.31, %57 of the interviewees reported that living in an English-speaking country is the best way to learn the English culture and the country. The country was Great Britain. 29% interviewees indicated that TV provides a good opportunity to learn English, especially, via the news, movies and the series of shows. 25% participants mentioned many kinds of English books such as language learning books or novels are helpful to learn the target culture. Also, 17% participants of the whole group reported that media through the newspapers, magazines, radio and songs provide the language learners with the English culture. In addition, while 14% of the interviewees stated that The Internet is a useful source for learning the English culture, the other 14% reported that studying and learning the English language helps. As the least reported answer, 12% of the participants mentioned that making English friends and communicating with them is a way to learn their culture.

4.2.4 Results of the Fourth Interview Item

The answers which were given to the fourth interview item [Do you think it is necessary to learn the English culture while learning the English language? Why / Why not?] were related to the beliefs of the participants about the necessity of learning the target culture while learning the English language. They also gave their reasons to the answers. Also, below there is an extract of an interview answer given by a female Turkish Cypriot student in the 4th year in ELT:

Extract 4 [female Turkish Cypriot]:

“Yes, because language and culture are connected to each other.”

Table 4.33 Answers Given to the Fourth Interview Item

Item 4	69%	Necessary
	31%	Not necessary

As can be seen in the Table 4.32, %69 of the whole interviewees stated that the target culture is a necessity for the English language learners. Also, it can be seen in Extract 4 that the interviewee thinks language and culture are related to each other and that is why it is important to learn the target culture. On the other hand, %31 of the participants disagreed with this necessity. Among the ones who did not find the target culture learning vital, 2 out of all participants emphasized that it is not necessary but it contributes to the language learning so it can be learnt.

4.2.5 Results of the Fifth Interview Item

In this part, the answers which were gathered through the fifth interview item [Are you open to learning the English culture? Why / Why not?] were presented. The purpose of this interview item was to figure out the participants’ openness to the target culture learning. Below there is an answer of a male Turkish who studies in ELT:

Extract 5 [male Turkish]:

“I am open to learn the English culture because I believe I need to learn it in order to learn the English language better.”

Table 4.34 Answers Given to the Fifth Interview Item

Item 5	94%	Open
	6%	Not open

A great number of the interviewees which is 94% of all reported that they are open to learning the English culture. Also, as it is seen in the Extract 5, the student thinks that there is a relationship between learning the language and the target culture. The other 6% of the participants mentioned that they are certainly not open to learning the target culture. The reasons are discussed in the Chapter 5 of the study.

4.2.6 Results of the Sixth Interview Item

In the sixth and the last interview item [Do you think understanding the English culture would help you to learn the English language more easily?], the interviewees were questioned about whether they think understanding the English culture can help them to learn the English language more easily or not. The number of the participants who said “Yes” or “No” is given in Table 4.34 below. In addition, an example can be seen below from a male Iranian PhD student:

Extract 6 [a male Iranian]:

“If one wants to learn the culture, he has to learn the language first. And if one wants to learn English, he has to have an idea about its culture. They help understanding each other.”

Table 4.35 Answers Given to the Sixth Interview Item

Item 6	74%	Yes
	17%	No
	6%	Somehow helpful
	3%	Not sure

As it is shown in the table 4.34, 74% of the whole participants agreed that knowing the English culture helps language learning. Also, according to the interviewee whose answer was mentioned in Extract 6, the relationship of culture and language provides a better understanding for the language learners. On the other hand, 17% of the participants did not think understanding the target culture contributes to language learning. In addition, while 6% of the participants reported that it might be beneficial or somehow helpful, only 3% of them which it only 1 participant stated that he is not sure about the answer. The results are discussed in the following chapter.

Chapter 5

DISCUSSION AND CONCLUSION

In this chapter, the results of the study related to the questionnaire and interview answers are discussed and conclusions are deducted. Additionally, similarities of the questionnaire and the interview results were identified. Then, practical implications of the study are explained, limitations are clarified and recommendations for further research are suggested.

5.1 Discussion of the Results

The results of the questionnaire and interview items are discussed in this part of the study. While discussing the results, the research questions of the study are taken into consideration and the comparisons are provided between the questionnaire and the interview results.

Research Question 1: Do the personal factors (i.e. gender, nationality and age) impact on the university students' beliefs, awareness and attitudes regarding Target Culture Learning?

In this research question, the impact of participants' gender, nationality and age on their beliefs, awareness and attitudes regarding the target culture learning are discussed. Below there is a summary in Table 5.1 for the statistical results. In Table 5.1 it is

possible to see the factors which show the highest significance level of the beliefs, awareness and attitudes.

Table 5.1 Summary of Results for Research Question 1

Research Question 1	Gender	Nationality	Age
Beliefs	Female (p=0.003)	---	---
Awareness	Female (p=0.023)	Cypriots (p=0.045)	23-28 (p=0.027)
Attitudes	Female (p=0.015)	---	---

According to the results of the questionnaire, it can be said that gender has a significant effect on the learners' beliefs, awareness and attitudes regarding the target culture learning. In terms of gender, females showed stronger beliefs than males. Also, female participants have greater target cultural awareness and their attitudes are more positive than males as they scored higher means than males for the questionnaire items related to awareness and attitude. The reason for this situation may be that female students are more interested or successful in EFL (Çakıcı, 2011). Also, according to the results of the interview, % 69 percent of the students agreed on the necessity of the target culture learning which shows their positive beliefs about the target culture learning. However, when only the interview results are considered, it cannot be said that one of the gender groups has stronger beliefs than the other because the numbers of the students who have strong beliefs are equal (12 males and 12 females). This shows that both males and females have strong beliefs, but females' beliefs are stronger when the questionnaire is considered about the target culture learning. In terms of awareness, the case is the same: females seem to be the gender group who are more aware of the target culture. Similar to the answers related to the category of beliefs and awareness, females have the most positive attitudes towards the target culture. This may be related to the interest in the

EFL learning directly. The significant differences show that females are more motivated and eager to learn the target culture while learning English. Below a female Turkish Cypriot student from the Department of Tourism and Hospitality Management expressed her idea about the target culture learning:

Extract 1 [Turkish Cypriot female]:

“In my opinion English culture goes hand in hand with the English language, it may not be strictly necessary but I think it is for your benefit and by learning the language and its culture at the same time your knowledge is more complete and language learning can be more attractive, fun and helpful.”

