

**Global English Language and Culture Teaching in
TRNC Secondary EFL Classroom: Teachers'
Perceptions and Textbooks**

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ABSTRACT

According to Alvarez (2007, p. 126), “Today, foreign language education finds itself at a crossroads with multiple models of language and culture competence”. In other words, because of the globalization of the English language, the field of ELT is facing new challenges for teaching language and culture.

Taking these challenges into consideration, the main purpose of this study is to focus on culture teaching in public secondary schools in TRNC. More specifically, this study aims to find out the awareness of language teachers and their attitudes towards teaching culture, as well to analyze the language textbooks used in the public secondary schools in TRNC with specific reference to intercultural sensitivity. As a result, this study primarily focuses on the following research questions:

- What are the language teachers’ perceptions on culture/intercultural teaching?
- To what extent are language teachers aware of the intercultural dimension of language teaching?
- How are culture/intercultural teaching reflected in the language textbooks?

In order to find out the answers to the research questions, a related questionnaire (Hui, 2010) was administered to 42 English language teachers working in secondary schools in six different regions of Northern Cyprus. The data collected by the means of the questionnaire was analyzed by SPSS 20. Moreover, the English language textbooks used in public secondary schools were analyzed.

The findings of the study reveal that the teachers possess positive attitudes towards teaching language and culture. According to the results obtained, the language teachers believe that culture teaching is important and necessary. Moreover, the language teachers mainly rely on the language textbooks while teaching culture. Considering the intercultural dimension of language and culture teaching, it is possible to see that the language teachers possess vague ideas about the intercultural dimension of language teaching. Based on these results, it can be concluded that teacher training programmes on teaching language and culture are necessary.

Moreover, through the analysis of textbooks, it can be concluded that although the textbooks are designed to cater for intercultural sensitivity, their role in developing intercultural sensitivity is limited.

Keywords: Culture, teaching, intercultural, textbooks, English as a global language.

ÖZ

Alvarez (2007, s. 126)'e göre, günümüzde yabancı dil eğitimi birden çok dil ve kültür becerilerinin varlığı ile karşı karşıya kalmaktadır. Başka bir deyişle, İngiliz dilinin küreselleşmesinden dolayı İngiliz dili eğitimi alanında bir çok zorlukla karşılaşmaktadır.

Bu çalışma, belirtilen problemleri göz önünde bulundurarak, İngilizce öğretmenlerinin bu konu hakkındaki farkındalıklarını ölçmek ve onların hedef kültür öğretimi ve kültürlerarası eğitime karşı tutumlarını ölçmeyi amaçlarken, ortaokul seviyesinde okutulan İngilizce ders kitaplarında da kültürlerarası eğitimin nasıl yansıtıldığını ortaya çıkarmayı hedefler. Bu çalışmada öne sürülen araştırma soruları şunlardır:

- İngilizce öğretmenlerinin hedef kültür öğretimi ve kültürlerarası eğitim hakkındaki algıları nasıldır?
- İngilizce öğretmenlerinin hedef kültür öğretimi ve kültürlerarası eğitim hakkındaki farkındalıkları nasıldır?
- Hedef kültür eğitimi ve kültürlerarası eğitim İngilizce ders kitaplarına nasıl yansıtılmaktadır?

Bu çalışmada kullanılan anket 6 farklı bölgede görev yapan İngilizce öğretmenlerine uygulanmış, elde edilen sonuçlar SPSS 20 ile analiz edilmiştir. Çalışmanın ikinci kısmında, ortaokul seviyesinde okutulan İngilizce ders kitapları incelenmiştir.

Bu alıřma sonucunda, İngilizce retmenlerinin hedef kltr ğretimine karřı olumlu tutumlara sahip oldukları sylenbilir. Elde edilen sonulara gre, İngilizce retmenlerinin kltr ğretimini nemli ve gerekli bulmakta, ve bu konuda genellikle ders kitaplarından yararlanmaktadırlar. Bu alıřma, dil ğretiminin kltrlerarası boyutu hakkında İngilizce retmenlerinin farkındalıklarının geliřtirilebilmesi iin ise meslek ii eđitim kurslarının geređini ortaya koymuřtur.

Buna ek olarak, alıřmanın ikinci kısmında elde edilen sonularına gore ise, ders kitapların kltrlerarası farkındalık ve duyarlılıđı geliřtirme konusunda yetersiz oldukları saptanmıřtır.

Anahtar kelimeler: Hedef dil ğrenimi, İngilizce ders kitapları, kltrlerarası iletiřim, kresel dil olarak İngilizce.

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To My Family, and my Fiancé

TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZ.....	v
ACKNOWLEDGEMENTS.....	vii
DEDICATION.....	viii
LIST OF FIGURES.....	xii
LIST OF TABLES.....	xiii
INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Purpose of the Study.....	4
1.3 The Significance of the Study.....	5
1.4 Limitations of the Study.....	5
1.5 Definition Of Terms.....	5
LITERATURE REVIEW.....	8
2.1 English as a Global Language.....	8
2.2 Culture Theory.....	12
2.2.1 Culture and Language.....	12
2.2.2 Cultural Awareness.....	16
2.2.3 The Importance of Teaching Culture.....	17
2.2.4 Problems with teaching culture.....	18
2.2.4.1 Problems due to the global status of English.....	20

2.3 Materials and Culture Teaching	22
2.4 Implications for the language classroom.....	25
2.5 Similar Studies	31
2.5.1 Studies on Teachers' Perceptions towards teaching language and culture	31
2.5.2 Studies on Culture and language textbooks.....	33
METHOD.....	37
3.1 Research Design	37
3.2 The Research Context	38
3.3 Participants	39
3.4 Method of Data Collection	40
3.4.1 The Questionnaire.....	40
3.4.2 Textbook Evaluation.....	41
3.5 Data Collection and Analysis Procedures.....	43
RESULTS	45
4.1 The Results of the Questionnaire	45
4.1.1 Part 1: Language and Culture Teaching Objectives	45
4.1.2 Part Two: Possible Cultural Topics	57
4.1.3 Part Three: Methods or Approaches to teaching language and culture.	59
4.1.3 Part Four: English teaching Materials	64
4.1.3 Part Five: The cultural/ Intercultural dimension of TEFL.....	67
4.2 The Results of the Book Evaluation.....	75
4.2.1 Input provided by the textbooks	75

4.2.2 Method	91
4.2.3 Goals and Motivation.....	92
4.2.4 Summary	92
CONCLUSION.....	94
5.1 Discussion of the Results.....	94
5.1.1 Results of the questionnaire.....	94
5.1.2 Results of the textbook evaluation.....	99
5.2 Implications of the Study	101
Suggestions for further Research	103
REFERENCES.....	104
APPENDICES	111
Appendix B.....	124
Appendix C.....	148
Appendix D	167

LIST OF FIGURES

Figure 1: A pronunciation exercise about idioms	76
Figure 2: A matching exercise covering idioms.	77
Figure 3: Greetings.....	78
Figure 4: Facial expressions.....	79
Figure 5: A photo illustrating the thanks giving tradition.....	80
Figure 6: French artist George Seurat and his painting “Sunday afternoon on the island of La Grande Jatte”	81
Figure 7: Opera and Ballet.	81
Figure 8: Famous celebrities.	82
Figure 9: Famous scientists from other cultures..	83
Figure 10: Different holiday resorts	85
Figure 11: A Spanish tradition.	85
Figure 12: Kung-Fu in China.	86
Figure 13: Traditional foo	87
Figure 14: Indian restaurant	87
Figure 15: Food and eating habits in Arab countries	88
Figure 16: A text about immigration to U.K.....	90
Figure 17: A picture portraying the multicultural nature of Britain.....	91

LIST OF TABLES

Table 4.1: Descriptive statistics of battery 1	45
Table 4.2. Descriptive statistics for the items in Part One	47
Table 4.3: Frequencies of the items in Part One	48
Table 4.4: Interesting cultural topics.....	50
Table 4.5: Language and culture teaching time	53
Table 4.6: The participants' answers regarding their preference for language and culture teaching.	54
Table 4.7: The participants answers regarding the reasons behind not being able to spend more time on culture teaching	55
Table 4.8: Possible cultural topics to be taught.....	57
Table 4.9: Necessity of cultural items in the curriculum.	59
Table 4.10: Descriptive Statistics of Battery 1.....	60
Table 4.11: Descriptive Statistics for the items in Part 3.....	61
Table 4.12: Frequencies for the items in part 3.....	62
Table 4.13: Frequencies of the item q12 (<i>item about the choice of textbooks</i>).....	64
Table 4.14: Frequencies of the item q13(<i>item about the use of supplementary materials</i>)	65
Table 4.15: Frequencies of the item q14 (<i>item about the cultural content of textbooks</i>)	66
Table 4.16: Frequencies of the item q15 (<i>item about the cultural knowledge in the exams</i>)	66
Table 4.17: Frequencies of the item q16 (<i>item about the teachers' satisfaction with the cultural content of the textbooks</i>).....	67

Table 4.18: The mean score for part five (<i>The cultural/ Intercultural dimension of TEFL</i>).....	68
Table 4.19: Descriptive statistics for the items in part 5.....	69
Table 20: Descriptive statistics for the items in part 5 (<i>The cultural/ Intercultural dimension of TEFL</i>)	71
Table 4.21: One way ANOVA Mean differences across age groups for items 1-6k.	124
Table 4.22: Post Hoc Test (differences across age groups) for items 1-6k.....	126
Table 4.23: One way ANOVA: Mean differences across teaching experience groups for items 1-6k.....	131
Table 4.24: Post Hoc Test (differences across teaching experience groups) for items 1-6k	133
Table 4.25: Independent Samples t-test: Mean differences between BA and MA group for items 1-6k.....	142
Table 4.26: One way ANOVA Mean differences across age groups for items 7 and 8.	146
Table 4.27: One way ANOVA: Mean differences across teaching experience groups for items 7 and 8.....	146
Table 4. 28: Independent Samples <i>t</i> -test: Mean differences between BA and MA group items 7 and 8.	147
Table 4.29: One way ANOVA Mean differences across age groups for items 11a-11m.....	148
Table: 4.30: Post Hoc Test (differences across age groups) for items for items 11a-11m.....	150

Table 4.31: One way ANOVA: Mean differences across teaching experience groups for items 11a-11m.	154
Table: 4.32: Post Hoc Test (differences across teaching experience groups) for items for items 11a-11m.	156
Table 4.33: Independent Samples t-test: Mean differences between BA and MA group for items 11a-11m.	163
Table: 4.34: One way ANOVA Mean differences across age groups for items 17a – 17u.	167
Table: 4.35: Post Hoc Test (differences across age groups) for items 17a-17u.	170
Table: 4.36: One way ANOVA Mean differences across teaching experience groups for items 17a-17u.	177
Table: 4.37: Post Hoc Test (differences across teaching experience groups) for items 17a-17u.	180
Table: 4.38: Independent Samples t-test: Mean differences between BA and MA group for items 17a-17u.	190

Chapter 1

INTRODUCTION

This initial chapter begins with the discussion of the background of the study. In this part, the relationship between culture and language and how this is reflected in the language classrooms is briefly stated. Then, in the following part of this chapter, the purpose and significance of the study are discussed. The chapter ends with a brief discussion of the limitations of the study.

1.1 Background of the Study

Language and culture are considered to be inseparable, and the consequence of this plays an important role in the language classroom. Brown (1994, cited in Zhu, 2003, p. 39) defines culture as “the ideas, customs, skills, arts, and tools that characterize a given group of people in a given period of time”. The importance of culture for language teaching is emphasized by many researchers. For instance, In Nault’s words, “Language and culture, it could be said, represent two sides of the same coin” (Nault, 2006, p. 314).

Doyé (1996, cited in Risager, 2006) also shares similar views and suggests that:

The very nature of language forbids the separation of language from culture. If language is considered as a system of signs, and signs are characterized by the fact that they are units of form and meaning, it is impossible to learn a language by simply acquiring the forms without their content. And as the content of a language is always culture-bound, any reasonable foreign-language teaching cannot but include the study of a culture from which the language stems (p. 9).

In the same line of thought, Pesola (1991, cited in Tsou, 2005, p. 39) states that: “without cultural insight and skills, even fluent speakers can seriously misinterpret the messages they hear or read, and the message they intend to communicate can be misunderstood”. As stated before, culture is a very important element in the language classroom. In line with previous scholars, Stealy (1984, cited in Harumi, 2002, p. 36) also points out the fact that “The study of language cannot be divorced from the study of culture”. The arguments as regards to the relationship between language and culture, put forward by different scholars on language and culture researchers should guide ELT Professionals in language and culture teaching. In order to help learners become competent in a foreign language, English language teachers must provide them with the cultural background they need. In other words, meaning cannot be exchanged among interlocutors, if the cultural value of language is missing.

Derrick Nault (2006) argues that, today, rather than the necessity and the importance of teaching language and culture together, the issue of whose and what kind of culture to teach is being discussed. The question of what kind of culture(s) should be presented in the language classroom is raised by the researchers.

Although English language is being taught simultaneously with English culture, the global use of English makes culture teaching challenging. The global spread of English which started with people migrating from British Isles to other places such as Australia, New Zealand, and to North America, is nowadays further broadened by other factors such as technological developments. English is now the most frequently used language all over the world. Graddol (1997, cited Harumi, 2002, p. 37) states that “English is a major language of international trading, commerce, broadcasting, communication, safety, travelling, transportation, sports events, and academic

conferences and so on. Moreover, the recent advancement of I.T. revolution through the Internet has accelerated the globalization of and through English”. As a result of these advancements, now English belongs not only to British or Americans but to everyone who uses it and this poses challenges for ELT professionals in terms of language and culture teaching. Nault (2006, p. 314) argues that “English teaching professionals need to rethink the answers to such questions as whose culture to be taught, what goals should guide culture teaching, and how culture-related course materials should be designed and selected”.

Nault (2006, p. 314) summarizes the challenges for language and culture teaching as: “The globalization of English language however, is posing new challenges for EFL/ESL culture teaching. With English in modern times not belonging to any single nation or group”.

In the book “Sociolinguistics and Language Teaching” Kachru and Nelson (1996) suggest that there is no other language that can be compared to English in terms of its usage, and further add by saying that having so many varieties is an indication of the importance of this language. Similarly, Nault (2006) also suggests that the “English world” is more complicated than it is believed to be, as the speakers of the English language all over the world are not just imitating the native speakers but are actually reshaping the language.

Traditionally, the culture presented in the language classroom is British or American culture. However, today, it is unrealistic to think that the only culture our students need to learn about is British and American cultures. Learners need to be prepared for situations in which they will be communicating with non-native speakers of

English from all over the world. In other words, what English language teachers should do is to prepare their students for the real world where knowledge about the English culture will not be needed at all (Nault, 2006). What they really need is to gain intercultural awareness which will help them to use English to communicate with people of various cultures. Another issue which makes culture teaching challenging is the negative effects caused by the dominance of British and American cultures in the classrooms. It should not be disregarded that the dominance of British and American culture in the language classroom may have negative effects on the learners. For instance, as Asraf (1996, cited in Nault, 2006, p. 317) puts forward, “In Muslim societies in particular, the idea that English learners should mimic Western customs often leads to negative feelings that dampen pupils’ enthusiasm for English study”.

Designing and selecting culture-related course materials is also very challenging. In order to help students gain intercultural awareness, not only materials and ELT curriculum should be re-designed, but also English language teachers’ cultural awareness should be raised.

1.2 Purpose of the Study

The aim of this research study is to find out the language teachers’ perceptions on language and culture teaching, as well as their awareness on the intercultural dimension of language teaching. What is more, the study also aims to analyze the language textbooks used by language teachers, in terms of cultural and intercultural sensitivity.

In order to find out the answers, the following research questions were asked:

- What are the language teachers' perceptions on culture/intercultural teaching?
- To what extent are language teachers aware of the intercultural dimension of language teaching?
- How are culture/intercultural teaching reflected in the language textbooks?

1.3 The Significance of the Study

The study will be a guide to English Language Teaching, in terms of cultural values reflected in the language classrooms as well as in language textbooks, in the TRNC context. Considering TRNC, it can be stated that it is not possible to find studies focussing on culture/intercultural teaching. This study thus demonstrates the teachers' perceptions on teaching language and culture, and demonstrates how culture teaching is reflected in the language textbooks with reference to intercultural sensitivity.

1.4 Limitations of the Study

The teachers working at secondary schools are usually swamped due to heavy teaching loads. As a result, it is very difficult for the teachers to spare their time and participate in research studies through questionnaires and interviews. Consequently, the participants of this study are limited to 42 English language teachers who volunteered to participate.

1.5 Definition Of Terms

Language: In the Routledge Dictionary of Language and Linguistics, Language is defined as “vehicle for expression or exchanging of thoughts, concepts, knowledge, and information as well as the fixing and transmission of experience and knowledge. It is based on cognitive processes, subject to societal factors and subject to historical change and development. In this definition, language refers to a specific form of

expression that is restricted to humans, and differs from all other possible languages such as animal communication and artificial languages through creativity, the ability to make conceptual abstractions, and the possibility of metalinguistic reflection” (Bussman, 1996, p. 253).

English as a global language: According to Crystal (1997, p. 2) “A language achieves a genuinely global status when it develops a special role that is recognized in every country”.

Culture: In the Longman dictionary of language teaching & applied linguistics, the term culture is defined as “the set of principles, codes and values that mark a particular nation or group: the sum of a nation or group’s most highly thought of works of literature, art, music etc. A difference is sometimes made between “High” culture of literature and the arts, and small “c” culture of attitudes, values, beliefs and everyday lifestyles” (Richards & Schmidt, 2002, p. 138).

Intercultural Communication: “Communication between members of different cultural groups, who may bring different language practices or ways of speaking, and different expectations and cultural understandings to an interaction” (Swan, Deumert, Lillis, & Mesthrie, 2004, p. 162).

Cross-cultural communication: “An exchange of ideas, information, etc. between persons from different cultural backgrounds.” (Richards & Schmidt, 2002, p. 136).

Textbook: “A book on a specific subject used as a teaching learning guide, especially in a school or college. Textbooks for foreign language learning are often part of a graded series covering multiple skills (listening, reading, writing, speaking, grammar) or deal with a single skill (e.g. reading)” (Richards & Schmidt, 2002, p. 550).

Curriculum: “An overall plan for a course or programme, as in the freshman composition curriculum. Such a programme usually states the educational purpose of the programme, in terms of aims or goals and the content of the programme and the sequence in which it will be taught, (also known as the syllabus)” (Richards & Schmidt, 2002, p. 139).

Chapter 2

LITERATURE REVIEW

2.1 English as a Global Language

Crystal (2003) claims that “A language achieves a genuinely global status when it develops a special role that is recognized in every country” (Crystal, 2003, p. 3). Today, the language considered to be lingua-franca is English, a global language used all over the world for many different purposes such as education, employment, travelling among many others. According to Gnutzman and Intemann (2005), the globalization of English can be defined in three different ways. In their point of view: The globalization of English can refer to (i) the increasing intrusion of the English language into the lives of town and city dwellers all over the world, (ii) it can refer to the rapid spread of English as a second and foreign language and finally, (iii) it can refer to the changes taking place in all varieties of English due to contact with other varieties” (Gnutzman and Intemann, 2005). According to Hasman (2004), English language ‘encompasses the globe’. In other words, as Harumi (2002, p. 37) puts forward, “English is a major language of international trading, commerce, broadcasting, communication, safety, travelling, transportation, sports events, academic conferences and so on”. Similarly, Kachru and Nelson (cited in McKay & Hornberger, 1996) also state that, English is the most frequently used, read and spoken language indeed. They further add by saying that “No other language even comes close to English in terms of extend of its usage. The global spread of English language is a fact and Hui (2001, p. 150) points out that “English does not only

belong to English speaking countries, it belongs to the whole world. No other language is more widespread geographically than the English language". Power (2005), who defines the English language as "the planet's language for commerce, technology and increasingly, empowerment" states that "within a decade, 2 billion people will be studying English and about half of the world -- some 3 billion people - -will speak it, according to a recent report from British Council (Power, 2005, p.1).