Here, it can be seen that the student totally agrees with the idea that culture and language are related to each other. That is why she supports the view that target culture should be learned while learning EFL. She also finds culture learning entertaining.

Secondly, nationality was taken into account. The questionnaire results revealed that nationality does not cause a significant difference on the answers of the participants' beliefs about the target culture. However, in the interview results there is a significant difference among the nationalities. As a result of the interview items, similar to the argument supported by Seidl, (1998) and Muirhead (2009), Turkish Cypriot students, who make 26% of all the interviewees agreed on the indispensability of learning the target culture while learning English. There may be some different reasons for this: perhaps one of the main reasons is that Turkish Cypriots live in a multicultural environment and they are more familiar with the target culture. Secondly, they may have more contacts, friends or relatives in the UK than the Turkish and the Iranian students.

Thirdly, it is more common to see students in EMU who have an English parent and a Turkish Cypriot parent, that is, parents of mixed marriages. That is why they may have stronger beliefs about the target culture. In terms of awareness, it can be deduced from the results that Turkish Cypriots are the nationality group who is more aware of the target culture and their own culture while Iranians are the ones who found their culture closest to the English culture according to the interview results. The reason why Turkish Cypriot students are more aware of the target culture may be similar to the same reason mentioned above related to their beliefs. On the other hand, Turkish students found themselves not having enough knowledge about the English culture. The reason may be lack of experience abroad or not having foreign friends from the English-speaking countries. So, it can be seen that nationality has an effect on the participants' cultural awareness. In terms of attitudes, we can draw conclusions from the results that Turkish Cypriot students show higher motivation and openness to learn the target culture and to socialize with the English people.

Thirdly, the age factor was considered. According to the questionnaire results, it cannot be said that age affects the university students' beliefs about the target culture learning. However, in the interview results, the students aged between 17-22 and 29-34 gave the most positive answers which point out that they believe that the target culture learning is necessary. In addition, the group aged between 17-22 is the group who believes the least that watching movies and other programs in English is a good way to learn the English culture. This group may think that there are more effective ways to learn the target culture (Solé, 2003). Below two different answers from the interview results can be seen. The first one is about the way of learning the target culture and the interviewee is

an Iranian male aged between 29-34. The answer is about the ways of learning the target culture. The second answer is about the beliefs related to the necessity of the target culture learning stated by a female Iranian student who is between the ages 29-34:

Extract 2 [Iranian female]:

“Maybe, going to England and living there help learning the English culture. Even spending quite a lot of time can help you see how this culture is like.”

Extract 3 [Iranian female]:

“It is basically unimaginable to learn a target language without knowing something about its culture. Because the primary use of language is for communication and because communication takes place within a context, it is necessary to learn about that context for communication to be successful. Culture is in this sense refers to all factors that affect the behavior of interlocutors within that context.”

When it comes to the impact of age on awareness, it can certainly be said that older students are more aware of the target culture. The older the students become, the more aware they are of the culture. Below there is an example from the interview results which belongs to a 20 year-old female Turkish student from Economics Department:

Extract 4 [Turkish female]:

“I think, my culture and the English culture are so different from each other. Language, life style...Compared to other European countries like Sweden and Denmark or Switzerland and Germany which are so similar, we are not that much similar with the British and this makes language learning a bit difficult.”

In terms of attitudes, the students who are aged between 23-28 seemed to have more positive attitudes than the younger ones. In another words, the ones who are graduate students showed a greater interest in the target culture learning. Similar to what Liddicoat (2000) mentioned about communication and culture, below there is an example from a 23-year-old female Iranian student:

Extract 5 [female Iranian]:

“Understanding the English culture can motivate language learners and accordingly improve learning. Cultural information and understanding may prevent misinterpretation and misunderstanding that can break down a communication.”

Research Question 2: Does the background of the university students (i.e. their experience abroad, the country they stayed in, the duration of stay and the IELTS score) impact on the university students’ beliefs, awareness and attitudes in Target Culture Learning?

In this research question, firstly, the participants’ experience abroad is considered in terms of its effects on the learners’ beliefs. According to the questionnaire results, there is no significant impact of experience abroad on the beliefs of the students. The results with the highest level of significance can be seen in Table 5.2 below.

Table 5.2 Summary of Results for Research Question 2

Research Question 2	Experience Abroad	Duration of Stay	IELTS Participation	IELTS Score
Beliefs	---	---	Yes (p=0.026)	---
Awareness	Yes (p=0.001)	1m.or less-13+(p=0.032) 2-6m.-13+ (p=0.029)	---	6.5-8.0 (p=0.022) 7.5-8.0 (p=0.039)
Attitudes	Yes (p=0.032)	---	Yes (p=0.007)	---

In addition, between the ones who have been to an English-speaking country and the ones who have not, there is no significant difference. This shows that living in an English speaking country or not makes no difference in the participants' beliefs about the target culture learning. Similarly, the countries which they have visited, their duration of stay and IELTS exam score do not seem to have any effect on what they think about the target culture learning. However, the ones who participated in IELTS exam scored high in terms of their beliefs, which shows that they have positive beliefs about the target culture learning. On the other hand, the beliefs are not affected by any other factors such as living some time in an English speaking country or the duration of stay in that country. The reason may be that it is difficult to change the old beliefs about the culture even though you live in that country. One of the interviewees who is a Turkish Cypriot female and who has not been abroad before made the following statement regarding the beliefs about the target culture learning:

Extract 6 [Turkish Cypriot female]:

“I am not interested in learning the English culture.”

According to the results, the participants who have been in an English-speaking country before revealed significant differences compared to the ones who have never been in an English-speaking country in terms of their target cultural awareness. In general, the results show that visiting an English-speaking country before raise the learners' target cultural awareness, on the condition that the duration of stay is over 1 year. The results showed that those who have been in an English-speaking country over 1 year showed greater awareness than those who stayed shorter. However, the countries visited do not matter. Any English-speaking country may create the same effect on the students. Below a male Turkish ELT student who studies in the 4th year stated:

Extract 7 [Turkish male]:

“Best way of learning the English culture is living in England or if you do not have that opportunity you can find an English friend.”

In terms of the impact of the participants' experiences abroad on their attitudes, it is seen from the results that there is a significant effect on the learners' attitudes towards the target culture learning. It shows that attitudes of the participants who lived in an English-speaking country before are more positive towards the target culture learning than those who did not. On the other hand, the countries which were visited, the participants' the duration of stay and IELTS exam results which prove their efficiency in English do not have any effects on their attitudes towards the target culture learning. Although the students who have taken the exam show positive attitudes towards the target culture learning, their exam results do not affect their attitudes. Nevertheless, IELTS scores, which show their proficiency level, have specific effects on the participants' cultural awareness. If we take the categories of the IELTS scores into account as “low, average and high”, the ones which fall into the category of high showed the highest degree of awareness. This may come from the nature of IELTS exam which is mostly taken in order to enter a school or university in the United Kingdom. This means that those who study for IELTS may have a reason such as going to the United Kingdom to study, from which we can conclude that they are aware of the fact that learning a language in its culture and by learning its culture would be better in the UK (Liddicoat, 2008).

Research Question 3: Do the field of study and the year of attendance impact on the university students' beliefs, awareness and attitudes in Target Culture Learning?

In this research question, the field of study and the year of attendance of the university students are taken into consideration. Below Table 5.3 summarizes the results of the faculties, departments and year of attendance of the participants by showing the significance levels for beliefs, awareness and the attitudes of the university students.

Table 5.3 Summary of Results for Research Question 3

Research Question 3	Faculty	Department	Year of Attendance
Beliefs	Education-Architecture (p=0.001)	ELT-Business (p=0.001)	---
Awareness	Education-Architecture (p=0.014)	ELT-Architecture (p=0.010)	Prep-4 th year (p=0.000) Prep-Master (p=0.000) Prep-PhD (p=0.001)
Attitudes	Education-Architecture (p=0.001)	ELT-Architecture (p=0.000)	2 nd year- PhD (p=0.000) 3 rd year- PhD (p=0.003)

In terms of beliefs, according to the results of the questionnaire shown in Table 5.3, it can be stated that faculties have a significant impact on the participants' beliefs about the target culture learning. With respect to the participants' field of study, their departments have significant effects on the students' beliefs about the target culture learning, as well. ELT students scored significantly higher compared to the students of Architecture, Business Administration and Civil Engineering in terms of their strong beliefs about the target culture learning. Similarly, the year of attendance has a positive effect on students' awareness and attendance. As years go by in education, become more aware of the target culture and they have more positive attitudes towards the target culture learning. A good example is the PhD students compared to the undergraduates because their scores are mostly higher than the undergraduates. Below there are two different opinions which show the difference between the two students in terms of their

attitudes. The first one is a male Master's student from Architecture Department and the second one is a female PhD student from ELT Department.

Extract 8 [Iranian MA student male]:

“I do not need to know English culture while learning English because I only learn English. I try to learn only the language. I do not need to lose my own self.”

Extract 9 [Iranian PhD student female]:

“Learning the target culture is really necessary because we cannot learn English without learning their culture. Culture is really important. For example, people living in England learn the English culture while learning English. So we should learn the English culture while learning English.”

It is seen from the examples above that even between MA and PhD candidates there can be a difference in their answers. PhD candidates are mostly more positive towards the target culture learning. Besides, the students who have agreed on the necessity and importance of the target culture learning while learning EFL are mostly PhD students. This is common for all the departments that the graduate students or 4th year students are more in favor of learning the target culture which shows that when the year of attendance gets higher, the students are more knowledgeable and interested in the target culture. For instance, when students from the Preparatory year are compared to 1st year, 4th year and Master's students they show significantly lower results. This is common for all levels. The students who have a higher year of attendance show higher level of awareness and more positive attitudes than the others. The reason is that they think it is prominent to learn the target culture during language learning process. Regarding the faculties, compared to Architecture, Business and Economics and Engineering Faculty, Education Faculty shows significantly higher results. The reason may be that from the

Faculty of Education only the ELT students participated in this study and they are the ones who deal with foreign language learning. Nevertheless, the fact that ELT students revealed these results about the target culture learning is worth noting.