Why has English become so popular? This is the most important question to be answered. Hui (2001) states that the fact that English is the global language of the century depends on historical, geographical, political and financial reasons. Likewise, Crystal (2003) also asks a similar question: "Why is English a global language" This question has two main answers: (i) a geographical- historical answer and (ii) a socio-cultural one. According to him, Britain was the leading country in trading and industry in the beginning of the 19th century, and by the end of this century, the USA economy had become the most dynamic and rising economy in the world. Perhaps the most significant answer to this question is Britain's political imperialism which had sent the English language all over the globe, making Britain the country on which the 'sun never sets'. Moving on to the 20th century, the economics replaced politics as the primary leading force, and 'the language behind US dollar' was English (Crystal, 2003).

In a global world, a common language through which everyone can easily communicate is required. In this setting, English not only belongs to those who speak it as their native language, but to everyone who uses it to communicate with the world. As a result, the importance given to this global language is increasing day by day. Throughout the world, English is being taught at younger ages, aiming to raise

students who are competent in English and can communicate with people from different cultures. In order to realize this and foster intercultural communication, many attempts are being made. As an illustration, as Hui (2001) mentions, in China, attempts to keep up with the globalization of English include publishing special ELT journals, newspapers, the increasing numbers of channels and broadcastings in English, in addition to the increasing use of English slogans and advertisements. Likewise, Acar (2004, p. 2) stresses the influence of English in Turkey as follows: “It is obvious from the English that one can see in the Turkish press, media and television that English has been increasingly used in Turkey”. As she states, the influence of English language can be observed in the daily conversations of Turkish people, which include the use of English expressions such as “part-time”, “start almak”, “cool” etc. She argues that in addition to the influence of global developments, such as Internet, global economy, tourism, American movies and the emergence of multi-channels, educational policies of the Turkish government also is a major player in the rising popularity of English in Turkey (Acar, 2004). Consequently, In Turkey, not only the numbers of schools with English as the medium of instruction is increasing, but also, English is being taught at younger ages, and the amount of English instruction per week is also on the rise.

Nunan (2003) investigated the impact of English as a global language on curricula and educational policies in the Asia-Pacific region by analyzing the English education in countries such as China, Hong Kong, Japan, Korea, Malaysia, Taiwan and Vietnam. Through the analysis of government documents, policy statements, books and curriculums, as well as the interviews conducted with professionals ranging from English language teachers to curriculum development executives,

Nunan concludes that the impact of English as a global language is vast not only on educational policies, but also on other areas such as employment, financial investment, economic development and so on. The governments around the world are aware of the global status of English and therefore adapting their educational policies and English curricula, believing that for the learners, mastering the English language is a key for success in a global world.

Nunan (2003) also adds by stating that “the prevailing rhetoric is that as a global language, English is a crucial tool for economic, social and technological advancement” (Nunan, 2003, p. 597). This also applies for other Asian countries mentioned in his study, according to which, the impacts of English as a global language can be summarized as:

- At schools, the age for compulsory English is lowered.
- English teaching is emerging as a private business, it is considered as a huge financial investment.
- English proficiency is an important entry requirement for universities.
- English is a significant requirement for professional employment and promotion.
- Countries fear that not improving English skills will cause economic decline (Nunan, 2003).

The globalization of English can also be a growing concern for other countries. Negative issues regarding the impact of global status of English on other languages include the fear that English can damage national language and also identities. Although global English is a language uniting people of various cultures all around

the world, some countries fear that the dominance of the English language can cause their languages to lose power. Therefore, in some countries early introduction to English is not favoured. What is more, in some European countries, terminology communities are created and language purification laws are proposed aiming to protect the languages from damage that can be caused by English.

What should also be kept in mind is that, English as a native language and English as a global language are not identical. The globally used English is a language that unites the globe and enhances the communication of people of different cultures. It is used as a tool for cross-cultural communication, not just among native speakers. Consequently, it is believed that this change in English should be reflected in language classrooms. In other words, students should be provided with the language they need for intercultural communication.

2.2 Culture Theory

In this part, literature on the relationship between culture and language, the Sapir-Whorf Hypothesis, cultural awareness, and problems with teaching language and culture are presented.

2.2.1 Culture and Language

Culture is a general term covering the way people in a society live and the set of rules they follow. Everyday behaviours and manners are all aspects that constitute “culture”. Culture is a general term, encompassing areas such as art and literature as well as lifestyle, customs, norms and beliefs.

Robinson (1985) states that providing a clear definition of culture is the key to success in language and culture teaching, and hence provides a definition of culture from four different perspectives. From behaviourist perspective, culture is sets of

behaviours, traditions, habits and customs that are shared and can be observed, while from the functionalist perspective, culture is the reason behind the functions of social behaviours. The cognitive definition of culture deals with culture as an organizer and interpreter of the world, while according to the symbolic anthropologists, culture is a system of symbols and meanings which create our experience and reality.

Kramersch (2009) also states that the culture can be defined from different perspectives; the field of humanities define culture as being composed of literature, works of art, social institutions or other products of society which have been preserved throughout the history, whereas from the social sciences' point of view, a community's culture is its attitudes, beliefs and ways of thinking. The definition put forward by cultural anthropologists suggests that "the capacity humans have to build up local cultural traditions, to create symbolically constituted conceptions of reality and transmit them across generations, depends centrally on language. Language is the essence of our humanity" (Keesing & Strathern, 1981, p. 26).

As Seidl (1998) suggests, we as language teachers, are concerned with this term from a language oriented perspective. The relationship between culture and language can be best illustrated through the mirror metaphor where language is considered to be a "mirror" of culture, reflecting how people in a society live and what is considered to be right or wrong. Akarsu (1998) also stresses the importance of language, by stating that it is one of the main elements constituting nation.

Wardhaugh (2006, p. 157) defines culture as "whatever a person must know in order to function in a particular society". That is one of the reasons why language and culture are interdependent, and why language teaching must pay attention to culture.

This is similar to the definition by Goodeenough (1957, cited in Wardhaugh, 2006, p. 157), who defines culture as: “A society’s culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and to do so in any role that they accept for any one of themselves”.

In other words, it can be said that culture is made up of socially acquired behaviours that are accepted by the members of a particular society. Likewise, Jin and Cortazzi (1998, cited in Dłaska, 2000, p. 249), define culture as “socially transmitted patterns of behaviour and interaction”. For Scovel (1994, p. 205) “Culture is the social cement of all human relationships; it is the medium in which we move and breathe and have our being”. Another definition which clearly presents the relation of culture and thought is put forward by Alptekin (1993). According to Alptekin, “Culture, aside from the artefacts of a given community, involves socially acquired knowledge. This knowledge is organized in culture-specific ways which normally frame our perception of reality such that we largely define the world through the filter of our world view” (p. 136). In fact, The Sapir-Whorf hypothesis forms the basis of these views about culture and language. However, as put forward by Valdes (1986, p. 1), “the extent to which language, culture and thought have influenced one another, and which is the dominant aspect of communication, have been matters of controversy for three quarters of a century”. According to Valdes (1986), the relationship between language, culture, and thought should be considered as the units of a flowing continuum because they are part of a whole.

According to the Sapir-Whorf Hypothesis, our language determines or shapes how we interpret the world around us. It is claimed that as our language is what shapes our ideas, the same world is interpreted differently by the speakers of different

languages. These claims by Edward Sapir and Benjamin Whorf are based on the ideas put forward by Wilhelm von Humboldt (cited in Akarsu, 1998). Similar to these arguments, Dłaska (2000) argues that learning another culture is thus gaining a new viewpoint and Seidl (1998) also emphasizes the fact that learning another language is gaining another viewpoint is based on the Sapir-Whorf Hypothesis.

However, the Sapir- Whorf Hypothesis and its implications for the language classroom are also criticized. Although the effect of our culture through language in shaping our behaviour and cognition cannot be denied, it is argued that the contrasts in perception or thought may not result from that contrasts between language structures of two languages. In other words, it is our culture, not the structures themselves that affect thought (Scovel, 1994).

Jiang (2000) presents the relationship between culture and language through several metaphors: From a philosophical view, it is suggested that the relationship between language and culture can be presented through the metaphor where language is flesh, culture is blood and together they constitute a living organism. In addition to this, from a communicative view, the relationship of language and culture can be explained with a metaphor where language is the swimming skill, culture is the water and the act of communication is swimming. Last but not least, when considered from a pragmatic view, this relationship can be explained through the transportation metaphor where language is the vehicle and culture is the traffic light and of course, communication is the transportation.

Culture is important, necessary to understand language because every form has cultural associations. There is a belief that in order to acquire a foreign language, one

must think like the native speaker. In a study conducted by Jiang (2000) results supporting this belief have been obtained with the English and Chinese participants where the subjects had to write expressions to some words. The dissimilar answers provided by people with different cultural backgrounds indicated that words have different cultural associations in every culture.

2.2.2 Cultural Awareness

Tomalin and Stempleski (1993, p. 5) define cultural awareness as “sensitivity to the impact of culturally-induced behaviour on language use and communication”.

Likewise, according to Tomlinson (2001, cited in Saniei, 2012, p. 12) developing cultural awareness can be defined as “gradually developing inner sense of the equality of cultures, and increased understanding of your own and other people’s cultures, and a positive interest in how cultures both connect and differ. Such awareness can broaden the mind, increase tolerance and facilitate international communication”.

In other words, having cultural awareness can be defined as: realizing that people from different cultural backgrounds have different values and attitudes, and thus developing sensitivity to not to act negatively in times when faced with such differences occur, as well as regarding the differences as merits rather than considering them to be bad (Kaye 1999).

Increased cultural awareness can be considered as the key for intercultural communication. Learners who develop such an awareness and approach people from other cultures with empathy and sensitivity can overcome cultural conflicts and communicate effectively in different cultural contexts.

2.2.3 The Importance of Teaching Culture

The ways languages are structured and used are shaped by cultures. As a consequence, for the learners, learning about cultures is as important as learning the vocabulary and grammar of the target language (Liddicoat, 2008). Dłaska (2000) stresses the importance of culture in language learning and emphasizes that the role of the language teacher in raising students' cultural awareness is significant. Another researcher emphasizing the importance of culture in English language teaching is Atkinson (1999) who proposes that the notion of culture and its relationship with language and language teaching should be further examined.

In line with the previous scholars, Seidl (1998) also indicates the importance of culture in foreign language teaching by stating that in order to communicate in a foreign language, linguistic competence exclusively is not enough. She argues that "language proficiency be it in L1 or L2 is a matter of familiarity with commonly held norms and values which constitute hidden meaning encoded in discourse structures"(p. 102). As stated by Seidl, in the previous years, the main goal of foreign language teaching was helping learners to gain linguistic competence however, today; even communicative competence is not complete when the cultural dimension is omitted. In line with Seidl and other scholars, Tseng (2002) also points out the importance of culture in language instruction and argues that although the cultural aspect of language instruction is being neglected, the students should be aware of the culture underlying the language. Tseng (2002) further explains the significance of culture in language instruction by arguing that competence in a foreign language requires cultural background. That is to say, for effective communication, sociolinguistic knowledge, or in other words, knowing how to behave and acting

accordingly are as important as linguistic knowledge. In other words, learners should realize the importance of cultural awareness, and that without cultural knowledge, communication problems may always arise. Moreover, as Dłaska (2000) argues, this issue is very important as the learners need cultural skills in the globalized world.

2.2.4 Problems with teaching culture

One of the problems with teaching culture that Liddicoat (2008) points out is that it is unrealistic to expect learners to feel and behave like the native speakers. It is argued that expecting learners to be like the native speakers is not only an unrealistic goal, but also such expectation converses with the goals of intercultural learning. Prodromou (1998) cites Brumfit (1980) who argues that: “We have the strange paradox that in mother- tongue teaching we emphasise the clarity of the child’s ability to express himself, while in the foreign language we demand that he express a culture of which he has scarcely any experience” (p. 76).

According to Alptekin C. and Alptekin M. (1984) expecting the students to accept a foreign culture’s norms and think like the people of that culture causes problems. It should be kept in mind that having such expectations can be problematic, as by the learners, this may be perceived to be a “threat” to their national identity. Especially for learners who are immigrants in the target language community, the existence of problems like experiencing culture shock may prevent learners from developing positive attitudes towards language and culture learning cannot be denied. Bromley (1992) also mentions that some learners may have negative attitudes towards language learning or the target culture. He argues that these negative attitudes may be due to prior learning experiences, stereotyped ideas about people of other cultures

or negative attitudes towards learning languages and experiencing other cultures, or due to social distance.

Overcoming the negative attitudes of learners towards foreign language and cultures can only be achieved by the help of teachers. Dłaska (2000) argues that teachers should help learners expand their cultural borders and broaden their horizons. For this reason, with the help of their teachers, learners should be encouraged to explore stereotypes, rather than ignoring them. They should make use of strategies for exploring and understanding 'others' and triggered by the curiosity of culture learning, they should focus on diversities of different cultures.

One of the reasons why culture is being neglected in the language classroom may be because of the tensions that could be caused by the presentation of cultural content that is unfamiliar to the learners. However, as Tseng (2002) suggests, these cultural tensions could be turned into productive tensions. Presenting the differences between the learners' own culture and the target culture should not be regarded as a negative and problematic issue, as the realization of these differences can help the learners in gaining a cross-cultural awareness and thus expand their perspectives.

Another problem with teaching culture, as Bromley (1992) argues, is due to language teachers, who fail to realize that culture learning is a process of learning about another culture's behaviour patterns and rather see it as fitting new cultural patterns in students' existing cultural framework. Students should be encouraged to navigate between languages and cultures, develop cultural awareness through which they create a deeper understanding of their own and other cultures (Liddicoat, 2008).

2.2.4.1 Problems due to the global status of English

The case of teaching culture and language is complicated when the target language is English. English as a global language poses some controversy for culture teaching. Cem and Margareth Alptekin (1984) argue that English, being the lingua franca of the century, is used by lots of people all around the world who are unlike the native speakers of English in so many ways. As a result, ‘which and whose’ culture that should be taught in the language classroom becomes the main question. What is more, as suggested by Paikeday (1985, cited in Alptekin, 1993) seeing native speakers as the owners of the English language and thus modelling them is not realistic. As Prodromou (1992, p. 49) states,

In teaching any language, we are imparting information and therefore power; in teaching English we can impart to learners not only the present perfect, but also the power of knowledge and caring more about the world they live in. English is at the centre of international and global culture. It is a cultural activity; it is an important activity.

In a similar way, Atkinson (1999) also puts forward that, due to changes caused by globalization, cultures are changing and thus, the world we live in is becoming a transcultural one.

Therefore, Prodromou (1998) argues that the role of English should be considered within a broader sense and materials, as well as the teaching methodologies should also appropriate for the set goals of teaching and learning. This way, the learners do not regard language learning as a waste of time and realize that a world outside the classroom in which they can use the language they learn to communicate with not only native speakers of English but also people from various cultures exist.

Alptekin (2002) criticizes the educational model of communicative competence. According to Alptekin, the native-speaker based notion of this competence is

unrealistic because of the fact that lingua-franca status of English is not being reflected. Alptekin criticizes traditional notion of communicative competence as being utopian, unrealistic and constraining. To begin with, he argues that English language cannot be viewed from a monolithic perception of language and culture. Today, English is not only used by its native speakers. In fact, being the international medium of communication, this language is necessary for instrumental purposes and for interactions that will mostly take place between the non native speakers. This situation then, raises the following question:

How relevant, then, are the conventions of British politeness or American informality to the Japanese and Turks, say, when doing business in English? How relevant are such culturally-laden discourse samples British railway timetables or American newspaper conducting technical research in English? How relevant is the importance of Anglo-American eye contact, or the socially acceptable distance for conversation as properties of meaningful communication to Finnish and Italian academicians exchanging ideas in professional meeting? Such samples point to the need for a radical rethink in terms of a modified and expanded definition of the traditional notion of communicative competence (Alptekin, 2002, p. 61).

Another criticism on the traditional teaching of language and culture comes from Kramsch (2009) who argues that language classes are still based on the narrow idea of language and culture.

A proposal to this problem comes from Seidl (1998) who argues that, transcultural competence is the competence learners should aim due to the global status of English. This term is defined by Seidl as the combination of knowledge about cultures and the application of this knowledge in multi-cultural social environments.

2.3 Materials and Culture Teaching

The importance of English textbooks in foreign language classrooms cannot be denied. Although they are considered to be a great helper for the teachers, they can also pose some problems.

To begin with, Reda (2003) states that commonly, English textbooks deal with general interest topics which also limit the lexical content that can be included, and argues that textbooks and other instructional materials should be prepared by taking the global status of English into consideration.

Pulverness (cited in Tomlinson, 2003) mentions that the language teaching materials should encourage intercultural sensitivity. Here, the teachers' role is again important because although the textbook market is developing materials to cater for intercultural sensitivity, the responsibility still lies on the shoulders of the language teachers.

Another problem with English textbooks is the fact that they usually seem to ignore the cultural information, which is very important for the language learners (Liddicoat, 2008). These materials are criticized because of the cultural content compromised in them:

ELT materials produced in Britain and the United States for use in classrooms around the world are sources not only of grammar, lexis, and activities for language practice, but like Levi's jeans and Coca Cola, commodities which are imbued with cultural promise (Gray, 2000, p. 274).

Culture specific beliefs, attitudes and values are passed onto learners through English or American textbook writers who do so consciously or unconsciously (Alptekin, 1993; Dunnet, Dubin and Lezberg cited in Valdes, 1986). What is more, even the native culture presented through the textbooks is not perfect or even realistic at all

times. It is argued that usually, the learners are presented with stereotypical representations of native speakers.

Dlaska (2000) holds a similar view and suggests that clichéd materials that promote so-called tourist perspective are not appropriate for classrooms that aim to raise students with cultural awareness.

Although most of the time, the teaching materials include cultural bias, there are also teaching materials which stimulate intercultural viewpoints by treating culture-related themes from multiple view-points (Valdes, 1986).

Prodromou (1998) argues that although the global status of English is being considered when producing teaching materials, usually still the major focus is on the Anglo-American culture, and local sensitivities are not taken into consideration. “Globally designed textbooks have continued to be stubbornly Anglo-centric: appealing to a world market as they do, they cannot by definition draw on local varieties of English and have not gone very far in recognizing English as an international language either” (Prodromou, 1998, p. 76). According to Gray (2000) the global textbooks can be very beneficial as the content of global textbooks can be used to provoke cultural debates.

Among many others, Akarsu (1998) also points out to the fact that all dialects and varieties of the languages are equal. Therefore, it is possible to state that when teaching a language the varieties of the English language should be given equal importance. As Alptekin (2002) argues, instructional materials should emphasize diversity within and across cultures and not present English meanings in ways

portraying the idealized English speaking culture. When dealing with such materials, as Ndura (2010) also argues, teachers who are aware of the biased materials should carefully analyze them and adapt when needed.

Likewise, according to Ndura (2010), the content of instructional materials plays a vital role in affecting students' attitudes towards other people, and especially towards the target language community. Stereotypes can affect students' world view negatively. Consequently, teaching materials should be carefully chosen to avoid cultural bias and engage learners in intercultural learning.

Sergu (1998, cited in Dłaska, 2000) suggests that textbooks should be approached by considering i) if there is reference to the multicultural nature of the society, ii) if the understanding of the relationship between language and culture is mentioned and iii) if the learners have the opportunity to compare cultures and reflect on their own culture.