In terms of cultural awareness, like in the category of beliefs, field of study of the participants has an effect on their cultural awareness. Education Faculty and ELT Department scored the highest in this part. More specifically, students of English Language Teaching are significantly different from the students in Architecture and International Relations Departments. The difference is so clear between the undergraduate and graduate level students, as well. Graduate students give significantly more positive answers in both the interview and the questionnaire. The ones who are PhD students show that their cultural awareness related to their own culture and the target culture is greater than the others. On the other hand, the preparatory school students showed the lowest awareness results which prove the differences between the preparatory school students and the other undergraduate levels. The reason may be because the preparatory school students are new EFL learners and their proficiency levels are lower than the other classes and the graduate degrees. Perhaps, the intensive English courses which they take let them gain better awareness. So, it can be said that it may take time to become aware of the target culture and its importance. In addition, when the students become more efficient in English language, their level of cultural awareness increases. From this, we can conclude that during the process of education, the students gain more cultural awareness. This may be thanks to the classes which they take, and the environment which they learn in. According to the results, field of study of the participants also affects their attitudes significantly, and the Education Faculty

participants who are ELT students showed the highest positive attitudes in terms of motivation, openness and interest. The reason can be explained with the high level of knowledge of the language and the culture as this is related to their field of study. In addition, as in all categories PhD participants show the highest score of positive attitudes towards the target culture learning. This is a parallel result to those of their beliefs and awareness which can let us say the year of study has a great effect on the attitudes of the students towards the target culture. This also means when the status of education is higher, the students have stronger beliefs, they are more aware of their own culture and the target culture and they have more positive attitudes towards learning the target culture.

5.2 Limitations and Recommendations of the Study

The present study used both an interview and a questionnaire to collect data. As in every research study, this study has several limitations. In addition, there are some recommendations suggested for these limitations.

One of the limitations is that most of the respondents of the questionnaire were unwilling to answer the interview questions just after the questionnaire as they felt they did not want to answer any more questions, especially, the ones which needed an explanation. That is why only 35 out of 731 answered the interview questions. Another related limitation is that even some of those 35 interviewees provided limited answers to the interview questions only because they did not want to write more than one or two sentences. Also, as the number of the interviewees is not equal to the number of the

participants of the questionnaire, it can be said that the interview results can only be regarded as tendencies.

To overcome these limitations in the further research, the volunteer interviewees may be met another time which is more convenient for them. Alternatively, the voices of the participants who are willing to be interviewed can be recorded with a voice recorder. In this way, they may give longer answers with more details and examples. In addition, the number of the interviews and the questionnaires conducted may be equal to provide a total support of the interview to the statistical data. In sum, except the limitations mentioned above there are no other limitations that may possibly have affected the results of this study.

5.3 Implications of the Study

This research was conducted to fill a gap in the literature related to the target culture learning. It was intended to show the target culture issue from a different point of view which is learners' point of view. In this way, this research study was intended to be an effective way to understand the learners' opinions, the effects of their personal factors, background and educational status which were not found in the literature on their beliefs, cultural awareness and attitudes. Although these factors have some significant impact on the students' general approach to the target culture learning, they are not mentioned in the previous literature.

Through this study it can be argued that it is possible to teach the target culture and improve the students' beliefs, awareness and attitudes towards the target culture

learning. To achieve this, English teachers should consider personal factors, background information and field of study of the students. It can be understood through this study that some nationalities can be more open to the target culture learning than others and this should be considered carefully by the teachers. In addition, the teachers should remember that learning the target culture, becoming aware of it and gaining positive attitudes towards it takes a long time. It cannot happen just in a week or a month. The ages of the learners should also be taken into account: when they are older they are more open to learning the target culture and have a positive attitude. In order to help the students gain knowledge of and a positive attitude towards the target culture, they may be encouraged to visit an English-speaking country if it is possible for them. However, the length of stay should be at least over a year.

By the help of this study, the EFL teachers will have a chance to recognize the lack of knowledge and awareness that the learners have and help them to gain better attitudes to the target culture. In addition, instead of discussing whether it is necessary or not to teach the target culture in the English language lessons, the teachers may realize that they also need to improve their knowledge about both the target culture and the university students' own culture to be able to teach them well.

Finally, by comparing three different nations in terms of the target culture learning the research study was intended to show the probable differences to the English language teachers in order to give them a chance to be aware of this situation if they teach in a

multicultural class. They may adopt different approaches to teach their students according to what they need in order to learn.

5.4 Conclusion

After being a controversial issue for some time, the importance of the target culture learning in EFL has been the concern of many researchers for about half a century (Tsou, 2005). This study was conducted to find out the university students' beliefs, awareness and attitudes related to the target culture learning in an English language learning process. As a result of the study, both qualitative and quantitative results were evaluated. The research questions covered the impact of the university students' personal information, background and education on their beliefs, awareness and attitudes regarding the target culture learning.

Considering the results of the study it can be said that while some of the university students supported the idea that it is not obligatory to learn the English language with its culture, most of the learners agreed that without the target cultural knowledge EFL is incomplete because language and culture are inseparable from each other (Salzmann, 1993). In terms of beliefs, awareness and attitudes, Turkish Cypriot students seemed to score significantly the highest results. I believe there may be many different reasons for this: their historical background as a British colony, their controversial political issues, their family life such as mixed marriages (e.g. between Turkish Cypriot and British partners), their connection with England via their families, relatives or friends who live there. Similarly, female students showed a higher score in all three categories. I believe

this may result from their higher interest or talent in English language learning (Çakıcı, 2011).

In terms of age, the older students seem to have higher level of cultural awareness than the younger ones. I think, this shows us that as the university students get older, they become more aware of the target culture. The reason may be the maturity of the students and the level of their appreciation and understanding. When they grow older, they become more mature and their level of appreciation and understanding may get higher. Also, as the younger students study in the beginning years of the university education, they may have less knowledge about the English language and culture. When they learn more in time, they may gain better beliefs, awareness and attitudes. Most probably that is why the students from the graduate degrees seem to be more open to learning the target culture, because this result is confirmed by the results regarding the year of attendance. When the year of attendance to the university is considered, it can be seen that when it is higher, the level of cultural awareness is higher and the students have more positive attitudes towards the target culture learning. Therefore, while English Preparatory School students scored the lowest, PhD candidates scored the highest in all categories in the study.