However, using intercultural materials is also not enough if students do not know how to engage with the materials. Dłaska (2000) argues that in intercultural education, autonomous learners, by the help of teaching materials should learn how to question, compare and contrast different cultures, support and defend different opinions. It is important that through the use of suitable materials and appropriate classroom activities learners develop such skills. However, the activities to foster the use of these skills can change according to the level and age of students. To illustrate, younger learners can experience the culture in language with word association games whereas with the older learners, the analysis of literary text can be used.

2.4 Implications for the language classroom

In line with Hanvey (1975), Bromley (1992) believes that in the language classroom the teacher should help the learners achieve the level 4 of the acculturation theory, where students learn to understand the feelings of people of target culture.

According to Tseng (2002), culture, and acquiring a new culture should be seen as a transaction: the interaction between learners own culture and the target culture as well as other cultures which will help learners in gaining new perspectives. She further argues that culture should be integrated into curriculums which see culture learning as 'a process of transaction'. Learners should be encouraged to explore their own cultures as well as 'transacting' with other cultures. Hence, it is suggested that activities that reinforce recognition, exploration and reflection is beneficial.

To further illustrate, as Tseng (2002) argues that especially in multi-cultural classrooms, learners can be asked to present their cultures via hand-made posters or authentic materials. This stage can be followed by discussion activities through which learners compare and contrast various cultures. Other activities developing cultural awareness can be story-telling or journal keeping activities which will encourage learners to work by paying attention to cultural topics about the aspects of culture such as food, drink, daily-life, and holidays. Moreover, in order to motivate learners about different cultures, they can be asked to explore and learn about the interesting aspects of culture. Students can be grouped in terms of their interest such as music, high-brow culture, or arts and each group can work on different areas concerning culture. Perhaps the most interesting yet most feared aspect of culture is taboos and confronting taboos. However, tabooed topics can foster cultural

understanding. As an illustration, in the classroom, after reading a passage about taboos or a topic such as discrimination, asking students to reflect on the situation in their cultural environment can foster discussion which will expand their horizons. With these suggestions, Tseng clearly presents that transcultural learning is gaining new meanings, and obtaining new viewpoints through transaction.

Consequently, in the modern English language classroom, as Dlaska (2000) suggests, the aim should be to help the learners be aware of the cultural content hidden in the language and also to gain intercultural competence, which can only be achieved through the development of cultural awareness. Meyer (1991, cited in Castro, Sercu & Garcia, 2004, p. 92) defines intercultural competence as: “The ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures”.

Also according to Will Baker (2008), cultural awareness is an important skill that needs to be developed. He further states that cultural awareness can be achieved through understanding one's own culture than other cultures, and the relationship between culture and language. By the help of teachers with cultural awareness, the internet, newspapers and journals, TVs and many other sources of media, major opportunities to learn about different cultures can be offered to the learners.

In order to make learning English a personal development and not merely acquisition of skills, learners should be engaged in activities that will help them realize the global village outside the classroom. Activities like analyzing English shop names, or graffiti's written on walls in English can help them realize the international status of the language (Prodromou, 1998).

According to Fennes and Hapgood (1997, cited in Dlaska, 2000) the goals of intercultural learning can be summarized as: enabling the understanding of self perception and cross-cultural understanding, understanding how cultural values affect behaviour, having an awareness about stereotypes and prejudices, being open and able to accept cultural differences, adapting behaviour when needed and being able to deal with conflicts based on cultural differences.

Liddicoat (2008) also proposes some principles for developing intercultural language learning. According to Liddicoat, the five principles for intercultural learning are as follows:

- **Active Construction:** Actively interpreting and creating meaning by interacting with others and reflecting on one's self and others in communication while doing so. In addition to developing feelings and thoughts, and thus becoming an intercultural being.
- **Making Connections:** In order to develop interculturally, learners have to make connections between (i) language, culture and learning, (ii) New and old understandings and conceptions, (iii) language and thought, (iv) first and other languages and (v) old and new experiences.
- **Interaction:** In order to communicate, learners have to add on to their existing understandings by engaging in dialogues realizing different perceptions and thus creating experience.
- **Reflection:** Raising learners' awareness about knowledge of languages and cultures in general and issues such as identity and diversity of cultures.
- **Responsibility:** It is of vital importance that learners should hold responsibility about developing an intercultural sensitivity.

In his article titled *Preparing Students for Meaningful Culture Learning*, Bromley (1992) proposes some solutions to overcome the problems of teaching culture. According to Bromley, activities that present the similarities and the differences between cultures can help them realize that culture is the determiner of our behaviours. Moreover, as Robinson (1985) emphasizes, cross-cultural understanding is not just understanding other people's behaviours or the words they are saying. She argues that this means a lot more than this: cross-cultural understanding is being able to empathize and feel comfortable with others. Consequently in order to achieve to create a cross-cultural awareness in the classroom, the whole teaching environment from methodology to teaching style should be appropriate.

As Seidl (1998) also states, cultural awareness is regarded as the 5th skill, which again emphasizes the importance of cultural awareness and its role as the key to effective communication. Modern language courses should aim to help learners become intercultural speakers. To fulfil this goal, Seidl suggests that there are steps that language teachers can follow. To begin with, as Seidl argues, in the foreign language classroom, making use of authentic texts such as press advertisements can be beneficial as such materials are representations of the target culture. Additionally, translation and reading activities which will grasp learners' attention towards the cultural content of language are also beneficial.

In order to raise learners' cultural awareness, Kaye (1999) asked her learners to identify areas which can cause cultural misunderstandings. After the identification of these areas, students were asked to interview people from different cultures, on the selected areas. When interviewing people from different cultures, the students practiced skills such as asking questions effectively, expressing comparisons and

contrasts, negotiating, thanking and so on. As a result of this survey both the students and the teacher state that they not only broadened their horizons, but also achieved to interact with people with different cultural backgrounds.

In line with these arguments, Alptekin (2002) suggests that a new model aiming intercultural communication should be prepared according to the following principles: To begin with, he suggests that successful bilinguals rather than monolingual native speakers should be modelled as such models are more appropriate for the international status of the English language. The aim should be raising students as global and local speakers of English, and raise them with an awareness of other cultures and differences, as well as the ability to deal with such differences. It goes without saying that to achieve these goals; the instructional materials should be authentic and relevant to international contexts as well.

Ideally, language teachers should be aware of these issues and should teach according to the global status of English. As put forward by Seidl (1998), "A language teacher is not a coach or an instructor whose sole endeavour is to improve his students' linguistic performance. A transculturally competent teacher is a mediator is a teacher of language as culture, exploring a vast area, as we saw at the beginning" (p. 111). Such teachers not only teach language, they also contribute to the intellectual development of their learners as well by helping them enlarge their horizons and be open to other cultures and hence new ideas.

Kramersch (2009) also points out to the vital role of language teachers by saying that culture teaching "is a process which makes language teachers into agents of social change" (Kramersch, 2009, p. 91) The main aim is to make learning English a process

through which learners gain not only self awareness but also an awareness of the world, a process of personal development (Prodromou, 1998).

It is also argued that it is important that the teachers and administrators are knowledgeable about the relationship of language and culture; as only by the help of teachers it is possible to promote an intercultural point of view in the classroom. Dunnet, Dubin and Lezberg (1986, cited in Valdes, 1986) argues that without the teachers' awareness, specially designed language courses or materials that foster intercultural learning will be useless.

Thus, as stated earlier, teachers' role in educating learners to gaining cultural awareness cannot be underestimated. Liddicoat (2008, p.284) also points out to the role of the teacher in intercultural learning:

In particular, intercultural language teaching and learning presupposes a movement from an emphasis on explaining and interpreting another culture for students to one in which students themselves develop an understanding of culture through a process of noticing, reflecting on and interpreting aspects of culture presented through language. The role of teacher is therefore not to tell students about culture but to provide culturally rich language experiences and to guide students' learning through their questioning practices.

Evidently, students with cultural understanding can only be raised by teachers who also possess cultural awareness for "Understanding by teachers of the process and willingness to work through students' frustrations can help them move through the levels of cross-cultural awareness" (Bromley, 1992, p. 118). As put forward by Hoopes (1975, cited in Bromley, 1992), for intercultural communication, both the teachers and learners should realize that our behaviours are culturally conditioned (Bromley 1992). Gaining this kind of cultural awareness, as Sowden (2007) argues is very beneficial. "Certainly such personal growth will help us deal more easily with

inter-cultural challenge: the more we understand the world, human relations, and ourselves, the better able we will be to empathize with others and make connections” (Sowden, 2007, p. 309).

2.5 Similar Studies

In this part, related studies about English language teachers’ perceptions on culture and intercultural learning and studies about culture and language textbooks are presented.

2.5.1 Studies on Teachers’ Perceptions towards teaching language and culture

Castro, Sercu & Garcia (2004) investigated the English language teachers’ perceptions towards the new culture and language teaching objectives of foreign language education in Spain. The subjects were 35 secondary school English teachers and their ages ranged between 28 and 54. In contrast to Stapleton (2000), the subjects of this survey were not native speakers of English. The research questions focussed on how the teachers perceive the language and teaching objectives, and to what extent they think that these objectives help the learners to acquire intercultural competence. The teachers’ views were gathered through an electronic questionnaire and according to the results of this survey, because of constrains, teachers prioritize language teaching objectives over culture teaching objectives, however they are willing to attain to the culture teaching objectives. Although the findings revealed that the teachers wished to spend more time on culture teaching, there was a weak support towards the objectives that aim to develop a better understanding of one’s own identity and culture. In conclusion, Castro, Sercu and Garcia conclude that teachers willing to interculturalize foreign language education but teacher training programmes which will demonstrate teachers how they can proceed are needed. They emphasize that teacher training is necessary as

teachers' perceptions, beliefs, and attitudes towards teaching language and culture is key to establishing intercultural teaching and learning.

Addressing the fact that language teachers are required to teach intercultural communicative competence, a research study conducted by Sercu (2006) investigated to what extent and in what way English language teachers' current professional profiles meet the specifications formulated in the literature addressing intercultural competence teachers, and concluded that the teacher participants lack skills to teach intercultural competence, addressing to the need for teacher training programmes and professional development courses.

Another study about the attitudes of English language teachers towards culture and intercultural teaching was carried out in Finland by Östermark (2008). In this study the teachers' opinions on how they interpret the concept of culture, how they specify the culture teaching objectives and what they do to attain these objectives were gathered. From the results, it was concluded that culture and teaching culture is considered to be very important for all the participants. However, in terms of teaching culture, the teachers mainly focus on transmitting knowledge about the English cultures, and only few teachers emphasize that language teaching should develop students' understanding and respect for otherness. Moreover, the results indicate that most of the teachers believe that they do not possess adequate knowledge and skills to follow an intercultural approach when teaching language and culture, which again draws attention to the need of teacher training programmes. It should also be noted that according to the teachers, the teachers' teaching practices are limited by factors such as time constraints, lack of appropriate materials, and most

importantly, the pressure to conform to the traditional way of teaching language and culture.

Karabinar and Guler (2012) investigated the attitudes of university level instructors towards teaching culture. The study was carried out in 17 universities in Turkey. The survey was conducted with both native and non native English language instructors. The results of this study revealed that, the topics language instructors mostly focus on while teaching culture are mainly food, dressing, types of dwelling , then followed by topics about literature and art. For the participants, the most important outcome of teaching language and culture is appreciating the similarities and differences between one's own culture and the target culture, and the teachers believe that the most important reason behind teaching culture is to help learners overcome misunderstandings that may be caused as a result of cultural differences. It was also revealed that the teachers feel limited by the syllabi and time constraints and therefore they sometimes have to ignore culture teaching. Lastly, it was concluded that although there are no significant differences between native and non-native speakers of English, teachers who attended professional development activities have more positive attitudes towards teaching culture.

2.5.2 Studies on Culture and language textbooks

Stapleton (2000) investigated the native English teacher's views on the role of culture in the Japanese context. 28 native English speakers were given an attitude survey and interviewed on their attitudes (i) towards teaching culture as part of their language classes, (ii) cultural aspects comparing English and Japanese, and (iii) cultural adjustments carried out by the teachers. The results of this study revealed that according to the English language teachers teaching at Japanese universities, it is

important to teach aspect of culture although the teaching of culture is spontaneous rather than planned. According to the subjects, culture is so diverse to be covered in textbooks and what is more, although while preference of using textbooks varied from one teacher to another, according to their general views on textbooks, it is clear that they considered these teaching materials as being stereotyped, containing American bias and being composed of superficial content. Lastly, the teachers also expressed the importance of adapting the teaching style according to the cultural expectations of students and that helping students to gain cultural-awareness is very important.

Gray (2000) also conducted a survey about the teachers' views on the cultural content in reading materials of ELT textbooks. The teachers were asked to express their opinions about the textbooks they use, as well as a well-known textbook. According to this study conducted with 12 teachers of English, who were all native speakers, the teachers are all aware of the cultural contents of the reading materials they use and have sensitivity towards the cultures of the students. The teachers expressed their dissatisfaction with the teaching materials, arguing that the content of the materials include stereotypical superior representations of typical English culture. Moreover, besides many irrelevant, outdated and sexist contents, it is argued that contents that picture negative representations of other national groups also exist. Furthermore, most of the teachers reported that when faced with such materials, they feel more comfortable to censor rather than to adapt the problematic content.

In a study conducted in the western part of the United States of America, Ndura (2010) analyzed six different ESL textbooks and found out that the textbooks are filled with stereotypical representations of certain cultures, such as the story of an

African boy going to school while being chased by lions, or stories of a black man and Indian woman serving a white man. In addition to these, she states that the mentioned textbooks specifically avoid the discussions of religion, war, divorce and illustrate unrealistic pictures such as people of different races living happily together. The strategies for coping for biased materials, as suggested by Ndura are becoming aware of the biases included in the textbooks, critically examining the materials, preparing supplementary materials when needed, avoiding the avoidance game: work on biases rather than ignoring them, and listening to students and what they have to add to the classroom with their cultural backgrounds.

Shin, Eslami, & Chen (2011) also argue that language textbooks should be designed taking the international status of English into consideration and reflect multiple perspectives. They analyzed English language textbooks to see if they reflect the international status of the English language into consideration, and to investigate how comprehensively the English as an international language paradigm is represented in the textbooks. They conclude that the cultural content related to the inner circle dominates all the textbooks analyzed; however, there are references to other cultures as well, mainly through aspects of surface culture. Moreover, the presentation of cultural content remains mostly on knowledge oriented level rather than communication oriented level.

Elham and Reza (2012) analyzed four English language textbooks and investigated how these textbooks differ in the inner, outer and expanding circle countries, how these different textbooks differ in presenting foreign accents and other varieties of English, how are learners' own cultures reflected in these textbooks and how do these books differ in depicting famous people. The results reveal that although there

is an increased presentation of cultures of outer and expanding circle countries, still the textbooks contain biased representations of cultures. Moreover, out of the 4 textbooks analyzed, only two of them include the presentation of foreign accents and varieties of English. What is more, while in some of the textbooks the learners are required to compare the presented culture with their own cultures, in some of the textbooks analyzed, there is no reference to the learners' own culture. Lastly, it is argued that through the representation of famous figures, the American lifestyle is demonstrated.

Chapter 3

METHOD

Chapter 3 presents the method of this study, and includes information on the data collection and analysis procedures. This chapter is thus comprised of the parts which describe research design, the research context and participants, and present information on data collection tools and the method used for the data analysis procedure.

3.1 Research Design

This is a mixed method research aiming to provide qualitative and quantitative interpretive data obtained from the questionnaire administered to a population of English language teachers teaching in six different regions in TRNC, in addition to the analysis of the cultural content of textbooks used by these teachers.

Mixed methods research is defined by Dornyei (2007) as the combination of both qualitative and quantitative methods in one research study. According to Dornyei (2007), the advantages of mixing both qualitative and quantitative methods are as follows: increasing the strengths of one method while eliminating the weaknesses, multi-level analysis of complex issues, improved validity as well as the opportunity to reach multiple audiences. Taking these advantages into consideration, a mixed methods research was conducted.

This study aims to put forward the language teachers' perceptions on teaching culture, and the intercultural dimension of culture teaching, as well as mining to present the cultural content of language textbooks used in secondary schools with specific reference to intercultural sensitivity.

The research questions put forward are as follows:

- What are the language teachers' perceptions on culture/intercultural teaching?
- To what extent are language teachers aware of the intercultural dimension of language teaching?
- How are culture/intercultural teaching reflected in the language textbooks?

3.2 The Research Context

This study was carried out in 6 public secondary schools each belonging to a different district in the Turkish Republic of Northern Cyprus. This was done in order to be able to explore the views and attitudes of English language teachers working at different schools, in six different regions (Lefkoşa, Gazimağusa, Girne, Lefke, Güzelyurt and İskele).

The questionnaire was administered to the English language teachers working at public secondary schools in these six regions. Teachers working in these schools share similar backgrounds and in all of these schools, an identical language education is offered to the students. In other words, same curriculum and same textbooks are followed in all of these secondary schools. As stated before, the schools chosen are all public secondary schools and the level of the students range from elementary to intermediate.

According to the English language curriculum for secondary schools developed by TRNC Ministry of National Education and Culture Department for Educational Planning and Programme Development, “English language teaching at the secondary level aspires to promote aims that do not focus on language learning only. It assigns itself the more ambitious role of encompassing aims that are global and transverse in nature.” This understanding is appropriate since language is indexed in culture and vice versa.

The curriculum used is claimed to promote a perspective which has shifted from being teacher centred to being learner centred and the aim is to raise autonomous learners who take responsibilities for their own learning. Moreover, one of the long term goals of the curriculum is to promote intercultural understanding, tolerance, cooperation and respect.

3.3 Participants

The participants of this study are 42 Turkish Cypriot English Language Teachers working in secondary schools in six different regions. The participants were selected by representative sampling technique. From each region, one representative high school was chosen and the questionnaire was delivered to the English language teachers working at the chosen schools.

The age of the participants ranged from 25 to 60. As stated before, it is possible to say that the participants share similar educational backgrounds. 70 % of the participants hold a B.A degree in English language teaching while the remaining 30% have earned a M.A degree.

As the study does not aim to make gender analysis, the questionnaire does not contain questions about the participants' gender. However, based on observation, it is possible to state that approximately, 70% of the participants are female and 30 % of them are male.

3.4 Method of Data Collection

3.4.1 The Questionnaire

The Questionnaire (Appendix A) used is developed by Hui (2010) for her doctoral studies at Durham University, UK. The questionnaire functioned as the data collection tool, as it is considered to be suitable and useful for this research study.

This questionnaire is composed of six batteries and contains a total of 22 questions. There are (i) 8 five-point Likert scale items, (ii) 10 closed-response items, (iii) 3 open-ended items and (iv) 1 checklist item. The design of the questionnaire is as follows:

Part 1 is about "Language and culture teaching objectives". There are eight questions in this part about the language teachers' perceptions about language, culture and language and culture teaching in general.

In part 2, "Possible Cultural Topics" are dwelled on. Here, the teachers' opinions on possible topics they would prefer in teaching in language and culture is asked. In this part, through a checklist item, from the topics listed, they are asked to choose which aspects of culture they prefer teaching in the secondary schools. Moreover, their opinions about the necessity to have a cultural item are also gathered through a Likert-scale item.

In part 3, the participants are asked to reflect on their opinions on and preferences about the techniques used when teaching language and culture. They are asked to provide their opinions on their preferences of techniques by indicating how often they choose them.

Part 4 is focussing on English teaching materials. In this part, the teachers are expected provide answers on their opinions and use of teaching materials, and especially the language textbook.

The Cultural/ Intercultural dimension of English language teaching is investigated in part 5. In this part, the teachers are asked about their opinions on culture and intercultural teaching.

Finally, in part 6, background information on the participant teachers such as their age, teaching experience, educational background is gathered.