Regarding the results of this study, the university students who have been in an English-speaking country before scored higher in terms of their awareness than the ones who have not been to any English-speaking country before. The only condition is to live in an English-speaking country over one year. Only the ones who stayed abroad thirteen months or longer showed significant results in terms of their awareness. Here, it can be

understood that the students need time to gain cultural awareness in that country. When the time length of time is less than a year, they have difficulty in becoming aware of the features of the target culture.

From the point of proficiency of English, the university students IELTS exam results are taken into account. According to the results, the students who have higher proficiency level in English scored higher in terms of cultural awareness. This shows that when the students have a better understanding of English language, they become more aware of the target culture and its importance in EFL.

In terms of the field of study, the students from the ELT Department showed greater difference compared to the other departments. They believe more strongly that the target culture should be learned; they are more aware of the target culture and they are more open to learning it. To me, this result seems so normal because the students who are from the Department of ELT are the ones who are prospective teachers of English language. That is why it looks pretty normal that they are open to learning the target culture which they may need to teach later.

Throughout this research study, the factors which may affect the target culture learning in EFL are discussed. The findings of this research study show the importance of the target culture learning and the possible contributions to the field of ELT. Particularly, this study provides useful insights into the university students' general approach (broken down into three sub-categories of beliefs, awareness and attitudes) to learning the target

culture. Such useful insights will undoubtedly be helpful in designing more effectively the teaching of the target culture in ELT.

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APPENDICES

Appendix B: Consent Form

CONSENT FORM

Dear Participant,

The purpose of this questionnaire is to identify your views of learning the English culture and language. You are requested to respond to the items in the questionnaire in English. Please complete the following questionnaire items by checking the box which best describes you. There are no right or wrong answers. Please try to respond to all items and complete the required information on the optic form with a pencil only. The data collected through this instrument will be used for research purposes only and the information you provide will be confidential. If you agree to participate in this research, please sign this paper below.

Thank you for your cooperation.

Thank you for your cooperation.

Signature of the Participant.....

MÜGE ÇİÇEK
Department of English Language
Teaching (MA Program)
Faculty of Education
Eastern Mediterranean University

2011

Appendix C: Cover Page of the Questionnaire

Dear Participant,

The purpose of this questionnaire is to identify your views of learning the English culture and language. You are requested to respond to the items in the questionnaire in English. Please complete the following questionnaire items by checking the box which best describes you. There are no right or wrong answers. Please try to respond to all items.

Thank you for your cooperation.

MÜGE ÇİÇEK
Department of English Language
Teaching (MA Program)
Faculty of Education
Eastern Mediterranean University
2011

PERSONAL INFORMATION

1 Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
2 Age	
3 Nationality	Turkish <input type="checkbox"/> Turkish Cypriot <input type="checkbox"/> Iranian <input type="checkbox"/>
4 Year of Study at EMU	Prep School <input type="checkbox"/> 1. year <input type="checkbox"/> 2. year <input type="checkbox"/> 3. year <input type="checkbox"/> 4. year <input type="checkbox"/> Master <input type="checkbox"/> PhD <input type="checkbox"/>
5 Department	
6 Lived Abroad?	Yes <input type="checkbox"/> No <input type="checkbox"/>
6.1 Duration of Stay months years
6.2 Country/Countries	
7 International English Language Proficiency Test Results	Yes <input type="checkbox"/> No <input type="checkbox"/>
7.1 TOEFL Score and the Year Taken/.....
7.2 IELTS Score and the Year Taken/.....
7.3 Any Other Proficiency Exam and the Year Taken/.....

Appendix D: The Questionnaire

		A	B	C	D	E
		Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1-	I believe reading books and magazines in English helps learning the English culture.					
2-	I think there are some similarities between my own culture and the English culture.					
3-	I feel open to socializing with the English people.					
4-	I think learning the English culture is an important issue while learning the English language.					
5-	I think culture provides information about the daily life of a nation.					
6-	I would like to learn the English culture more in order to understand the English language more easily.					
7-	I think learning the English culture is an unimportant issue while learning the English language.					
8-	I think I have enough knowledge about my own culture.					
9-	I think I can learn about the food and drink of the English people while learning the English language.					
10-	I believe in order to learn the English culture I don't need to live in an English- speaking country.					
11-	I don't think I have enough knowledge about my own culture.					

		A	B	C	D	E
		Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
12-	I think I can learn about the daily life and routines of the English people while learning the English language.					
13-	I believe in order to learn the English culture I need to live in an English- speaking country.					
14-	I think my knowledge about the English culture is insufficient.					
15-	I think I should be open to learning the English culture.					
16-	I believe travelling to the English speaking countries helps learning the English culture.					
17-	I think my knowledge about the English culture is enough.					
18-	I think knowing more about the English culture makes me more interested in learning English.					
19-	I think learning the English culture can make English language learning interesting.					
20-	I think the similarities between two cultures make language learning easier.					
21-	I don't feel open to socializing with the English people.					
22-	I think knowing English requires learning its culture as well.					

		A	B	C	D	E
		Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
23-	I think there are some differences between my own culture and the English culture.					
24-	I think knowing more about the English culture makes me less interested in learning English.					
25-	I think learning the English culture can make English language learning boring.					
26-	I think culture provides information about the habits and traditions of a nation.					
27-	I would like to learn more about the English culture.					
28-	I believe watching movies and some other programmes on English TV channels is a good way to learn the English culture.					
29-	I think the similarities between two cultures make language learning harder.					
30-	I am motivated to learn the English culture.					
31-	I think culture provides information about shared values and beliefs.					
32-	I am unmotivated to learn the English culture.					

Appendix E: The Interview

INTERVIEW

PLEASE EXPLAIN YOUR ANSWERS

1. What does culture mean to you?

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2. Do you think your own culture is similar to or different from the English culture? In what way(s)? Does this situation affect your language learning? Give reasons.

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3. How do you think you can learn the English culture?

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4. Do you think it is necessary to learn the English culture while learning the English language? Why/Why not?

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5. Are you open to learning the English culture? Why?/Why not?

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6. Do you think understanding the English culture would help you learn the English language more easily?

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Thank You!

Appendix F: Table 4.6

Table 4.6 Descriptive Statistics: Beliefs, Awareness and Attitudes: Age

		N	Mean	Std. Deviation	Std. Error
Beliefs	17-22	369	37.0650	5.04556	.26266
	23-28	309	37.9968	5.35038	.30437
	29-34	46	38.3696	3.88935	.57345
	35 AND MORE	7	38.7143	5.28250	1.99660
	Total	731	37.5568	5.13148	.18979
Awareness	17-22	369	38.8699	4.98197	.25935
	23-28	309	39.8932	4.55539	.25915
	29-34	46	40.5435	4.15642	.61283
	35 AND MORE	7	41.5714	3.95209	1.49375
	Total	731	39.4337	4.77831	.17673
Attitudes	17-22	369	40.2683	6.14243	.31976
	23-28	309	41.1553	6.36206	.36192
	29-34	46	42.1739	6.18710	.91224
	35 AND MORE	7	43.0000	8.62168	3.25869
	Total	731	40.7893	6.27929	.23225
Overall	17-22	369	116.203 3	13.19212	.68675
	23-28	309	119.045 3	13.31235	.75731
	29-34	46	121.087 0	11.92351	1.75803
	35 AND MORE	7	123.285 7	15.54257	5.87454
	Total	731	117.779 8	13.27277	.49091

Appendix G: Table 4.13

Table 4.13 Descriptive Statistics: Beliefs, Awareness and Attitudes: Visited Countries

		N	Mean	Std. Deviation	Std. Error
Beliefs	USA	40	37.2000	5.25357	.83066
	GREAT BRITAIN	40	38.1500	5.31350	.84014
	AUSTRALIA	7	37.8571	9.71989	3.67377
	CANADA	14	39.1429	7.18821	1.92113
	OTHER	9	38.6667	5.09902	1.69967
	Total	110	37.9545	5.80475	.55346
Awareness	USA	40	40.5500	4.87248	.77041
	GREAT BRITAIN	40	41.0500	4.46037	.70525
	AUSTRALIA	7	40.2857	5.31395	2.00849
	CANADA	14	37.6429	5.37240	1.43583
	OTHER	9	42.3333	4.74342	1.58114
	Total	110	40.4909	4.86844	.46419
Attitudes	USA	40	41.8750	5.36937	.84897
	GREAT BRITAIN	40	42.7250	5.51914	.87265
	AUSTRALIA	7	40.4286	10.27711	3.88438
	CANADA	14	41.2857	7.35295	1.96516
	OTHER	9	40.0000	8.61684	2.87228
	Total	110	41.8636	6.29763	.60046
Overall	USA	40	119.6250	13.26010	2.09661
	GREAT BRITAIN	40	121.9250	12.53587	1.98210
	AUSTRALIA	7	118.5714	18.16459	6.86557
	CANADA	14	118.0714	16.44321	4.39463
	OTHER	9	121.0000	17.03673	5.67891
	Total	110	120.3091	13.88732	1.32410

Appendix H: Table 4.18

Table 4.18 Descriptive Statistics: Beliefs, Awareness and Attitudes: IELTS Scores

		N	Mean	Std. Deviation	Std. Error
Beliefs	MODEST	5	37.2000	4.14729	1.85472
	BTW MODEST AND COMPETENT	5	39.2000	2.77489	1.24097
	COMPETENT	25	38.0800	5.15526	1.03105
	BTW COMPETENT AND GOOD	21	39.1429	4.99285	1.08953
	GOOD	9	40.7778	4.57651	1.52550
	BTW GOOD AND VERY GOOD	4	42.2500	.95743	.47871
	VERY GOOD	2	38.5000	3.53553	2.50000
	Total	71	39.0000	4.67211	.55448
Awareness	MODEST	5	40.0000	5.04975	2.25832
	BTW MODEST AND COMPETENT	5	40.6000	1.51658	.67823
	COMPETENT	25	39.3200	2.68825	.53765
	BTW COMPETENT AND GOOD	21	41.1429	3.43927	.75051
	GOOD	9	40.5556	2.92024	.97341
	BTW GOOD AND VERY GOOD	4	42.0000	1.82574	.91287
	VERY GOOD	2	32.5000	13.43503	9.50000
	Total	71	40.1127	3.68607	.43746
Attitudes	MODEST	5	38.4000	8.14248	3.64143
	BTW MODEST AND COMPETENT	5	40.6000	4.56070	2.03961
	COMPETENT	25	41.6800	6.28305	1.25661
	BTW COMPETENT AND GOOD	21	45.2381	6.46456	1.41068
	GOOD	9	44.5556	4.66667	1.55556

		N	Mean	Std. Deviation	Std. Error
	BTW GOOD AND VERY GOOD	4	44.7500	3.94757	1.97379
	VERY GOOD	2	41.0000	4.24264	3.00000
	Total	71	42.9437	6.20573	.73648
Overall	MODEST	5	115.6000	13.27780	5.93801
	BTW MODEST AND COMPETENT	5	120.4000	5.36656	2.40000
	COMPETENT	25	119.0800	11.66519	2.33304
	BTW COMPETENT AND GOOD	21	125.5238	11.95249	2.60825
	GOOD	9	125.8889	10.24017	3.41339
	BTW GOOD AND VERY GOOD	4	129.0000	4.54606	2.27303
	VERY GOOD	2	112.0000	21.21320	15.00000
	Total	71	122.0563	11.66054	1.38385