To make the questionnaire appropriate for Educational context of TRNC, items 12 (an item about the choice of textbooks), and 20 (an item referring to the educational background of the teachers) are adapted from the original questionnaire as they were related to Chinese educational system. Lastly, item 22 (an item about whether or not the teachers have been to an English-speaking country) has been added to the original questionnaire.

3.4.2 Textbook Evaluation

The textbooks used in the public secondary schools include elementary, pre-intermediate, and intermediate packs of *Solutions* (Falla & Davies 2008) by Oxford University Press. Consequently, for this research study, the elementary, pre-

intermediate, and intermediate packs of the *Solutions* set were evaluated in terms of their cultural input, method goals and motivation. The checklist used for evaluating 'culture in language textbooks' has been developed by Hatoss (2004) based on the model by Hatoss (1998). Although a plenty of checklists and guidelines for evaluating textbooks exist, the checklist provided by Hatoss (2004) was considered to be the most suitable for this study, as the main focus of this checklist is on intercultural teaching. By taking into consideration the checklist provided by Hatoss, the *Solutions* textbooks were evaluated in terms of the intercultural content presented to the language learners.

Guidelines for evaluating textbook:

Input

- Does the linguistic input cater for sociolinguistic variation (social dialects and foreign accents, etc.)?
- Is the linguistic input culturally dense (Idioms, expressions, slang)?
- Is the textbook successful at developing students' pragmatic competence?
- Is there paralinguistic input (e.g. non-verbal communication)?
- Is there any non-linguistic semiotic cultural input (pictures, etc.)?
- Does the textbook teach high culture (culture with a capital 'C') such as literature, the arts?
- Does the textbook teach low culture (culture with a small 'c') such as everyday lifestyle?
- Does the material teach surface culture only (e.g. food, dressing and other visible elements of culture)?
- Does the material teach deep culture (orientations, values, non-visible and non-tangible elements of culture)?

- Is culture represented as monolithic or is culture represented as dynamic?
- Is the cultural input a true reflection of the target culture or is the cultural input representative of the cultural knowledge that native-speakers peers would have?
- Does the textbook teach cultural knowledge explicitly?

Method

- Is culture learning experiential (culture is to be experienced) or cognitive (learning facts)?
- Does the textbook lead to stereotype formation?
- Does the textbook cater for the atypical and individual?
- Has first culture a role in teaching second culture?

Goals and Motivation

- Does the textbook aim at assimilating learners into a second culture?
- Does the textbook encourage reflection?

3.5 Data Collection and Analysis Procedures

The first part of the study was conducted in the secondary schools of six different regions of TRNC. The data was collected through the selected questionnaire. As stated before, the questionnaire was administered to the English language teachers working at secondary schools. Because of heavy teaching duties and time constraints, unfortunately, some of the teachers did not participate in this study. The participants who volunteered to participate filled in the questionnaire by providing answers based on their opinions and preferences related to culture/intercultural teaching, whereas in the last part of the questionnaire they indicated their personal information such as their age, years of teaching experience and educational background. After the data collection phase, the quantitative data collected by the means of the questionnaire were analyzed by the Statistical Package for Social Sciences (SPSS version 20). In

addition to this stage, the answers to the open ended questions were analyzed by the content analysis method, and the similar responses were grouped and evaluated accordingly.

In the second phase of the study, English language textbooks used in public secondary schools were analyzed. The textbooks were obtained from the TRNC Ministry of Education department. The elementary, pre-intermediate and intermediate series of *Solutions* by Oxford University Press were analyzed in terms of their cultural content and intercultural sensitivity by using the checklist developed by Hatoss (2004). When analyzing the textbooks, how is culture presented, and whether or not there is a focus on Anglo-American culture was examined. Moreover, questions like whether or not there are references to other cultures, do the books contain stereotypical representations, and whether or not the books encourage the students to reflect on their own cultures also guided the textbook analysis procedure.

Chapter 4

RESULTS

The aims of this study were to investigate the English language teachers' perceptions towards culture and intercultural teaching, and to analyze how culture/intercultural teaching are reflected in the language textbooks. In this chapter, the results of the research study are presented in two sections. The first section of this chapter displays the results of the questionnaire administered to English language teachers, and in the second section, findings related to the course book evaluation are presented.

4.1 The Results of the Questionnaire

In this part, the results obtained by the questionnaire, regarding the English language teachers' perceptions on teaching culture and their awareness about the intercultural dimension of language teaching are presented.

4.1.1 Part 1: Language and Culture Teaching Objectives

The first step in approaching the data set was to determine the general evaluation of the first battery of the questionnaire, which is about language and culture teaching objectives as illustrated in the table 4.1, the general mean score for the first part of the questionnaire is approximately 90.

Table 4.1 Descriptive statistics of battery 1

<i>Descriptive Statistics</i>						
		N	Minimum	Maximum	Mean	Std. Deviation
Battery1		19	66.60	97.70	89.5316	8.13573
Valid	N	19				
(listwise)						

The second step in approaching the data set was to examine the mean differences across different age groups, teaching experience and the qualifications (i.e., BA and MA) of the participating teachers.

In order to compare the means of the responses of the participants belonging to different age and teaching experience groups, one way ANOVA tests were applied to the data set. In order to identify which groups differ significantly from each other, a post hoc test, LSD (least-significant difference) was used for bivariate comparisons (George & Mallery, 2001). An independent-samples *t*-test was also employed to compare the means of the BA and MA holders' responses (See Appendix B for the results of all the tests applied).

No significant differences were observed, except for item 1 (*item about the learners' interest in learning cultures of English speaking countries*). The participating teachers who are older than 50, seem to think that their learners do not wish to learn about the English culture.

As a second step, the responses in Part One of the questionnaire were analyzed by descriptive analyses. The mean scores and the frequencies of the responses to all the items in Part One were calculated. The results are presented below in Tables 4.2 and 4.3

Table 4.2 Descriptive statistics for the items in Part One

<i>Descriptive Statistics</i>							
	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Deviation Statistic	Statistic	Std. Error	Statistic	Std. Error
q1	42	3.29	1.293	-.708	.365	-.947	.717
q2	42	4.31	1.024	-1.674	.365	2.338	.717
q4	41	4.41	.805	-2.123	.369	6.907	.724
q5a	42	4.14	.647	-.708	.365	1.960	.717
q5b	42	4.29	.636	-.317	.365	-.598	.717
q5c	42	4.43	.991	-2.080	.365	3.956	.717
q5d	42	4.64	.533	-1.119	.365	.255	.717
q5e	41	4.39	.494	.467	.369	-1.876	.724
q5f	42	4.29	.970	-1.292	.365	.706	.717
q6a	42	3.86	1.002	-.771	.365	-.326	.717
q6b	42	4.71	.508	-1.557	.365	1.629	.717
q6c	42	4.45	.593	-.546	.365	-.583	.717
q6d	42	4.43	.703	-1.279	.365	2.077	.717
q6e	42	4.26	1.170	-1.597	.365	1.595	.717
q6f	42	4.48	.594	-.637	.365	-.497	.717
q6g	42	4.43	.590	-.457	.365	-.642	.717
q6h	42	4.64	.577	-1.397	.365	1.082	.717
q6i	42	4.62	.539	-.994	.365	-.052	.717
q6j	42	4.55	.633	-1.098	.365	.201	.717
q6k	42	4.14	1.117	-1.729	.365	2.710	.717
Valid N (listwise)	40						

As is seen in Table 4.2, the mean scores (1- not interested and 5- very interested) of the respondents gather between 4 and 5, i.e., between *Interested* and *Very Interested*, or very close to 4 (q6a). Low standard deviation scores (around 1) and kurtosis values (below 2 for the most items) indicate that the responses are evenly distributed around the given mean values. The only exceptions are q4 and q5c with higher Kurtosis values, indicating that the responses are more diverse from the rest. Overall, the results gathered from the descriptive statistics can be interpreted that all the participating teachers seem to agree on the importance of culture teaching as part of

language instruction objectives, as the only item with a mean score lower than 4 was q1 (*an item asking about the learners' interest in learning the English culture*). To further analyze the responses, Table 4.3 can be examined. It can be observed from the table that for q1, although the majority of the teachers think the learners wish to learn about the English culture(s), around 30 per cent think that their students are either less interested or not interested in that.

Table 4.3: Frequencies of the items in Part One

Item	Interested & Very Interested	Undecided	Less Interested	Not Interested
	Very Important & Important		Less Important	Not Important
Q1	26 (66.6)	-	8 (19)	6 (14.3)
Q2	36(86.6)	2(4.8)	3 (7.1)	1 (2.4)
Q4	38(90.5)	2(4.8)	-	1(2.4)
Q5a	38(90.5)	3(7.1)	1(2.4)	-
Q5b	38(90.5)	4(9.5)	-	-
Q5c	38(90.5)	-	3(7.1)	1(2.4)
Q5d	41(97.7)	1 (2.4)	-	-
Q5e	41(97.7)	-	-	-
Q5f	35(83.4)	3(7.1)	4(9.5)	-
Q6a	32(76.2)	3(7.1)	7(16.7)	-
Q6b	41(97.6)	1(2.4)	-	-
Q6c	40(95.2)	2(4.8)	-	-
Q6d	39(92.9)	2(4.8)	1(2.4)	-
Q6e	34(80.9)	2(4.8)	3(7.1)	2(4.8)
Q6f	40(95.3)	2(4.8)	-	-
Q6g	40(95.2)	2(4.8)	-	-
Q6h	40(95.2)	2(4.8)	-	-
Q6i	41(97.6)	1(2.4)	-	-
Q6j	39(92.9)	3(7.1)	-	-
Q6k	36(85.7)	2(4.8)	1(2.4)	3(7.1)

Note: The numbers are frequencies; the scores in parentheses are percentages (%). For items q1 and q2, the scale ranges between *Very Interested* and *Not interested*, for items q4-q6k, the scale ranges between *Very Important* and *Not important*.

When question 2 is considered, again it is possible to state that with the mean score of 4.31, around 86 % of the language teachers believe that they are highly interested teaching cultures of English language speaking countries. It can be concluded that the teachers tend to be more confident of themselves than their students, and believe that they are more interested in teaching culture than their students are interested in learning, as only 14% (4.8% undecided+ 7.1% less interested +2.4% not interested) are either are either undecided, less interested or not interested in teaching cultures of English speaking countries whereas this percentage was 30 when the interests of their students were asked.

Question 3 is an open-ended item that seeks to find out about cultural topics language teachers find interesting to teach. Through content analysis, the answers to this question are analyzed and it can be concluded that according to the participants, 'way of life and habits' are the most interesting aspects of culture to teach, followed by 'tradition, folklore and customs'

Table 4.4: Interesting cultural topics

30%	Way of life (Living conditions, habits, routines)
25%	Tradition, folklore and customs (Special days, customs and morals)
17%	Food & Drink
8%	Shopping
7%	Products of culture (Literature, Music)
5%	History/Historical places
5%	Fashion and dressing
3%	Currency

As illustrated in table 4.4, while ‘living conditions and ‘traditions and customs’ are the most popular topics, topics like ‘currency’ and ‘fashion and dressing’ are less preferred. These topics that are considered to be interesting/important to teach while teaching about a foreign culture, are also among the most popular topics presented in teaching materials/textbooks, which can also be seen in the second part of the study.

When Question 4 (the importance of teaching culture in language) is considered, it can be seen that the mean score for Question 4 is 4.41 and 90.5 % of the teachers consider teaching culture in language as being important or very important.

Question 5 is about teachers' perceptions on the objectives of English language teaching. As illustrated in table 4.2, all of the items of question 5 have high mean scores between 4.14 and 4.64. From question 5 the item with the highest mean score is q5d (*an item about using the English language as an instrument to achieve goals*) with the mean score of 4.64. As illustrated in table 4.2, 97.7 % of the teachers consider this objective to be important and very important.

Hence, it can be concluded that according to the language teachers, among many other teaching objectives, enabling students in fulfilling their future needs is the most important one.

As illustrated in table 4.3, although 90,5 % of the teachers consider the teaching objective stated in q5a (*an item about using English for scientific research and to foster cooperation*) as being important or very important, this item from question 5 is the item with the lowest mean score. The mean score for q5a is 4.14. Therefore, it is possible to conclude that encouraging learners to acquire learning methods of scientific research and fostering cooperation is not one of the most significant aims of teaching language and culture.

Question 6 is about language teachers' perceptions about teaching 'culture'. The mean scores of the responses gather between 3.86 and 4.71. With the mean score of 4.71, q6b (*providing information on daily life*) is the item with the highest mean

score, followed by items q6h (*the role of teaching culture as a motivating factor*) with the mean score of 4.64 and q6i (*the role of teaching culture in widening students' horizons on the world*) with the mean score of 4.62.

The item with the lowest mean score is q6a (*providing historical, geographical and political information about cultures*). However, 76.6 % of the teachers consider providing information about political system and geography as being very important or important.

It can be concluded that teachers' perceptions on 'culture teaching' is mainly focussed on providing information about daily life and routines. They also tend to see culture teaching as a motivating factor making the English lessons more interesting and as a tool to widen students' horizons on the world.

According to the results, providing information about the history, geography and political system of the foreign cultures receives comparatively less attention although they are considered to be the most important elements that constitute culture.

To analyze the items q7 and q8, which are about the classroom time devoted to the teaching of language and culture, and the teachers' opinions on whether they want to devote more time on teaching culture or not, firstly one-way ANOVA and independent samples t-tests were applied. The results of these tests gave no significant differences (See appendix B).

Table 4.5: Language and culture teaching time
q7

	Frequency	Percent	Valid Percent	Cumulative Percent
80% language teaching-20% culture teaching	19	45,2	45,2	45,2
60% language teaching-40% culture teaching	15	35,7	35,7	81,0
Valid 20% language teaching-80% culture teaching	1	2,4	2,4	83,3
100% integration of language and culture teaching	5	11,9	11,9	95,2
6	2	4,8	4,8	100,0
Total	42	100,0	100,0	

Although the teachers reflect a positive tendency towards teaching culture, as illustrated in table 4.5, 45.2% of the participants devote only 20% of their time to teaching culture.

In conclusion, it is possible to state that the teachers believe that the primary focus should be on language teaching rather than the teaching of culture. Moreover, it is clear that the teachers do not agree with the belief that language and culture cannot be separated at any time. The reasons behind this tendency can be observed from the results of q8, where the participants were asked whether they want to devote more time to the teaching of culture, and also they were asked to indicate the reasons for wanting to devote more time on cultural teaching, but not being able to do so.

Table 4.6: The participants' answers regarding their preference for language and culture teaching.

q8

	Frequency	Percent	Valid Percent	Cumulative Percent
No, not at all	9	21,4	21,4	21,4
No, not particularly	29	69,0	69,0	90,5
Valid Yes, up to a certain extent	4	9,5	9,5	100,0
Total	42	100,0	100,0	

Again, despite the participants' high tendencies towards culture teaching, surprisingly, most of the participants (90.4% for no not at all and no, not particularly) do not wish to devote more time on culture teaching. Similar results have been obtained in the study conducted by Castro, Sercu and Garcia (2004), which revealed the fact that teachers prioritize language teaching objectives over culture teaching objectives.

The reasons behind this tendency can be found in the analysis of the answers to the open ended item accompanying *q8*, an open ended question about the reasons behind not being able to devote more time on teaching culture. According to the participants' responses, the main reasons behind not being able to spend more time in culture teaching are mainly time constraints, limited curriculum, absence of appropriate materials, and students' attitudes towards learning cultures other than their own. In table 4.7, the results can be seen.

Table 4.7: The participants answers regarding the reasons behind not being able to spend more time on culture teaching

36%	Limited curriculum
26%	Time constraints
13%	Attitudes of the students'
13%	Absence of appropriate materials
4%	Students' level
4%	Dominance of English culture in the materials
4%	Crowded Classes

As illustrated in table 4.7, the main reason is the limited curriculum. According to the participants' answers, they feel limited when teaching, as they have to follow the curriculum prepared by the Ministry of Education.

Another constraint is the limited time. In a way, the teachers may feel the pressure of not being able to complete the curriculum and this may prevent them from spending more time on teaching culture. These can be seen in the following answer provided the participants:

Extract 1:

“We are obliged to complete the curriculum”.

Extract 2:

“We have the syllabus we have to study and complete so we have to study and complete so we cannot spend a lot of time on teaching culture”.

Another participant stated that because of the learners’ attitudes and low motivation, the teachers are prevented to spend more time on culture.

Extract 3:

“Our students are not interested although we want to introduce them to other cultures. Our students have the least motivation on learning a foreign language and its culture, they are priorities are to pass the courses. They are not interested in foreign cultures although culture teaching is essential in language teaching. They are strictly Muslim and they refuse to learn about different cultures because they consider others as their enemies. This is because of the demographic assimilation policy”. As illustrated in the following extract (Extract 4), one of the participants do not wish to devote more time on teaching culture as the participant believes that culture teaching should not be limited to the teaching of British or American culture. From this, we can conclude that some of the language teachers are aware of the fact that culture teaching must follow an intercultural approach (Seidl 1998, Prodromou 1998, Alptekin 2002, Tseng 2002, Kramersch 2009).

Extract 4:

“I believe that students should be made aware of the differences between several cultures so I don’t support the teaching of a certain culture in a language class. Students should be taught many different cultures so that they get familiar with cultures around the world. So, I believe that culture in language teaching should be

used as a tool to improve students' competence in the language use and their world knowledge".

4.1.2 Part Two: Possible Cultural Topics

The second battery of the questionnaire is about possible cultural topics that can be taught in the language classrooms.

In question 9, the participants are asked to choose from the list of possible cultural topics. It was possible to choose more than one item from the list. In order to analyze this question, the frequencies of all the items are taken, to find out the most popular topic chosen by the participants.

Table 4.8 Possible cultural topics to be taught

Item	Frequency	Percentage
Q9b	39	93
Q9f	30	71
Q9p	30	71
Q9c	29	69
Q9d	29	69
Q9g	27	64
Q9h	27	64
Q9j	24	57
Q9e	22	52
Q9m	22	52
Q9q	22	52
Q9i	20	48
Q9r	20	48
Q9o	19	45
Q9a	18	43
Q9k	17	40
Q9n	16	38
Q9s	16	38
Q9l	15	36

Note: Each participant chose more than one item.

The frequencies and the percentages presented in table 4.7 indicate how many times each item is chosen. For instance, out of the 42 participants 39 of them have chosen item 9b (*Daily life and routines*). Taking this into consideration, it is possible to infer that, the most popular cultural topic introduced in the classroom is ‘daily life and routines. This answer is predictable, and the answers to this question are in line with the answers of Question 3, which concludes that the topic ‘daily life and routines’ is the most interesting topic to teach. In other words, there is a parallelism between the responses for items 3 and 9.

By referring to the second part of this study, where English language textbooks were analyzed, it is possible to conclude that, the topics with the highest frequencies are the topics that are most frequently presented in the language textbooks.

Other topics that are mostly preferred by the teachers include school and education, shopping, or youth culture. Furthermore, it should be noted that, regarding the high frequency scores for item 9p (*teaching about own culture and identity*) it can be inferred that the teachers believe that teaching culture involves more than presenting information on the target culture and it should encourage reflection on learners own culture as well.

Question 10 is one of the questions addressing the attitudes of language teachers towards language and culture teaching. In this question, the teachers’ opinions on integrating culture in the language curriculum are gathered.

Table 4.9 Necessity of cultural items in the curriculum.

Item	Necessary and very necessary	Undecided	Less necessary	Not necessary	Mean	Standart Deviation
Q10	40 (95.3)	2 (4.8)	-	-	4.26	.544

Note: The numbers are frequencies; the scores in parentheses are percentages (%).

As illustrated in table 4.9, 95.3% of the participants think that the presence of cultural items in the curriculum is very necessary or necessary. The mean score of 4.26 out of 5 is also high. This result is consistent with the results of the other questions analyzed. The participant teachers are not only interested in teaching language and culture, and they believe that having a cultural item in the curriculum is necessary.

4.1.3 Part Three: Methods or Approaches to teaching language and culture.

In this part, the teaching techniques that language teachers prefer to use in teaching language and culture are analyzed. To analyze the mean differences between different variables such as age groups, teaching experience and qualifications, one way ANOVA test was applied to the data set. The only significant difference is in q11g according to the mean differences in responses. The participants who are in the 20-30 years of age category seem to be using songs/poems less than those in the other age categories (the results are displayed in Appendix C).

Also, there are significant differences in items q11c (*asking learners to discover the foreign culture*) 11d (*engaging learners in role play activities*), 11e (*asking learners to recite dialogues*), q11k(*asking learners to compare cultures*), 11l (*asking learners*

to act), and 11m (*asking learners to mime dialogues*); the participants who have 6-10 years of teaching experience seem to be using these approaches less than the ones in the other teaching experience categories (see Appendix C). There are no differences in responses of the participants with BA and MA degrees.

The second step in approaching the data set was to determine the general evaluation of the third battery of the questionnaire. As illustrated in the following table the general mean score for the third part of the questionnaire is approximately 50 %.

Table 4.10 Descriptive Statistics of Battery 1

<i>Descriptive Statistics</i>						
	N	Minimum	Maximum	Mean	Std. Deviation	
Battery3	13	28.50	85.70	49.0769	17.59707	
Valid (listwise)	N 13					

Again, followed by the previous step, by descriptive analysis, the responses to questions in part 3 were analyzed. In the following tables, Table 4.10 and 4.11, the descriptive statistics and frequencies for the items of part 3 are presented.

Table 4.11 Descriptive Statistics for the items in Part 3.

<i>Descriptive Statistics</i>							
	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Deviation Statistic	Statistic	Std. Error	Statistic	Std. Error
q11a	42	4.21	.750	-.743	.365	.428	.717
q11b	42	3.88	.968	-.430	.365	-.771	.717
q11c	42	3.50	.804	.000	.365	-.352	.717
q11d	41	3.39	1.181	.037	.369	-1.168	.724
q11e	41	3.46	.897	-.213	.369	.368	.724
q11f	40	3.35	.864	-.011	.374	.643	.733
q11g	42	3.62	.909	.036	.365	-.787	.717
q11h	42	3.38	.962	.183	.365	-.840	.717
q11i	42	2.93	1.091	.266	.365	-.533	.717
q11j	42	3.17	.961	-.177	.365	-.025	.717
q11k	42	3.62	.909	-.168	.365	.322	.717
q11l	42	3.14	.977	.360	.365	-.144	.717
q11m	42	3.17	1.146	-.138	.365	-.818	.717

As illustrated in table 4.11, the mean scores (1- never and 5-very often) of the respondents gather between *sometimes* and *often*, or very close to *very often* (q11a). The standard deviation scores (generally around 1) and the kurtosis values (below 2 for all items) are low. Regarding the mean scores that gather between *sometimes* and *often*, it can be interpreted that teachers employ various techniques and strategies when teaching culture. The item with the lowest mean score is q11i (*presenting cultural information through movies and encouraging discussion afterwards*).

Other items with high mean scores are 11a (*teaching culture by making use of the textbook*), 11b (*providing cultural information based on the teachers' own experiences with the foreign cultures*), 11c (*encouraging students to discover the aspects of other cultures*), 11g (*teaching about other cultures by making use of songs and poems*) and 11k (*asking students to compare their own cultures with foreign*

cultures). As illustrated in the Table 4.11, the item with the lowest mean scores is q11i (*presenting cultural information through movies and encouraging discussion afterwards*). Regarding the results, it is possible to state that this particular strategy does not seem to be used as often as the other strategies/ techniques. Similarly other techniques or strategies that are not favoured by the teachers when compared to the others are the items q11j (*downloading cartoons and other cultural images to accompany cultural teaching*), q11l (*encouraging students to act out what they learn*) and q11m (*making use of audio tapes in the classroom and asking the learners to mime what they hear*). The responses can further be seen in table 4.12.

Table 4.12. Frequencies for the items in part 3

Item	Often and very often	Sometimes	Seldom	Never
q11a	36(85.7)	5(11.9)	1(2.4)	-
q11b	28(66.7)	10(23.8)	4 (9.5)	-
q11c	21(50)	17(40.5)	4 (9.5)	-
q11d	18(42.8)	12(28.6)	10 (23.8)	1(2.4)
q11e	19(76.2)	18(42.9)	3(7.1)	1(2.4)
q11f	15(35.7)	21(50)	3(7.1)	1(2.4)
q11g	22(52.3)	16 (38.1)	4(9.5)	-
q11h	18(42.9)	16 (38.1)	8(19)	-
q11i	12(28.5)	14(33.3)	13(31)	3(7.1)
q11j	15(35.7)	18(42.9)	7(16.7)	2(4.8)
q11k	21(50)	19(45.2)	1(2.4)	1(2.4)
q11l	12(28.6)	20(47.6)	9(21.4)	1(2.4)
q11m	18(42.9)	11(23.8)	10(23.8)	3(7.1)

Note: The numbers are frequencies; the scores in parentheses are percentages (%).

Regarding the results in table 4.11 and 4.12, it can be seen that the most frequently used technique of culture teaching is 11a (*teaching culture by making use of the textbook*).

Items like q11b (*providing cultural information based on the teachers' own experiences with the foreign cultures*), q11e (*asking student to repeat dialogues*), q11g (*teaching about other cultures by making use of songs and poems*), and q11k (*asking students to compare their own cultures with foreign cultures*) are the items with the highest frequencies.

Based on these results gathered from the descriptive statistics, it can be interpreted that although the textbook is what teachers mainly use for culture teaching, the teachers also make use of other techniques and strategies while teaching culture. For instance, it is clear that 66.7 % of the teachers pass cultural information onto their students based on their experiences with the foreign countries and culture. What is more, 55.3 % of teachers are also making use of the elements of high culture such as poems, while passing on cultural information.

As shown in Table 4.12, 50 % of the teachers encourage the learners to discover the aspects of the other cultures. Asking the learners to discover the aspects of cultures not only broadens their horizons, but it is also believed to increase their motivation.

According to the results, 50% of the teachers ask their learners to compare the foreign culture(s) with their own culture. It should also be noted that by asking learners to compare their own cultures and foreign cultures, the teachers give their

learners opportunities for reflection and thus encourage them to gain a cross-cultural viewpoint

It goes without saying that, most of the time, the techniques and strategies the teachers employ are constrained because of the physical conditions of the classrooms. To illustrate, the frequencies of items such as q11i (*presenting cultural information through movies and encouraging discussion afterwards*) are low maybe because of the opportunities teachers and learners have in the classrooms.

4.1.3 Part Four: English teaching Materials

In this part of the questionnaire, information about the teaching and the teachers' views on the language textbooks they use are gathered.

To begin with, q12 asks how the language textbooks used are chosen whereas in q13, whether or not they can make use of additional materials while teaching is asked. Q14 asks if the textbooks that are used contain cultural information and in q16, the participants' views on the textbooks they use are gathered. Lastly, q15 gathers information about the cultural knowledge included in the language exams. The responses in part four of the questionnaire were analyzed by descriptive analysis and the frequencies of the items in part four are shown in the following tables (Table 4.13 and 4.14)

Table 4.13 Frequencies of the item q12 (*item about the choice of textbooks*)
q12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid the ministry of education	42	100,0	100,0	100,0

As illustrated in Table 4.13, 100% of the participants stated that the textbooks are chosen by the ministry of education. All of the participants are teachers working in public secondary schools, and they are obliged to follow the textbooks chosen by the ministry of education.

Table 4.14 Frequencies of the item q13(*item about the use of supplementary materials*)

q13

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes, I can	40	95,2	95,2	95,2
Valid No, I can't	2	4,8	4,8	100,0
Total	42	100,0	100,0	

Although the teachers are obliged to use the textbooks chosen by the ministry of education, in q13 they are asked whether or not they are free to support their teachings with additional materials.

According to the results obtained, it can clearly be stated that the vast majority of the participants, 95 % of them, indicate that they can make use of additional teaching materials to accompany their teachings.

Only around 5% of the participants indicate that they cannot use any additional materials other than the textbook. This may be caused by the pressure of trying to complete the textbooks that they should follow. Because of the time constraints, it is possible that the teachers do not want to spend time on any additional materials.

Table 4.15 Frequencies of the item q14 (*item about the cultural content of textbooks*)
q14

	Frequency	Percent	Valid Percent	Cumulative Percent
A lot	29	69,0	69,0	69,0
bits here & there	7	16,7	16,7	85,7
Valid little	4	9,5	9,5	95,2
not that much	2	4,8	4,8	100,0
Total	42	100,0	100,0	

The majority of the participants indicate that in the textbooks they use, a lot of information about English culture(s) is present. As illustrated in Table 4.15, 69% of the participants believe that the textbooks contain a lot of cultural information where the remaining 31% think that cultural content of the textbooks is not adequate.

Table 4.16: Frequencies of the item q15 (*item about the cultural knowledge in the exams*)
q15

	Frequency	Percent	Valid Percent	Cumulative Percent
0%	5	11,9	11,9	11,9
1-10%	24	57,1	57,1	69,0
Valid 11-20%	10	23,8	23,8	92,9
21-30%	3	7,1	7,1	100,0
Total	42	100,0	100,0	

Q15 tries to find out if cultural knowledge is included in the exams or not. As illustrated in Table 4. 16, regarding the answers provided by 57.1 % of the participants state that, the cultural knowledge included in the exams is between the range 1-10 %. Question 16 is about whether or not the cultural content of textbooks used meets the expectations of the language teachers.

Table 4.17 Frequencies of the item q16 (*item about the teachers' satisfaction with the cultural content of the textbooks*)

q16

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes, very much so	3	7,1	7,1	7,1
Valid Yes, up to certain extent	29	69,0	69,0	76,2
No, not enough	8	19,0	19,0	95,2
No, not at all	2	4,8	4,8	100,0
Total	42	100,0	100,0	

More than half of the participating teachers (76%) think the cultural contents of the textbooks they are using meet their expectations.

4.1.3 Part Five: The cultural/ Intercultural dimension of TEFL

In part five of the questionnaire, the participant teachers' perceptions on language and culture teaching is gathered through 21 items. It should be noted that the scores of the items q17b, q17c, q17d, q17f, q17j, q17m, q17n, q17o, q17p, and q17q are reversed.

When the results of the One-way Anova tests are analyzed, we can see that according to the results (see Appendix D), one significant difference is found in item q17a, in that the mean of the youngest teachers' (22-30 years of age) is significantly different from the rest.

While their mean is 3.44- closer to *undecided*, the means of the other age groups' are between 4.23 and 4.67 (between *agree* and *strongly agree*). This might imply that the novice teachers may not be as much aware of the importance of culture teaching as the more experienced teachers.

This interpretation seems plausible when the second variable, teaching experience, is looked at. The results of the one-way ANOVA shows that less experienced teachers' means (1-5 and 6-10 years of teaching experience) are significantly different from the other groups (an average of around 3,5 versus 4,5) (see Appendix D).

According to the results of the independent t-test applied, no significant differences were observed between the responses of the BA and MA holding teachers (see Appendix4c). In the following table, the mean scores for this part in general are displayed.

Table 4.18 The mean score for part five (*The cultural/ Intercultural dimension of TEFL*).

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Battery5	21	9.50	88.10	53.2981	26.31221
Valid (listwise)	N 21				

Table 4.19 Descriptive statistics for the items in part 5

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
q17a	42	2	5	4,10	,726	-,951	,365	1,869	,717
q17b*	42	1	5	2,90	1,055	,198	,365	-1,067	,717
q17c*	42	1	5	3,21	,951	-,454	,365	-,961	,717
q17d*	42	1	5	3,48	1,153	-,441	,365	-,707	,717
q17e	42	1	5	3,88	,705	-1,579	,365	5,996	,717
q17f*	42	1	5	3,67	,846	-1,063	,365	1,646	,717
q17g	42	1	5	3,81	,994	-1,321	,365	1,826	,717
q17h	42	2	5	3,90	,692	-,337	,365	,377	,717
q17i	41	3	5	4,10	,625	-,065	,369	-,313	,724
q17j*	40	1	5	2,68	1,163	,169	,374	-,895	,733
q17k	42	2	5	3,79	,782	-,561	,365	,319	,717
q17l	39	2	5	3,85	,875	-,681	,378	,103	,741
q17m*	42	1	5	3,19	1,018	-,257	,365	-,530	,717
q17n*	41	1	4	3,12	,927	-,648	,369	-,664	,724
q17o*	42	1	5	3,36	1,032	-,505	,365	-,295	,717
q17p*	41	1	5	3,80	1,005	-1,138	,369	1,489	,724
q17q*	42	1	5	2,88	1,152	,444	,365	-,683	,717
q17r	42	1	5	3,90	,906	-1,047	,365	1,664	,717
q17s	42	2	5	4,02	,749	-,772	,365	1,094	,717
q17t	42	1	5	2,95	1,147	,607	,365	-,879	,717
q17u	41	1	5	3,90	,917	-1,233	,369	1,945	,724
Valid N (list wise)	34								

*Note: The scores of the items q17b, q17c, q17d, q17f, q17j, q17m, q17ln, q17o, q17p, q17q are reversed.

8 items possess standard deviation scores slightly above 1, however the kurtosis values of all of the items are below 2. The only exception with a high kurtosis value which indicates that responses are more diverse from the rests is item q17e.

For the items q17a, q17e, q17g, q17h, q17i, q17k, q17l, q17r, q17s, q17t and q17u, The mean scores (1-do not agree at all and 5- strongly agree) of the respondents

gather between 2.95 and 4.10, in other words the mean scores gather between *undecided* and very close to *strongly agree*. As stated before the scores of items q17b, q17c, q17d, q17f, q17j, q17m, q17ln, q17 o, q17p, q17q have been reversed. Therefore, for these items, the score for strongly disagree is 5 while the score for *strongly agree* is 1. The mean scores for these items are displayed in the table 4.19. Referring to the results obtained from the descriptive statistics, it is possible to conclude that generally, the participant teachers possess awareness about the issues related to the cultural/intercultural dimension of TEFL.

As shown in this Table 4.19, regarding the items *q17b, q17c, q17d, q17f, q17j, q17m, q17ln, q17 o, q17p, q17q*, the mean scores of the items are between 2.67 and 3.48 or in other words between *undecided* and *disagree*. The item with the highest mean score is q17d (*the impossibility of teaching the foreign language and foreign culture in an integrated way*). Moreover, regarding the high mean scores of the item q17d, we can conclude that the participants disagree with the idea that foreign language and culture cannot be taught in an integrated way, believing that it is impossible to separate language and culture.

Table 20 Descriptive statistics for the items in part 5 (*The cultural/ Intercultural dimension of TEFL*)

Item	Strongly Agree and Agree	Undecided	I do not agree at all and Disagree	Mean
q17a	37(88.1)	3(7.1)	2(4.8)	4,10
q17b*	15 (35,8)	8(19)	19(45.3)	2,90
q17c*	21 (50)	9(21.4)	12(28.6)	3,21
q17d*	24 (57,1)	8(19)	10(23.8)	3,48
q17e	34(80.9)	7(16.7)	1(2.4)	3,21
q17f*	29 (69)	9(21.4)	4(9.5)	3,67
q17g	33(78.5)	9(21.4)	5 (11.9)	3,88
q17h	32(76.2)	9(21.4)	1(2.4)	3,81
q17i	35(85.4)	6(14.6)	-	3,90
q17j*	11(26,2)	10(23.8)	19(45.3)	2,68
q17k	30(61.4)	9(21.4)	3(7.1)	4,10
q17l	29(69)	6(15.4)	4(10.3)	3,79
q17m*	18 (42,8)	13(31)	11(26.2)	3,19

q17n*	18(42.9)	12(28.6)	11(26.2)	3,12
q17o*	22 (52,4)	11(26.2)	9(21.5)	3,36
q17p*	30 (71,4)	7(16.7)	4(9.8)	3,80
q17q*	12 (28,6)	11(26.2)	19(45.2)	2,88
q17r	32(76.2)	7(16.7)	3(7.2)	3,85
q17s	35(83.3)	5(11.9)	2(4.8)	3,90
q17t	13(31)	9(21.4)	20(47.6)	4,02
q17u	33(78.6)	4(9.5)	4(9.5)	3,90

*Note: The scores of the items q17b, q17c, q17d, q17f, q17j, q17m, q17ln, q17o, q17p, q17q are reversed.

Note: The numbers are frequencies; the scores in parentheses are percentages (%).

To begin with, as illustrated in the table 4.20, 88.1 % of the participants either agreed or strongly agreed with the item 17a (*teaching culture is as important as teaching language*). This result is also compatible with the results obtained from the part 1 of the study, where it was concluded that the teachers agreed on the importance of teaching language and culture.

What is more, 85.5 % of the participants agree or strongly agree with the item 17i (*item about the role of language teaching in helping learners to better understand*

their own identities). This shows that the language teachers are aware of the importance of cross-cultural learning, and they do not see language and culture learning solely as learning about other cultures.

Regarding the results obtained from this part, it should also be added that the language teachers believe that learning about other cultures make language learners more broad-minded towards other cultures. It can also be concluded that the participants have positive attitudes towards the integration of ‘cultural awareness’ into the language curriculum and they also want to promote intercultural teaching.

Table 4.20 also displays the frequency scores of the items 17b, q17c, q17d, q17f, q17j, q17m, q17ln, q17p, q17q. The item with the highest frequency for *I do not agree at all and disagree* is q17b (*the impossibility of teaching culture to students with low proficiency levels*). This means that the participants believe that even with students’ with lower language proficiency, the cultural dimension of the teaching is again very important.

It is surprising to find that according to the results displayed in Table 4.20, regarding q17p, the teachers believe that culture and language can be separated. This shows that although the participant teachers possess positive attitudes towards teaching language and culture, the teachers still do not see that both culture and language cannot be separated at any time. Based on the misconception of the possibility of separating language and culture, the participants also indicated that because of time constraints culture teaching be replaced with language teaching. This again, points out to the misconception of language and culture, believing that it is possible to teach

language separated from culture, which is not possible as culture is indexed in language at all times.

4.2 The Results of the Book Evaluation

The textbooks were analyzed in terms of the cultural content embedded in them, with specific reference to intercultural sensitivity. The checklist used when evaluating the textbooks is developed by Hatoss (2004).

4.2.1 Input provided by the textbooks

Regarding the cultural input provided by the textbooks, it is possible to discuss issues such as sociolinguistic variation of the inputs provided, and ask questions like: “Is the textbook successful in developing learners’ pragmatic competence?” or “Are there references to idioms, expressions, and slang language? ”.

Moreover, considering the guidelines provided by Hatoss (2004), the textbooks were evaluated to see if the contents were supported with presentations of paralinguistic input and non-linguistic semiotic cultural input. Another question considered during the evaluation was if the textbooks teach surface culture only, or if there is reference to deep culture as well. Furthermore, whether or not the “culture” is represented as monolithic or dynamic, and if the cultural input can be considered as a “true reflection” is also considered.

To begin with, it is possible to state that throughout the textbooks, there is no reference to any social dialects, or different accents. The only accents presented to the learners through the audio-Cds are the British and American accents and in the reading or listening passages it is not possible to see references to social dialects of English as well. It can be concluded that the linguistic input provided does not cater for sociolinguistic variation as there is no reference to foreign accents or different

social dialects of English. Hence, it is possible to state that the textbooks used in public secondary schools in TRNC can be considered to be weak in terms of the sociolinguistic variation.

Considering the use of idioms and expressions, throughout the textbooks, it is possible to come across with expressions and idioms; however there is no reference to registers or slangs.