Appendix I: Table 4.21

Table 4.21 Descriptive Statistics: Beliefs, Awareness and Attitudes: Faculties

		N	Mean	Std. Deviation	Std. Error
Beliefs	ARCHITECTURE	100	36.5300	5.19218	.51922
	ARTS AND SCIENCES	41	38.3902	5.19075	.81066
	BUSINESS AND ECONOMICS	129	37.3488	5.04612	.44429
	COMMUNICATION AND MEDIA STUDIES	54	36.9630	4.55144	.61937
	EDUCATION	125	39.3440	5.64416	.50483
	ENGINEERING	211	37.2370	4.54719	.31304
	SCHOOL OF TOURISM AND HOSPITALITY MANAGEMENT	71	37.1549	5.65091	.67064
	Total	731	37.5568	5.13148	.18979
Awareness	ARCHITECTURE	100	38.6300	5.16135	.51613
	ARTS AND SCIENCES	41	40.0732	5.47901	.85568
	BUSINESS AND ECONOMICS	129	38.9922	4.52164	.39811
	COMMUNICATION AND MEDIA STUDIES	54	38.2963	3.42372	.46591
	EDUCATION	125	40.7680	5.12605	.45849
	ENGINEERING	211	39.2464	4.61838	.31794
	SCHOOL OF TOURISM AND HOSPITALITY MANAGEMENT	71	40.0704	4.50182	.53427
	Total	731	39.4337	4.77831	.17673
Attitudes	ARCHITECTURE	100	39.2800	5.92560	.59256
	ARTS AND SCIENCES	41	41.7073	6.34525	.99096
	BUSINESS AND ECONOMICS	129	40.6512	5.87720	.51746
	EDUCATION	125	42.6480	7.12815	.63756
	ENGINEERING	211	40.4123	5.97659	.41145
	SCHOOL OF TOURISM AND HOSPITALITY MANAGEMENT	71	41.0845	6.96880	.82704
	Total	731	40.7893	6.27929	.23225
	Overall	ARCHITECTURE	100	114.4400	13.23244
ARTS AND SCIENCES	41	120.1707	14.46185	2.25856	
BUSINESS AND ECONOMICS	129	116.9922	12.41439	1.09303	
COMMUNICATION AND MEDIA STUDIES	54	115.2593	9.41333	1.28099	
EDUCATION	125	122.7600	15.52438	1.38854	

ENGINEERING	211	116.8957	11.75984	.80958
SCHOOL OF TOURISM AND HOSPITALITY MANAGEMENT	71	118.3099	14.38907	1.70767
Total	731	117.7798	13.27277	.49091

Appendix J: Table 4.24

Table 4.24 Descriptive Statistics: Beliefs, Awareness and Attitudes: Departments

		N	Mean	Std. Deviation	Std. Error	
Beliefs	ARCHITECTURE	84	36.4881	4.95885	.54106	
	BANKING AND FINANCE	46	37.6957	4.76034	.70187	
	BUSINESS ADMINISTRATION	52	35.8269	5.12097	.71015	
	CIVIL ENGINEERING	61	36.7049	5.30831	.67966	
	COMMUNICATION AND MEDIA STUDIES	5	34.0000	2.54951	1.14018	
	COMPUTER ENGINEERING	39	37.2564	4.79977	.76858	
	ECONOMICS	13	40.8462	4.35596	1.20813	
	ELECTRICAL AND ELECTRONIC ENGINEERING	37	37.0811	4.05091	.66597	
	ENGLISH LANGUAGE TEACHING	112	39.6875	5.57832	.52710	
	INDUSRIAL ENGINEERING	28	38.0000	3.93465	.74358	
	INFORMATION TECHNOLOGY	26	37.4615	4.96573	.97386	
	INTERIOR DESIGN	16	37.3750	5.80661	1.45165	
	INTERNATIONAL RELATIONS	19	37.8421	5.36722	1.23132	
	JOURNALISM	12	36.4167	4.92597	1.42200	
	MECHANICAL ENGINEERING	33	37.1818	4.50316	.78390	
	PUBLIC RELATIONS AND ADVERTISING	12	34.6667	3.25669	.94013	
	PSYCHOLOGY	45	38.1778	5.16672	.77021	
			N	Mean	Std. Deviation	Std. Error
		RADIO TELEVISION AND FILM	15	38.5333	2.23180	.57625
		TOURISM AND HOSPITALITY MANAGEMENT	73	37.3014	5.70985	.66829
	VISUAL ARTS AND VISUAL COMMUNICATION DESIGN	3	42.6667	2.51661	1.45297	
	Total	731	37.5568	5.13148	.18979	
Awareness	ARCHITECTURE	84	38.4524	5.12825	.55954	
	BANKING AND FINANCE	46	39.1087	4.42833	.65292	
	BUSINESS ADMINISTRATION	52	38.4423	4.20743	.58347	

	CIVIL ENGINEERING	61	38.5246	4.62460	.59212
	COMMUNICATION AND MEDIA STUDIES	5	39.4000	1.94936	.87178
	COMPUTER ENGINEERING	39	39.3077	4.34774	.69620
	ECONOMICS	13	42.1538	5.41366	1.50148
	ELECTRICAL AND ELECTRONIC ENGINEERING	37	38.7568	3.26943	.53749
	ENGLISH LANGUAGE TEACHING	112	41.1696	5.11118	.48296
	INDUSRIAL ENGINEERING	28	39.1071	5.52663	1.04444
	INFORMATION TECHNOLOGY	26	40.2308	5.62358	1.10287
	INTERIOR DESIGN	16	39.3750	5.58420	1.39605
	INTERNATIONAL RELATIONS	19	36.8947	4.38298	1.00552
	JOURNALISM	12	36.7500	3.98006	1.14895
	MECHANICAL ENGINEERING	33	39.2727	4.17038	.72597
	PUBLIC RELATIONS AND ADVERTISING	12	37.5833	2.74552	.79256
		N	Mean	Std. Deviation	Std. Error
	PSYCHOLOGY	45	40.1333	5.34109	.79620
	RADIO TELEVISION AND FILM	15	40.3333	2.31969	.59894
	TOURISM AND HOSPITALITY MANAGEMENT	73	40.2055	4.52450	.52955
	VISUAL ARTS AND VISUAL COMMUNICATION DESIGN	3	39.6667	2.51661	1.45297
	Total	731	39.4337	4.77831	.17673
Attitudes	ARCHITECTURE	84	38.8690	5.52056	.60234
	BANKING AND FINANCE	46	41.3043	5.67203	.83630
	BUSINESS ADMINISTRATION	52	39.7500	5.61118	.77813
	CIVIL ENGINEERING	61	39.0984	6.54651	.83820
	COMMUNICATION AND MEDIA STUDIES	5	34.2000	2.16795	.96954
	COMPUTER ENGINEERING	39	40.1282	6.70106	1.07303
	ECONOMICS	13	44.3846	6.26549	1.73774
	ELECTRICAL AND ELECTRONIC ENGINEERING	37	40.7568	5.37176	.88311