For instance in the elementary pack, as can be seen in **Figure 1**, through a pronunciation exercise, various expressions such as “Oh dear!”, “That’s a shame”, “Oh no!” and so on are provided to the learners.

7  **2.41 PRONUNCIATION** How does Naomi react to Jack’s story? Listen and repeat. Try to copy the intonation.

Reacting with sympathy Oh dear! Oh no! Oh well!
That’s a shame. Poor you! What a disaster!

Figure 1: A pronunciation exercise about idioms (Falla & Davies, 2008, Elementary, p. 74)

Furthermore, in some of the reading passages, we can see the expressions that can frequently be used in daily life such as “poor you!” and “bump into her” are being presented. Similarly, in another reading passage, expressions such as “rocking up”, “tag along”, “slamming on guitar” and “rocking each others’ world” are presented and defined through a mini-glossary (Falla & Davies, 2008, Pre-intermediate, p.9).

In addition to daily- life phrases, idioms are also covered. For instance, in the intermediate pack, there is an activity through which learners practice idioms used in daily life. In conclusion, it is possible to state that although there are exercises for presenting and practicing idioms, it still very difficult to say that the linguistic input provided is culturally dense.

5 Complete the idioms with the words in the box. Then match them with the meanings (a–f) below.

arm chest foot hairs heels leg

- 1 to get something off your _____
 - 2 to split _____
 - 3 to twist somebody's _____
 - 4 to be head over _____ in love
 - 5 to put your _____ in it
 - 6 to pull somebody's _____
- a to be completely in love
 - b to persuade somebody to do something
 - c to upset or embarrass somebody accidentally
 - d to tease somebody
 - e to talk about something that has been worrying you for a long time
 - f to argue about unimportant details

Figure 2: A matching exercise covering idioms (Falla & Davies, 2008, Intermediate, p. 34).

The sections titled “everyday English” aim to help learners gain pragmatic competence through dialogues and role play activities. Under these sections, speech acts like greeting, requesting and so on are presented through dialogues taking place in different sociolinguistic contexts Hatoss (2004) argues that clearly defining the sociolinguistic context is of vital importance. In the textbooks however, although it is possible to say that the opportunities to develop students’ pragmatic competence are offered, the sociolinguistic context, in which the dialogues take place and essential information about the participants’, such as their age, the relationship between the interlocutors, use of body language and gestures are not clearly defined.

Referring to the paralinguistic input, or in other words, non-verbal communication, although it is difficult to say that the textbooks can be considered to be satisfactory in offering paralinguistic input, it is possible to say that throughout the textbooks, presentation of paralinguistic input exists. To illustrate, when presenting how people from different cultures greet each other through a matching activity the textbook attracts attention to the different gestures such as shaking hands, waving, shaking head etc. After analyzing how people from different backgrounds greet each other the students are also asked to reflect on how they greet in their culture.

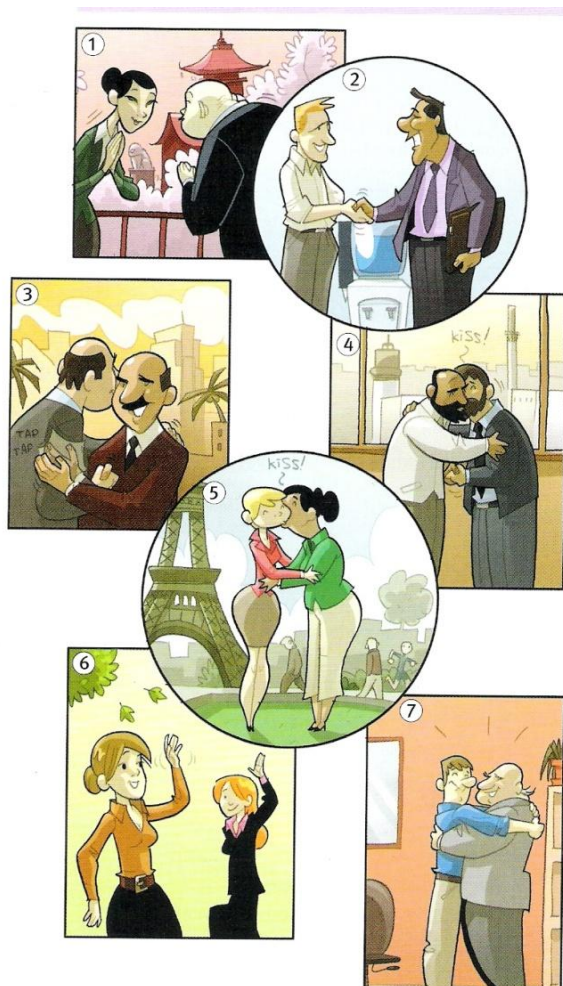


Figure 3: Greetings (Falla & Davies, 2008, Pre-intermediate, p.64).

Moreover, as illustrated in Figure 4, in the intermediate pack, there are some pictures showing people with different facial expressions. These pictures present different gestures that can be accompanied with many adjectives related to the exercise which can be helpful for students in associating mimics and gestures with feelings. However, there is no video footage for portraying the use of gestures and body language in the way that they should be used. Nevertheless, the textbook contains many role play activities which can be an opportunity for the learners to practice gestures and mimics.

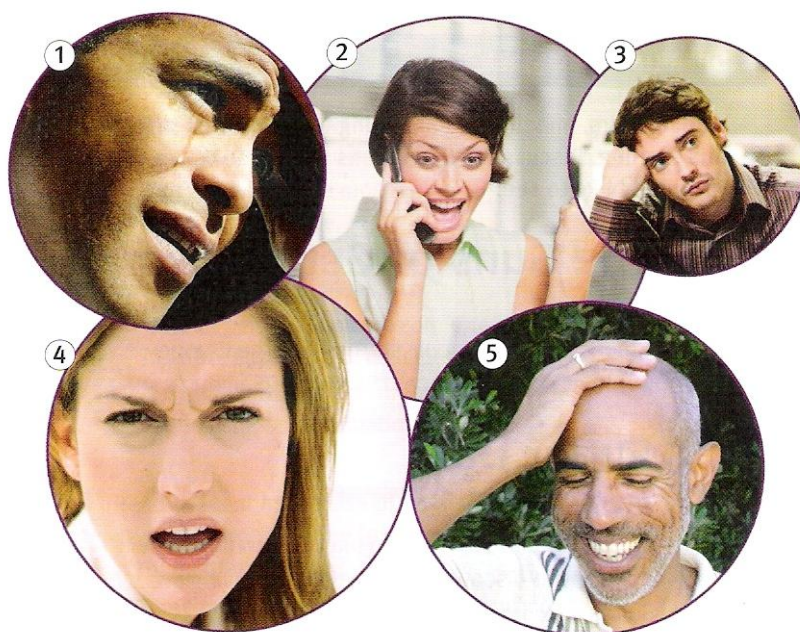


Figure 4: Facial expressions (Falla & Davies, 2008, Intermediate, p.14).

Like any other textbooks, these textbooks analyzed are also filled with non-linguistic cultural inputs. The sections presenting cultural input are always accompanied with pictures or illustrations such as the pictures of the British royal family, an Arabic

tradition or an American family as illustrated in figure 5. It should be noted that the images displayed do not represent any stereotypical presentations of any culture.

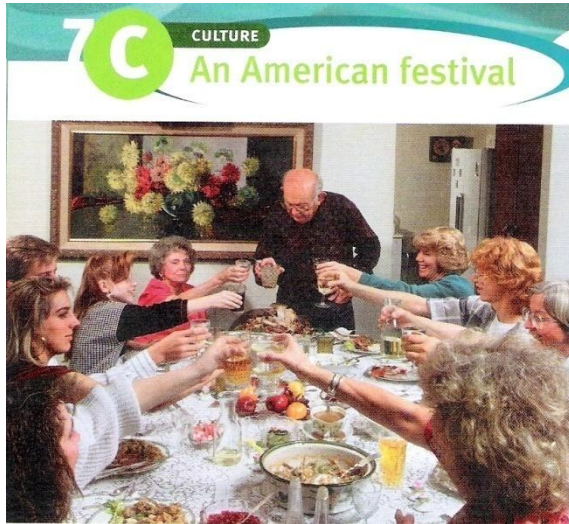
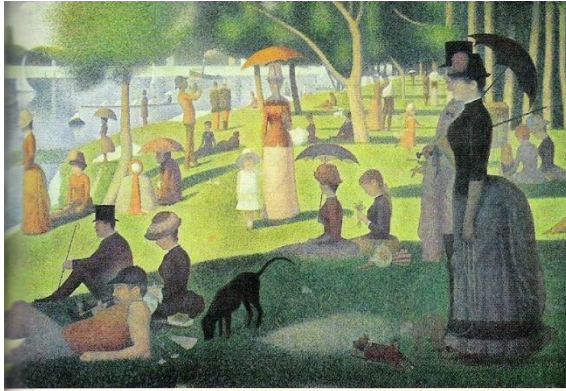


Figure 5: A photo illustrating the thanks giving tradition (Falla & Davies, 2008, Pre-intermediate, p.64).

In addition to aspects of low culture, the textbook presents arts and literature as well. To illustrate, there is a listening passage about the poet Maud Gonne and his poem titled “When you are old”. What is more, there is reference to other elements of the high culture such as the ballet and opera, Shakespeare and the globe theatre. However, as illustrated in Figure 8, artists from other cultures, such as Georges Seurat are also mentioned.



This picture, painted by the French artist Georges Seurat between 1884 and 1886, is called *Sunday afternoon on the island of La Grande Jatte*. It shows Parisians relaxing beside a lake on a cloudy afternoon. The young men and women, wearing their best Sunday clothes, appear as graceful as the speedboats reflected in the water.

Figure 6: French artist George Seurat and his painting “Sunday afternoon on the island of La Grande Jatte”. (Falla & Davies, 2008, Intermediate, p.95).

Opera by the bay

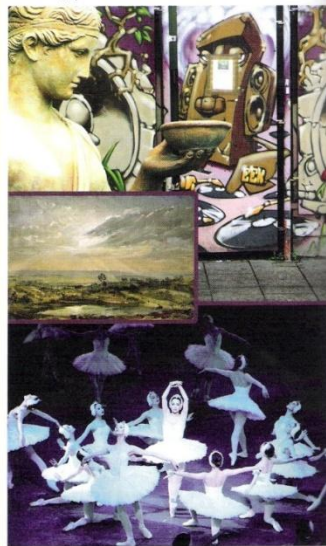
Sydney's rich artistic heritage is beyond doubt, stretching back to Aboriginal engravings and drawings. So it seems only fitting that this city was chosen as the setting for the Australian Opera. ¹ □ Until the 20th century this was a military site which then was used as a tram depot. As trams were phased out, the building became redundant and was demolished in 1958 to make way for the Sydney Opera House.

Eugene Goossens, who in 1946 became the resident conductor of the Sydney Symphony Orchestra, was the first to bring up the subject of building an Opera House. ² □ In 1956, the government announced an international competition for the design of two concert halls attracting 233 entries from all over the world. A young Danish architect, Jørn Utzon, saw the competition advertised in a Swedish architectural magazine and sent in his ten drawings. On 29 January 1957 he was declared the winner. ³ □ And this, unquestionably, has happened. One of the most recognisable images in the world today, the Opera House is the ultimate symbol of Sydney and Australia.

The Opera House building, its unique shape resembling a ship at full sail, graces Sydney's harbour. But it took years to construct. ⁴ □ The works began in 1959 and it was 1961 before Utzon worked out the problem of the roof. ⁵ □ Utzon said of his roof the 'interplay is so important that together with the sun, the light and the clouds, it makes a living thing. In order to express this liveliness, these roofs are covered with glazed tiles'.

The final cost of the Sydney Opera House, excluding the organ, was \$102 million. ⁶ □ The Opera House has four halls and was opened by Queen Elizabeth II on 20 October 1973.

- A The majority of the sum was raised by the specially created Opera House lottery.
- B His drawings were said to present a concept of an Opera House which was capable of becoming one of the great buildings of the world.
- C In order to do so, he drew inspiration from nature, in particular the palm leaf and the orange fruit.
- D It took over ten years for his dream to even have the chance of becoming a reality.
- E This was because, at the time of its design, the magnificent roof was, arguably, beyond the capabilities of the engineers of the time.
- F He rightly believed the project would make him rich and famous.



- 1 How would you compare the four types of art shown in the pictures?
- 2 Who do various forms of art appeal to? Do they appeal to you? Give reasons.
- 3 Do you agree with the following statement?
Art is less important in our lives today than it used to be.

Figure 7: Opera and Ballet (Falla & Davies, 2008, Intermediate, p.104).

However, although there is reference to high culture, the cultural content of the textbook is mainly comprised of elements of low culture such as T.V programmes, sports, hobbies, free-time activities, famous actors or pop stars. For instance, through

many reading passages, there is reference to celebrities like David & Victoria Beckham and Brad Pitt & Angelina Jolie and other pop star icons like Ashlee Simpson.



Figure 8: Famous celebrities (Falla & Davies, 2008, *Intermediate*, p.73).

Nevertheless, in addition to British and American stars, the textbooks also want to attract attention to famous people from different nationalities. To illustrate, Spanish artist Picasso, Brazilian football player Pele, and political leaders like Nelson Mandela, Mahatma Ghandi, Martin Luther King and scientists like Marie Curie, Alexander Graham Bell, and Thomas Edison are mentioned in the reading passages.

7 Match these great inventors and scientists with their work.

- 1 Marie Curie (1867–1934) ...
- 2 John Logie Baird (1888–1946) ...
- 3 Alexander Graham Bell (1847–1922) ...
- 4 Thomas Edison (1847–1931) ...
- 5 Ada Lovelace (1815–1852) ...

- a invented the light bulb.
- b wrote the world's first computer program.
- c discovered radium.
- d invented the telephone.
- e invented the television.

Figure 9: Famous scientists from other cultures. (Falla & Davies, 2008, Elementary, p. 73).

What is more, there is also a passage about the famous T.V show “The Simpsons” which portrays a classical American family.

In conclusion, throughout the textbook, it is possible to come across with the elements of low culture whether they are in passages about pop stars, or music festivals, or scientists.

Similarly, in the textbooks it is possible to come across with many aspects of surface culture. England and English culture is presented in reading texts and through many activities. For instance, there is reference to London and its tourist attractions. Moreover, there are references to sports, traditional days and food & drinks; however, in addition to a typical British or American meal, there is reference to junk food, which is considered to be the most consumed food.

On the other hand, it is not possible to say that the textbooks evaluated place much emphasis in the teaching of deep culture. There are not many examples of input about the deeper cultural aspects such as the orientations or values of the society. However, through the reading text titled “Poppy Day”, which is a memorial day in Britain, a day valued by the target culture is presented. This is followed by reflection questions, asking learners about the memorial days about soldiers in their country.

The cultures presented in the textbooks vary. In addition to England and English culture, there is also reference to other cultures and countries such as France, Ireland etc. For instance, under the topic “Places to visit”, Edinburg is presented. Similarly, a reading passage in the elementary textbook informs the learners about the continents and oceans of the world, accompanied with pictures of different national parks all over the globe. In the pre-intermediate pack, similarly famous monuments and other well-known buildings all around the world are represented.

In addition to Britain, holiday resorts of many different countries such as Finland, Spain, Austria, Italy and many more, are presented. There is also reference to different festivals all over the world.



Figure 10: Different holiday resorts (Falla & Davies, 2008, Elementary, p.55).



Figure 11: A Spanish tradition. (Falla & Davies, 2008, Pre-intermediate, p. 69).

The textbook also deals with global issues, focussing on different problems of the modern world experienced in many different countries. In the section about global issues, the all of these analyzed textbooks focus on problems like terrorism, famine, global warming and racism, aiming to create awareness about the global problems. Under the topic “sports” there is again reference to other cultures. To illustrate, there is a reading passage about Australians and their love for sports as well as a passage about China and Kung-Fu.

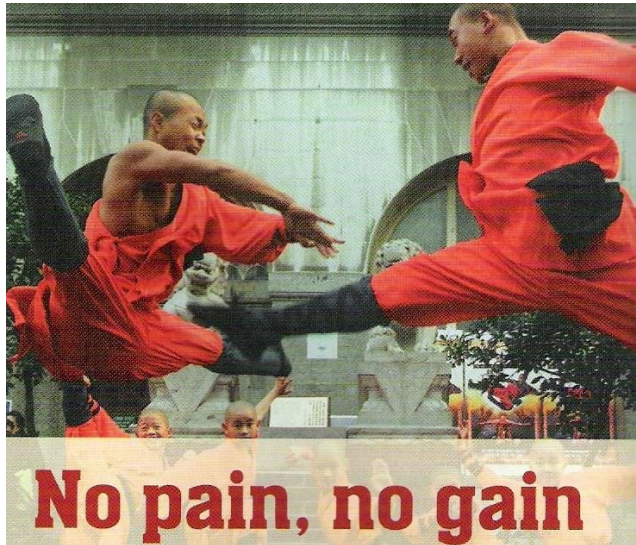


Figure 12: Kung-Fu in China. (Falla & Davies, 2008, Elementary, p. 22).

Furthermore, under the topic “Winning and Losing”, sporting events of different cultures such as Sydney Olympics, British Boat Race, German Grand Prix, and Surfing in Hawaii are introduced. In another section, following a reading passage about secondary education in U.K, the learners are also presented with a reading passage about home-schooling in Australia.

In the section titled “In the Spotlight” which is about the cinema and the film industry, a part is dedicated to actors & actresses and directors with different nationalities such as Nicole Kidman from Australia or Welsh Catherine Zeta-Jones.

Similar to the other language textbooks, especially elementary packs, typical presentations of British food and cuisine exist in the *Solutions* as well. However, the fact that cooking from all over the world is now the part of British culture is also mentioned, in other words, the multicultural nature of the country is mentioned in reference to food. The eating habits of the target culture are also brought up, saying that in UK, families consume snacks and microwave food and do not eat together.



Figure 13: Traditional food (Falla & Davies, 2008, Elementary, p.80).

Likewise, in addition to the traditional food of the English culture, other globally famous cuisines like Indian, Italian, and Chinese are also mentioned and the learners are again asked to discuss their own cuisine and the traditional foods of their countries.

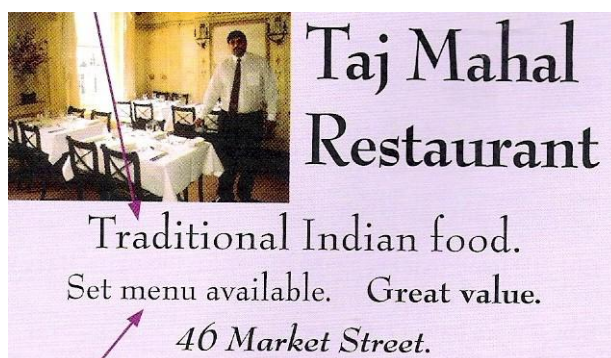


Figure 14: Indian restaurant (Falla & Davies, 2008, Elementary, p.85).

Another activity focuses on food & eating habits of different countries like Brazil, Indonesia, and some Asian and Arab countries, mentioning the appropriate

behaviours in reference to eating and drinking, such as “how to be polite at a Chinese meal”.



Figure 15: Food and eating habits in Arab countries. (Falla & Davies, 2008, Pre-intermediate, p. 65).

The most comprehensive and culture-sensitive chapter can be found in the pre-intermediate pack. The chapter titled “Cultures and Customs” focuses on lifestyles and customs of various cultures other than English. To begin with, the chapter begins with the presentation of greetings and how they differ from one culture to another. This part is accompanied by an activity about taboo behaviour, where unsuitable behaviours in some cultures are introduced.

In another part, superstitions of different countries are presented, focussing on different superstitious behaviours in different cultures such as “In UK, if a cat washes behind its ears, it will rain” or “In Korea, if a man smiles a lot during his wedding, his first child won’t be a boy, it will be a girl.”

To conclude, it can be said that the culture presented in the textbooks is dynamic rather than a monolithic one. The only culture presented is not the British or

American culture. Not only the multicultural nature of Britain is portrayed, but also, as stated before, under topics such as food, sports and many more, there is references to other cultures as well.

Considering the representation of the target culture, throughout the textbooks, and especially in the Elementary pack, the aspects of English culture such as the Royal Family are presented. To illustrate in the Elementary book, there is an introductory reading passage about the members of the Royal family.

On the other hand, a reading passage about migration, somewhat portrays the current situation of London, like the other capital cities in Europe. The passage is about immigrants going to Britain and other countries for better job opportunities. Rather than presenting a London with its British residents only, this text portrays the real picture of London with people from all over the world.

Again, in the Elementary textbook, a reading passage titled “Multicultural Britain” points out to the fact that Britain is a multicultural country and presents a brief historical background of the reasons behind its multicultural nature. The current situation of Britain as a result of the migrations from all over the world, and the effects of migrations and immigrants on British culture are also touched on.



Figure 16: A text about immigration to U.K(Falla & Davies, 2008, Intermediate, p.26).

Lastly, in terms of the presentation of culture throughout the textbooks, it can be stated that the textbook offers explicit “culture” sections where cultural information is presented to learners. However, cultural information is not only presented through these specific culture sections. It is possible to come across with cultural information in other sections whether through reading passages or other exercises.

4.2.2 Method

It is obvious that the textbook writers are sensitive towards stereotypes and do not want to cause any stereotype formation. In fact, there is a reading passage about stereotypes. The text deals with the stereotypical image of Londoners, and presents this view from Londoners with different ethnic backgrounds, each expressing their opinions of the residents of London, and by this way portraying the multicultural nature of the London city. Whenever a cultural topic is introduced, it is always followed by reflection questions which require the learners to reflect on their experiences and express the viewpoints of their cultural backgrounds.



Figure 17: A picture portraying the multicultural nature of Britain (Falla & Davies, 2008, Elementary, p. 90)

As Hatoss (2004) also argues, the best way to deal with stereotypes is through discussions in which learners actively participate and also reflect on the stereotypes to see if they fit to their own frameworks. In conclusion it can be stated that the textbooks do not lead to stereotype formation. As stated before, frequently, the learners are asked to reflect on their experiences and compare other cultures with their own culture.

4.2.3 Goals and Motivation

It is not possible to say that the textbooks aim to assimilate learners into a second culture, and there is no tendency to make learners adopt native speaker norms and think like them. In fact, throughout the textbooks, the learners and they are presented with multicultural situations and asked to compare and contrast cultures.

It can be undoubtedly stated that the textbooks aim to encourage reflection. All the cultural reading passages are followed by questions that encourage the learners to compare and contrast and reflect on the situation in reference to their cultural backgrounds. To illustrate, the passages about soldiers, stereotypes, lifestyle and eating habits are followed by questions like “Is there a day in your country when people remember soldiers who died in wars?”, “How many hours do you watch T.V?” etc. However, although there are many opportunities for the learners to compare and contrast cultures, and get involved in discussions which require them to reflect on their culture, the application of these kinds of activities mainly depends on the language teacher.

4.2.4 Summary

In light of all the guidelines proposed by Hatos (2004), it can be stated that in conclusion, generally, there is awareness about the global status of English, and the fact that English textbooks should aim to develop intercultural sensitivity. Consequently, the textbooks on the market try to cater for such needs and there is a shift in the focus of the language textbooks from ethnocentric British culture towards an international one.

Although the textbooks analyzed do not focus solely on British or American culture, it is very difficult to say an approach to develop intercultural sensitivity is followed. To begin with, the textbook scarcely presents how culture affects viewpoints or how our behaviours are shaped by our backgrounds although, cross-cultural analysis is encouraged and learners are frequently asked to compare the target culture with theirs.

Another weakness can be that the characters mentioned are usually British or American. Although the multicultural nature of Britain is mentioned, in the textbook, there are not many characters from different cultures.

Hatoss (2004) argues that for an international textbook, inclusion of foreign accents and other varieties of English is a necessity not a preference. However, as stated before, in these textbooks analyzed, there is no reference to other varieties and foreign accents.

Moreover, the topics usually focus on the surface culture and therefore the aspects covered are usually aspects of surface culture such as food, drink and daily life instead of attitudes and behaviours of other cultures, which should be the main concern of a textbook with an international approach.

Chapter 5

CONCLUSION

In this final chapter, the results of the study obtained from the questionnaires and textbook evaluation are presented, and the conclusions regarding the results are deduced. The chapter is then followed by explanation of the implications of study and recommendations for further research.

5.1 Discussion of the Results

In this part, the results obtained from the questionnaire and textbook evaluation are discussed in relation to research questions.

5.1.1 Results of the questionnaire

The results of the questionnaire are discussed and conclusions are deduced according to the Research Question1 and Research Question 2.

Research Question 1: What are the language teachers' perceptions on culture/intercultural teaching?

Research Question 2: To what extend are language teachers aware of the intercultural dimension of language teaching?

To begin with, it should be stated that asked on the results obtained from the questionnaire, there is a consensus among the teacher about the importance of teaching culture in the language classroom. It can clearly be stated that all of the

language teachers believe that culture teaching is very important and necessary. Through the questionnaire, the teachers displayed opinions on the importance they give to the teaching of culture when teaching language. According to the results, the teachers not only see culture as a vital component in language teaching, but also they point out to the necessity of integrating culture in the language curriculum. This finding considering the importance of teaching culture while teaching language can be supported by other researchers like Seidl, 1998; Dlaska, 2000; Tseng, 2002 and Liddicoat, 2008 who stress the importance and necessity of cultural teaching.

When the participants were asked about the aspects of culture they find interesting and focus in the language classroom, they stated that for them, culture teaching is mainly the teaching of lifestyles, customs, and traditions of people from other cultures. When teaching language and culture, most of the time, the language teachers transmit cultural information through topics such as “daily routines”, “special days” and “holidays”. The perceptions of the language teachers regarding this issue may be shaped by the over-use of textbooks, and these topics are the most popular topics to be found in any foreign language textbook. Results similar to these have been obtained with studies conducted by Reda, 2003; Karabinar and Guler, 2012. The perceptions of the English language teachers about cultural teaching are usually limited to the presentation of cultural information about the lifestyles, habits, and customs of the target culture. The focus on language classrooms is on the surface rather than the deep culture.

Considering the results obtained on the objectives of language and culture teaching, the teaching objective that is considered to be the most important for the language teachers is helping learners be proficient in English language which will help them

meet their needs and fulfil their future goals. Based on this finding, it can be concluded that the participant teachers prioritize language teaching objectives over culture teaching objectives. Similar results have been obtained by Castro, Sercu and Garcia (2004). Although the teachers possess positive attitudes towards teaching objectives that promote cultural understanding, objectives that aim to help learners use the language as a tool to fulfil their future needs are considered to be more important.

However, it should also be noted that objectives like *raising students' cultural awareness and encouraging openness towards other cultures* and *helping learners in developing a better understanding of their own cultures* are also considered to be important by the teachers. From these results, it is possible to conclude that the teachers are aware that through the teaching of language and culture, they benefit to the intellectual development of students as well, by helping them develop intercultural sensitivity and hold positive attitudes towards other cultures. The importance of the intellectual dimension of language and culture teaching has also been stressed by Tseng (2002). In addition to developing intercultural sensitivity, the participant teachers also believe in the importance of helping the learners develop a better understanding of their own culture as well. As stated by many prominent researchers, one of the main aims of teaching language and culture should be promoting the understanding of learners' own identity and culture (Dlaska, 2000; Tseng, 2000; Liddicoat, 2008)

The fact that the priority of the teachers when teaching language and culture is to follow the curriculum cannot be underestimated. According to the results, one of the main reasons behind teachers' unwillingness to spend more time on teaching culture

is because they are limited by the language curriculum they have to follow. Time constraints, the attitudes of the teachers towards learning other cultures, lack of appropriate materials and crowded classes are also important factors when considering the teaching situations in our specific context. In studies conducted in the context of Turkey and Finland, teachers also expressed their dissatisfaction with similar limitations. In the context of Finland as well, issues like time constraints, limited curriculum, lack of appropriate materials, and most importantly the pressure to teach in a traditional way are the reasons behind teachers' unwillingness to spend more time on cultural teaching (Östermark, 2008; Karabinar and Guler, 2012).

Other than these, it is interesting to find that some of the participants expressed their dissatisfaction with the idea that when teaching language and culture, the culture to be presented is always American or the British culture. This implies that although not the majority, some of the participants believe that the language and culture teaching should take the global status of English into account. However, as stated by many researchers like Prodromou (1998), despite the all the suggestions and arguments proposed in the field of English language teaching, still, the main focus of the culture teaching is on the Anglo-American culture (Kramersch, 2009; Shin, Eslami Chen 2011; Reza 2012).

According to another finding about the techniques of teaching language and culture, the textbooks are the main source of cultural information. Generally, through the textbooks that include the elements of high culture such as poems, or through reading and listening passages presenting daily routines of people from different cultures, cultural information is transmitted to the learners. Other techniques followed by the teachers include sharing their own experiences with the learners, or asking learners to

compare the foreign cultures with their own culture, which is considered to be an awareness raising approach.

The textbooks are chosen by the ministry of education aiming to suit the language and teaching objectives. The teachers have no authority on choosing textbooks. However, when the participant teachers were asked about the cultural content of textbooks they use, they indicated that they are satisfied with the content and other cultural items the textbook offers.

One of the important findings obtained is that the teachers who are older and therefore have more experience can be considered to be more aware of the importance of teaching culture and language. Based on this finding, it is possible to point to the need of in-service training programmes. The teachers' needs for guidance on teaching culture is also supported by the finding which indicated that the teachers believe that the textbooks should contain a 'how to teach culture' section. Many other studies conducted throughout the world draw attention to the need for teacher training or in service programmes for language teachers in terms of intercultural teaching (Karabinar and Guler, 2012; Castro, Sercu and Garcia, 2004). It is argued that in teaching language and culture, and especially intercultural communication, the main burden is on the shoulders of the language teachers (Seidl, 1998). According to Liddicoat (2008) and Kramsch (2009), in this process, the role of the teachers shifts from an instructor to a guide, or to an agent of social change.

Because of these reasons, the need for in service training programmes is very necessary. Another reason supporting this claim is based on the findings about the cultural and intercultural dimension of language teaching, it can be stated that

generally the teachers' possess vague ideas about these issues. To begin with, although they want to promote cultural awareness, on the other hand, they do not believe that intercultural competence cannot be acquired at school. Moreover, it can be stated that the teachers are not aware of the interrelationship between culture and language, believing that culture and language cannot be taught in an integrated way. Lastly, although they believe that cultural learning makes individuals more tolerant, they also believe that cultural teaching has no effect on their students.

5.1.2 Results of the textbook evaluation

The findings discussed in this part are obtained by the analysis of the language textbooks in terms of intercultural sensitivity. The textbooks are analyzed in order to answer the research question 3:

Research Question 3: How are culture/intercultural teaching reflected in the language textbooks?

To begin with, it should be noted that the textbooks do not have a monolithic viewpoint. However, although the textbooks analyzed do not focus solely on British or American culture, it is very difficult to say an approach to develop intercultural sensitivity is followed.

Moreover, the textbook scarcely presents how culture affects viewpoints or how our behaviours are shaped by our backgrounds however, cross-cultural analysis is encouraged and learners are frequently asked to compare the target culture with theirs.

Moreover, although there is reference to other cultures through the topics such as food, and global topics, the characters mentioned are usually British or American. Although the multicultural nature of Britain is mentioned in the textbook, there are not many characters from different cultures. In other words, the cultural focus of the textbooks are still on the Anglo-American culture, which is also stressed by Kramsch, 2009; Shin, Eslami & Chen 2011; Reza 2012.

Another weakness of the textbooks in terms of following intercultural approach is the inclusion of foreign accents or different varieties of English. To illustrate, Akarsu (1998) and Hatoss (2004) argue that all the accents and varieties of a language are of equal importance. For an international textbook, inclusion of foreign accents and other varieties of English is a necessity not a preference (Hatoss, 2004). However, as stated before, in these textbooks analyzed, there is no reference to other varieties and foreign accents.

Moreover, the topics dominating the textbooks usually focus on the surface culture and therefore the aspects covered are usually aspects of surface culture such as food, drink and daily life, instead of attitudes and behaviours of other cultures, which should be the main concern of a textbook with an international approach. Fennes and Hapgood (1997, cited in Dlaska, 2000) argue that the aims of intercultural teaching must be encouraging the understanding of one's own culture and cross-cultural understanding, and how cultural values effect behaviours. In other words, the learners must be aware of the relationship between language and culture, understanding that misunderstandings between strangers arises because of cultural differences, learn to show tolerances towards all cultures, and should be willing to adapt their behaviours when cultural conflicts occur. That is to say, rather than

aspects of surface culture, the language learners should be presented with deep culture, enabling them to understand the relationship between language and culture, and how culture affects viewpoints.

Thus, it is very difficult to state that the textbooks analyzed can be considered as following intercultural approach. However, it is obvious that a tendency to ‘interculturalize’ the textbooks exists. It goes without saying that the presence of materials that aim to promote intercultural understanding is as important as culturally aware teachers, as the textbooks are the main aids the teachers use when teaching language and culture.

It should also be stated that when the results obtained from the questionnaire and the textbook analysis are compared, it is possible to point out to the similarities between the teachers’ perceptions on cultural teaching and the textbooks they use. To begin with, as stated before, the teachers’ perceptions on cultural teaching are limited to the presentation of information about the traditions, customs and lifestyles of target culture. Moreover, the reason behind the teachers’ beliefs that culture teaching should benefit to the understanding of one’s own culture can be shaped by the language textbooks, as throughout the textbooks used, reflection on learners’ native culture and cross-cultural communication is encouraged.

5.2 Implications of the Study

In this thesis one of the most contemporary topic in the field of ELT, the changes caused by the globalization of English language is discussed, and the teachers’ awareness about these issues are analyzed. It is possible to state that in the field of ELT, and especially in the context of Cyprus, to come across similar studies.

Considering the results, it can be concluded that although the language teachers possess awareness on the importance of language and culture, when it comes to the issues related with intercultural teaching it is possible to see that they possess vague ideas about the intercultural dimension of language teaching. Moreover, even though they seem to be interested in teaching language and culture, because of time constraints or limited curriculums, it can be indicated that they fail to do so.

At this point, it will be appropriate to suggest that in-service training courses on language and culture teaching is necessary for helping the language teachers who possess positive attitudes towards teaching language and culture, to further their awareness on the cultural dimension of teaching.

What is more, the teachers' also expressed their opinions on the lack of appropriate materials for teaching. Considering this finding, it is also possible to state that more suitable materials promoting intercultural teaching are also necessary. As Bromley (1992) argues, to promote intercultural awareness, the whole teaching environment should be shaped accordingly. To begin with, the lessons should be accompanied with materials encouraging intercultural sensitivity. Apart from the need for in-service training programmes, and materials encouraging intercultural sensitivity, also language curriculums should be developed accordingly. In the classrooms, the learners should be engaged with the aspects of deep culture, learning about foreign cultures, and thus developing openness towards all cultures. This way, they will be raised as intercultural speakers of English.

Suggestions for further Research

This study investigated the English language teachers' perceptions on teaching language and culture, their awareness about the intercultural dimension of language teaching, as well as analyzing the language textbooks used in secondary schools, with specific reference to intercultural sensitivity.

As stated earlier, to raise students with intercultural sensitivity, the whole teaching environment should be shaped accordingly. This study only focused on the teachers' perceptions on this issue, and examined how language and culture are reflected in the English language textbooks. In a parallel study, the language curriculums can be analyzed, providing suggestions for improvement to the curriculum development committees.

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APPENDICES

Appendix A

Survey: Teachers' Perceptions on Culture / Intercultural Teaching

Part One: Language and culture teaching objectives

Please choose the answers which are closest to your opinion by ticking (✓) the box.

Q1	Are your students interested in learning culture(s) of English speaking countries when you are teaching English as a foreign language?	Very interested	Interested	Undecided	Less interested	Not interested
Q2	Are you interested in teaching culture(s) of English speaking countries when teaching English as a foreign language?	Very interested	Interested	Undecided	Less interested	Not interested
Q3	Which part of culture(s), do you think, is most interesting in teaching about English language cultures?					
Q4	How important is culture, do you think, in teaching English language?	Very Important	Important	Undecided	Less Important	Not Important
Q5	How do you perceive the objectives of English language teaching? We are interested in your perceptions of aims on 'culture teaching' in the English language teaching Please check (✓) the option which best represents your opinion...	Very Important	Important	Undecided	Less Important	Not Important
(a)		Let students experience the learning process, acquire the learning methods of scientific research and promote awareness of cooperation				

		Very Important	Important	Undecided	Less Important	Not Important
(b)	Raise students' awareness of openness and willingness to accept the excellent world culture.					
(c)	Develop students' long-lasting enthusiasm for learning, good learning habits and self-confidence in learning English as well					
(d)	Assists students to acquire a proficiency of English language which will enable them to meet their future needs in their learning, work and life.					
(e)	Promote students' familiarity with the culture, the civilization of the countries where the language which they are learning is spoken					
(f)	Assist students in developing a better understanding of their own identity and culture					
Q6	What do you understand by 'culture teaching' in English teaching context? Please tick (✓) the option that best corresponds with the average distribution of time over 'language teaching' and 'cultural teaching'	Very Important	Important	Undecided	Less Important	Not Important
(a)	Provide information about the history, geography and political system of the foreign culture(s).					
(b)	Provide information about daily life and routines					

		Very Important	Important	Undecided	Less Important	Not Important
(c)	Provide information about shared values and beliefs.					
(d)	Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.)					
(e)	Develop attitudes of acceptance and tolerance towards other peoples and cultures.					
(f)	Promote increased understanding of students' own culture					
(g)	Promote the ability to handle intercultural contact situations.					
(h)	Make language teaching more interesting and motivating.					
(i)	Widen students' horizons on the world.					
(j)	Promote students' ability to evaluate and their sensitivity to different cultures.					

		Very Important	Important	Undecided	Less Important	Not Important
(k)	Promote students' awareness of similarities and differences of English speaking countries.					

Q7	How is your teaching time distributed over 'language teaching' and 'culture teaching'? Please tick(✓) the answer that best matches your opinion	(✓)
(a)	100%language teaching - 0% culture teaching	
(b)	80% language teaching - 20% culture teaching	
(c)	60% language teaching - 40% culture teaching	
(d)	20% language teaching - 80% culture teaching	
(e)	100% integration of language and culture teaching	
Q8	Do you want to spend more time on 'cultural teaching' during your English teaching? ? Please tick(✓) the answer that best matches your opinion	(✓)
(a)	Yes, very much so;	
(b)	Yes, up to a certain extent;	
(c)	No opinion	
(d)	No, not particularly	
(e)	No, not at all	
If you want to spend more time on 'culture teaching', but somehow you do not do it, what may be the reasons for that?		

Part Two: Possible Cultural Topics

Q9	What part of cultures associated with the English language you think should be taught at the middle school levels? Please tick.					
(a)	Political system, history and geography					
(b)	Daily life and routines					
(c)	Shopping, food and drink					
(d)	Youth culture (fashion, music and etc)					
(e)	Literature, art and drama					
(f)	School and education					
(g)	Family life and marriage life					
(h)	Film, theatre and TV programmes					
(i)	Social and living conditions					
(j)	Festivities and customs					
(k)	Tourism and travel					
(l)	Religious life and tradition					
(m)	Gender roles and relations					
(n)	Working life and unemployment					
(o)	Environmental issues					
(p)	Our own culture and identity					
(q)	Values and beliefs					
(r)	Body language					
(s)	International relations					
Q10	Do you think it is necessary to have a cultural item included in the English curriculum? Please tick(✓) the answer that best matches your opinion	Very Necessary	Necessary	Undecided	Less Necessary	Not Necessary

Part Three: Teaching methods or approaches towards cultural teaching

Q11	How do you pass cultural information on to your pupils/students if you are interested in teaching culture in English class? Please tick(✓) the answer that best matches your opinion	Very Often	Often	Sometimes	Seldom	Never
(a)						
	I teach culture in English class based on the textbook I am using.					