	N	Mean	Std. Deviation	Std. Error
ENGLISH LANGUAGE TEACHING	112	43.3750	6.75321	.63812
INDUSRIAL ENGINEERING	28	41.0357	4.95522	.93645
INFORMATION TECHNOLOGY	26			
INTERIOR DESIGN	16	41.5625	7.44731	1.86183
INTERNATIONAL RELATIONS	19	39.1579	5.54039	1.27105
JOURNALISM	12	39.5833	5.93079	1.71207
MECHANICAL ENGINEERING	33	40.7879	6.32336	1.10076
PUBLIC RELATIONS AND ADVERTISING	12	38.4167	3.31548	.95710
PSYCHOLOGY	45	40.7778	6.82538	1.01747
RADIO TELEVISION AND FILM	15	41.5333	3.66190	.94550
TOURISM AND HOSPITALITY MANAGEMENT	73	40.9452	6.91193	.80898
VISUAL ARTS AND VISUAL COMMUNICATION DESIGN	3	41.0000	2.00000	1.15470
Total	731	40.7893	6.27929	.23225
Overall ARCHITECTURE	84	113.8095	12.78975	1.39548
BANKING AND FINANCE	46	118.1087	11.43528	1.68604
BUSINESS ADMINISTRATION	52	114.0192	12.26423	1.70074
CIVIL ENGINEERING	61	114.3279	12.26339	1.57017
COMMUNICATION AND MEDIA STUDIES	5	107.6000	2.70185	1.20830
COMPUTER ENGINEERING	39	116.6923	11.99156	1.92019
ECONOMICS	13	127.3846	14.28600	3.96222
ELECTRICAL AND ELECTRONIC ENGINEERING	37	116.5946	9.93160	1.63274
ENGLISH LANGUAGE TEACHING	112	124.2321	15.08175	1.42509
INDUSRIAL ENGINEERING	28	118.1429	11.85628	2.24063
INFORMATION TECHNOLOGY	26	120.4231	13.38409	2.62484
INTERIOR DESIGN	16	118.3125	14.68205	3.67051

INTERNATIONAL RELATIONS	19	113.8947	11.73738	2.69274
JOURNALISM	12	112.7500	10.85546	3.13370
	N	Mean	Std. Deviation	Std. Error
MECHANICAL ENGINEERING	33	117.2424	11.57322	2.01464
PUBLIC RELATIONS AND ADVERTISING	12	110.6667	7.02377	2.02759
PSYCHOLOGY	45	119.0889	14.57866	2.17326
RADIO TELEVISION AND FILM	15	120.4000	6.00952	1.55165
TOURISM AND HOSPITALITY MANAGEMENT	73	118.4521	14.31689	1.67567
VISUAL ARTS AND VISUAL COMMUNICATION DESIGN	3	123.3333	1.52753	.88192
Total	731	117.7798	13.27277	.49091

Appendix K: Table 4.27

Table 4.27 Descriptive Statistics: Beliefs, Awareness and Attitudes: Year of Attendance

		N	Mean	Std. Deviation	Std. Error
Beliefs	PREP	62	36.4839	4.37107	.55513
	1	116	37.2414	5.11200	.47464
	2	128	36.7109	4.86859	.43033
	3	115	37.1565	5.14797	.48005
	4	168	38.1845	5.78004	.44594
	MASTER	116	38.3879	4.80176	.44583
	PHD	26	39.6923	3.64164	.71418
	Total	731	37.5568	5.13148	.18979
Awareness	PREP	62	36.8387	3.63586	.46175
	1	116	39.1552	5.23467	.48603
	2	128	38.6094	4.34213	.38379
	3	115	38.8522	4.26582	.39779
	4	168	40.7083	4.85398	.37449
	MASTER	116	40.2931	4.74757	.44080
	PHD	26	41.4231	5.29281	1.03801
	Total	731	39.4337	4.77831	.17673
Attitudes	PREP	62	38.9677	5.25097	.66687
	1	116	40.2759	5.81391	.53981
	2	128	39.3047	6.00073	.53039
	3	115	40.2087	6.10507	.56930
	4	168	41.8274	6.70329	.51717
	MASTER	116	41.9914	6.29216	.58421
	PHD	26	45.2308	6.05513	1.18751
	Total	731	40.7893	6.27929	.23225
Overall	PREP	62	112.2903	10.63306	1.35040
	1	116	116.6724	12.98613	1.20573
	2	128	114.6250	12.42236	1.09799
	3	115	116.2174	12.25875	1.14313
	4	168	120.7202	14.43380	1.11359
	MASTER	116	120.6724	12.58486	1.16847
	PHD	26	126.3462	13.68194	2.68325
	Total	731	117.7798	13.27277	.49091