		Very Often	Often	Sometimes	Seldom	Never
(b)	I tell my students what I heard or read about the foreign country or culture.					
(c)	I ask my students to discover the aspects of the foreign cultures.					
(d)	I ask my students to participate in role-play activity in which people from different culture meet.					
(e)	I ask my students to recite some dialogues.					
(f)	I focus my attention on some culture-loaded new words teaching.					
(g)	I teach them some English songs or poems to let them experience the different cultures.					
(h)	I ask my students to describe cultural phenomena which appear in textbooks or somewhere else.					
(i)	I show them film videos and ask them to discuss what they watch.					
(j)	I download some pictures or cartoons having cultural images and let them discuss them.					
(k)	I ask students to compare their own cultures with foreign cultures.					

		Very Often	Often	Sometimes	Seldom	Never
(l)	I ask my students to act out what they learn in terms of culture learning					
(m)	I use audio tapes in my class and ask them to mime according to what they hear.					

Part Four: English teaching materials

Q12	Who chooses the textbook(s) for you? Please tick(✓) the answer that best matches your opinion	(✓)
(a)	Yourself	
(b)	The school	
(c)	The local educational administration	
(d)	The provincial educational administration	
(e)	I Don't know	
Q13	Are you free to use additional materials you think useful for cultural teaching in your class? Please tick(✓) the answer that best matches your opinion	(✓)
(a)	Yes, I can	
(b)	No, I can't	
(c)	I don't know	

Q14	Does the textbook you use contain information (for example: texts and pictures) about English language cultures? Please tick(✓) the answer that best matches your opinion	(✓)
(a)	A lot	
(b)	Bits here & there	
(c)	I don't know	
(d)	Little	
(e)	Not that much	

Q15	To what percentage is cultural knowledge included in the exams by your estimation? Please tick(✓) the answer that best matches your opinion	(✓)
(a)	0%	
(b)	1-10%	
(c)	11-20%	
(d)	21-30%	
(e)	31-40%	
Q16	Do the cultural contents of the textbook(s) you use meet your expectations? Please tick(✓) the answer that best matches your opinion	(✓)
(a)	Yes, very much so	
(b)	Yes, up to certain extent	
(c)	I don't know	
(d)	No, not enough	
(e)	No, not at all	

Part Five: The Cultural/ Intercultural dimension of TEFL.

Q17	To what extent do you agree with following? Please tick(✓) the answer that best matches your opinion	Strongly Agree	Agree	Undecided	Disagree	I do not agree at all
(a)	In a foreign language classroom, teaching culture is an important as teaching the foreign language.					
(b)	Before you can teach culture or do anything about the intercultural dimension of foreign language teaching, students have to possess a sufficiently high level of proficiency in the foreign language.					
(c)	Intercultural competence cannot be acquired at school.					
(d)	It is impossible to teach the foreign language and foreign culture in an integrated way.					

		Strongly Agree	Agree	Undecided	Disagree	I do not agree at all
(e)	I would like to promote the intercultural competence through my teaching					
(f)	Cultural teaching has no effect what so ever on students' attitudes.					
(g)	The more students know about the foreign culture, the more tolerant they are.					
(h)	In international contacts misunderstandings arise equally often from linguistic as from cultural differences.					
(i)	Foreign language teaching should not only touch upon foreign cultures. It should also deepen pupils' understanding of their own and identity.					
(j)	When you only have limited number of teaching periods, culture teaching has to give way to language teaching.					
(k)	Every subject, not just foreign language teaching, should promote the acquisition of intercultural communicative competence.					
(l)	A foreign language teacher should present a realistic image of a foreign culture, and therefore should also touch upon negative sides of foreign culture and society.					
(m)	If one wants to be able to achieve anything at all as regards to intercultural understanding one should use texts written in the mother tongue and discuss these texts in the mother tongue, even when in a foreign language classroom					
(n)	In the foreign language classroom students can only acquire additional cultural knowledge. They cannot acquire intercultural competence.					

		Strongly Agree	Agree	Undecided	Disagree	I do not agree at all
(o)	Only when there are ethnic minority community pupils in your class do you have to teach intercultural competence.					
(p)	Language and culture cannot be taught in an integrated way. You have to separate the two.					
(q)	Intercultural education reinforces students' already existing stereotypes of other peoples and cultures.					
(r)	Providing additional cultural information makes students more tolerant towards other cultures and people.					
(s)	I consider the introduction of 'cultural awareness' into the English Curriculum as an important reform.					
(t)	My initial teacher training course didn't give me any help with teaching the cultural dimension.					
(u)	In the course of teaching methods, the section of 'how to teach culture' should be added in the text book.					

Part Six: Personal Data

Q18. Your age is

- A. 22-30 B.31-40 C.41-50 D.51-60

Q19.How many years have you been teaching English?

- A. 1-5 B. 6-10 C.11-15 D.16-20 E.21-25 F.over 25

Q20.What degrees have you gained after you graduated from High school?

- A) B.A B) M.A C)PhD

Q21. How many hours do you teach per week?

Q22. Have you ever been to an English-speaking country? If yes, please indicate where and for how long?

Appendix B

Statistics for Part I, (Items 1-6k)

Table 4.21 One way ANOVA Mean differences across age groups for items 1-6k.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
q1	Between Groups	15,858	3	5,286	3,810	,018
	Within Groups	52,714	38	1,387		
	Total	68,571	41			
q2	Between Groups	1,584	3	,528	,485	,695
	Within Groups	41,393	38	1,089		
	Total	42,976	41			
q4	Between Groups	1,160	3	,387	,577	,634
	Within Groups	24,791	37	,670		
	Total	25,951	40			
q5a	Between Groups	2,313	3	,771	1,976	,134
	Within Groups	14,830	38	,390		
	Total	17,143	41			
q5b	Between Groups	,880	3	,293	,710	,552
	Within Groups	15,691	38	,413		
	Total	16,571	41			
q5c	Between Groups	3,689	3	1,230	1,277	,296
	Within Groups	36,596	38	,963		
	Total	40,286	41			
q5d	Between Groups	,461	3	,154	,523	,669
	Within Groups	11,181	38	,294		
	Total	11,643	41			
q5e	Between Groups	,421	3	,140	,556	,647
	Within Groups	9,335	37	,252		
	Total	9,756	40			
q5f	Between Groups	2,689	3	,896	,949	,427
	Within Groups	35,882	38	,944		
	Total	38,571	41			
q6a	Between Groups	1,707	3	,569	,548	,652
	Within Groups	39,436	38	1,038		
	Total	41,143	41			
q6b	Between Groups	,436	3	,145	,544	,655
	Within Groups	10,136	38	,267		
	Total	10,571	41			
q6c	Between Groups	,544	3	,181	,497	,687
	Within Groups	13,861	38	,365		
	Total	14,405	41			
q6d	Between Groups	2,905	3	,968	2,117	,114
	Within Groups	17,381	38	,457		
	Total	20,286	41			

q6e	Between Groups	4,636	3	1,545	1,141	,345
	Within Groups	51,483	38	1,355		
	Total	56,119	41			
q6f	Between Groups	,936	3	,312	,875	,462
	Within Groups	13,540	38	,356		
	Total	14,476	41			
q6g	Between Groups	,392	3	,131	,358	,784
	Within Groups	13,893	38	,366		
	Total	14,286	41			
q6h	Between Groups	,687	3	,229	,671	,575
	Within Groups	12,956	38	,341		
	Total	13,643	41			
q6i	Between Groups	,125	3	,042	,134	,939
	Within Groups	11,780	38	,310		
	Total	11,905	41			
q6j	Between Groups	,403	3	,134	,319	,812
	Within Groups	16,002	38	,421		
	Total	16,405	41			
q6k	Between Groups	,947	3	,316	,239	,869
	Within Groups	50,196	38	1,321		
	Total	51,143	41			

Table 4.22 Post Hoc Test (differences across age groups) for items 1-6k

Multiple Comparisons

LSD

Dependent Variable	(I) q18	(J) q18	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
q1	22-30	31-40	,418	,486	,394	-,56	1,40
		41-50	,812	,511	,120	-,22	1,85
		51-60	2,556*	,785	,002	,97	4,15
	31-40	22-30	-,418	,486	,394	-1,40	,56
		41-50	,394	,434	,370	-,48	1,27
		51-60	2,137*	,738	,006	,64	3,63
	41-50	22-30	-,812	,511	,120	-1,85	,22
		31-40	-,394	,434	,370	-1,27	,48
		51-60	1,744*	,754	,026	,22	3,27
	51-60	22-30	-2,556*	,785	,002	-4,15	-,97
		31-40	-2,137*	,738	,006	-3,63	-,64
		41-50	-1,744*	,754	,026	-3,27	-,22
31-40		-,072	,430	,868	-,94	,80	
22-30		-,009	,453	,985	-,92	,91	
51-60		-,778	,696	,271	-2,19	,63	
q2	31-40	22-30	,072	,430	,868	-,80	,94
		41-50	,063	,385	,870	-,72	,84
		51-60	-,706	,654	,287	-2,03	,62
	41-50	22-30	,009	,453	,985	-,91	,92
		31-40	-,063	,385	,870	-,84	,72
		51-60	-,769	,668	,257	-2,12	,58
51-60	22-30	,778	,696	,271	-,63	2,19	
	31-40	,706	,654	,287	-,62	2,03	
	41-50	,769	,668	,257	-,58	2,12	
q4	22-30	31-40	-,359	,337	,294	-1,04	,32
		41-50	-,389	,361	,288	-1,12	,34
		51-60	-,556	,546	,315	-1,66	,55
	31-40	22-30	,359	,337	,294	-,32	1,04
		41-50	-,029	,309	,925	-,65	,60
		51-60	-,196	,513	,704	-1,23	,84
41-50	22-30	,389	,361	,288	-,34	1,12	
	31-40	,029	,309	,925	-,60	,65	
	51-60	-,167	,528	,754	-1,24	,90	
q5a	51-60	22-30	,556	,546	,315	-,55	1,66
		31-40	,196	,513	,704	-,84	1,23
		41-50	,167	,528	,754	-,90	1,24
	22-30	31-40	,157	,258	,546	-,36	,68
		41-50	,179	,271	,512	-,37	,73
		51-60	1,000*	,416	,021	,16	1,84
31-40	22-30	-,157	,258	,546	-,68	,36	
	41-50	,023	,230	,922	-,44	,49	
	51-60	,843*	,391	,038	,05	1,64	
41-50	22-30	-,179	,271	,512	-,73	,37	
	31-40	-,023	,230	,922	-,49	,44	
	51-60	,821*	,400	,047	,01	1,63	
51-60	22-30	-1,000*	,416	,021	-1,84	-,16	

q5b	22-30	31-40	-.843*	,391	,038	-1,64	-,05		
		41-50	-.821*	,400	,047	-1,63	-,01		
	31-40	31-40	-,124	,265	,642	-,66	,41		
		41-50	-,274	,279	,333	-,84	,29		
		51-60	-,556	,428	,203	-1,42	,31		
	41-50	22-30	,124	,265	,642	-,41	,66		
		31-40	41-50	-,149	,237	,532	-,63	,33	
		51-60	-,431	,402	,290	-1,25	,38		
	51-60	22-30	,274	,279	,333	-,29	,84		
		31-40	31-40	,149	,237	,532	-,33	,63	
		51-60	-,282	,412	,497	-1,12	,55		
	q5c	22-30	22-30	,556	,428	,203	-,31	1,42	
31-40			31-40	,431	,402	,290	-,38	1,25	
41-50			,282	,412	,497	-,55	1,12		
31-40		31-40	,366	,405	,371	-,45	1,18		
		41-50	,701	,426	,108	-,16	1,56		
		51-60	-,222	,654	,736	-1,55	1,10		
41-50		22-30	-,366	,405	,371	-1,18	,45		
		31-40	41-50	,335	,362	,360	-,40	1,07	
		51-60	-,588	,615	,345	-1,83	,66		
q5d		22-30	22-30	-,701	,426	,108	-1,56	,16	
			31-40	31-40	-,335	,362	,360	-1,07	,40
			51-60	-,923	,629	,150	-2,20	,35	
	31-40	22-30	,222	,654	,736	-1,10	1,55		
		31-40	31-40	,588	,615	,345	-,66	1,83	
		41-50	,923	,629	,150	-,35	2,20		
	41-50	31-40	-,092	,224	,685	-,54	,36		
		41-50	-,060	,235	,801	-,54	,42		
		51-60	-,444	,362	,227	-1,18	,29		
	q5e	22-30	22-30	,092	,224	,685	-,36	,54	
			31-40	41-50	,032	,200	,875	-,37	,44
			51-60	-,353	,340	,305	-1,04	,33	
31-40		22-30	,060	,235	,801	-,42	,54		
		31-40	31-40	-,032	,200	,875	-,44	,37	
		51-60	-,385	,347	,275	-1,09	,32		
41-50		22-30	,444	,362	,227	-,29	1,18		
		31-40	31-40	,353	,340	,305	-,33	1,04	
		41-50	,385	,347	,275	-,32	1,09		
q5f		22-30	31-40	,021	,209	,921	-,40	,44	
			41-50	41-50	-,128	,218	,560	-,57	,31
			51-60	-,333	,335	,326	-1,01	,35	
	31-40	22-30	-,021	,209	,921	-,44	,40		
		41-50	41-50	-,149	,188	,432	-,53	,23	
		51-60	-,354	,316	,270	-,99	,29		
	41-50	22-30	,128	,218	,560	-,31	,57		
		31-40	31-40	,149	,188	,432	-,23	,53	
		51-60	-,205	,322	,528	-,86	,45		
	q5f	51-60	22-30	,333	,335	,326	-,35	1,01	
			31-40	31-40	,354	,316	,270	-,29	,99
			41-50	,205	,322	,528	-,45	,86	
22-30		31-40	-,020	,401	,961	-,83	,79		
		41-50	333	,421	,434	-,52	1,19		
		51-60	-,667	,648	,310	-1,98	,64		
31-40	22-30	,020	,401	,961	-,79	,83			
	41-50	,353	,358	,330	-,37	1,08			

		51-60	-.647	,609	,294	-1,88	,58
		22-30	-.333	,421	,434	-1,19	,52
	41-50	31-40	-.353	,358	,330	-1,08	,37
		51-60	-1,000	,622	,116	-2,26	,26
		22-30	,667	,648	,310	-,64	1,98
	51-60	31-40	,647	,609	,294	-,58	1,88
		41-50	1,000	,622	,116	-,26	2,26
		31-40	-.333	,420	,432	-1,18	,52
	22-30	41-50	-.026	,442	,954	-,92	,87
		51-60	-.667	,679	,332	-2,04	,71
		22-30	,333	,420	,432	-,52	1,18
	31-40	41-50	,308	,375	,417	-,45	1,07
		51-60	-.333	,638	,604	-1,62	,96
		22-30	,026	,442	,954	-,87	,92
	41-50	31-40	-.308	,375	,417	-1,07	,45
		51-60	-.641	,653	,332	-1,96	,68
		22-30	,667	,679	,332	-,71	2,04
	51-60	31-40	,333	,638	,604	-,96	1,62
		41-50	,641	,653	,332	-,68	1,96
		31-40	-.098	,213	,648	-,53	,33
	22-30	41-50	,051	,224	,820	-,40	,50
		51-60	-.333	,344	,339	-1,03	,36
		22-30	,098	,213	,648	-,33	,53
	31-40	41-50	,149	,190	,437	-,24	,53
		51-60	-.235	,323	,471	-,89	,42
		22-30	-.051	,224	,820	-,50	,40
	41-50	31-40	-.149	,190	,437	-,53	,24
		51-60	-.385	,331	,252	-1,05	,29
		22-30	,333	,344	,339	-,36	1,03
	51-60	31-40	,235	,323	,471	-,42	,89
		41-50	,385	,331	,252	-,29	1,05
		31-40	,255	,249	,312	-,25	,76
	22-30	41-50	,282	,262	,288	-,25	,81
		51-60	,333	,403	,413	-,48	1,15
		22-30	-.255	,249	,312	-,76	,25
	31-40	41-50	,027	,223	,904	-,42	,48
		51-60	,078	,378	,837	-,69	,84
		22-30	-.282	,262	,288	-,81	,25
	41-50	31-40	-.027	,223	,904	-,48	,42
		51-60	,051	,387	,895	-,73	,83
		22-30	-.333	,403	,413	-1,15	,48
	51-60	31-40	-.078	,378	,837	-,84	,69
		41-50	-.051	,387	,895	-,83	,73
		31-40	,026	,279	,926	-,54	,59
	22-30	41-50	,479	,293	,111	-,12	1,07
		51-60	-.444	,451	,330	-1,36	,47
		22-30	-.026	,279	,926	-,59	,54
	31-40	41-50	,452	,249	,077	-,05	,96
		51-60	-.471	,424	,273	-1,33	,39
		22-30	-.479	,293	,111	-1,07	,12
	41-50	31-40	-.452	,249	,077	-,96	,05
		51-60	-.923*	,433	,040	-1,80	-,05
		22-30	,444	,451	,330	-,47	1,36
	51-60	31-40	,471	,424	,273	-,39	1,33
		41-50	,923*	,433	,040	,05	1,80

		31-40	-,248	,480	,608	-1,22	,72
	22-30	41-50	,376	,505	,461	-,65	1,40
		51-60	-,778	,776	,323	-2,35	,79
		22-30	,248	,480	,608	-,72	1,22
	31-40	41-50	,624	,429	,154	-,24	1,49
		51-60	-,529	,729	,472	-2,01	,95
q6e		22-30	-,376	,505	,461	-1,40	,65
	41-50	31-40	-,624	,429	,154	-1,49	,24
		51-60	-1,154	,746	,130	-2,66	,36
		22-30	,778	,776	,323	-,79	2,35
	51-60	31-40	,529	,729	,472	-,95	2,01
		41-50	1,154	,746	,130	-,36	2,66
		31-40	-,203	,246	,415	-,70	,30
	22-30	41-50	,137	,259	,600	-,39	,66
		51-60	,111	,398	,782	-,69	,92
		22-30	,203	,246	,415	-,30	,70
	31-40	41-50	,339	,220	,131	-,11	,78
		51-60	,314	,374	,407	-,44	1,07
q6f		22-30	-,137	,259	,600	-,66	,39
	41-50	31-40	-,339	,220	,131	-,78	,11
		51-60	-,026	,382	,947	-,80	,75
		22-30	-,111	,398	,782	-,92	,69
	51-60	31-40	-,314	,374	,407	-1,07	,44
		41-50	,026	,382	,947	-,75	,80
		31-40	-,085	,249	,735	-,59	,42
	22-30	41-50	,137	,262	,605	-,39	,67
		51-60	,111	,403	,784	-,70	,93
		22-30	,085	,249	,735	-,42	,59
	31-40	41-50	,222	,223	,326	-,23	,67
		51-60	,196	,379	,608	-,57	,96
q6g		22-30	-,137	,262	,605	-,67	,39
	41-50	31-40	-,222	,223	,326	-,67	,23
		51-60	-,026	,387	,948	-,81	,76
		22-30	-,111	,403	,784	-,93	,70
	51-60	31-40	-,196	,379	,608	-,96	,57
		41-50	,026	,387	,948	-,76	,81
		31-40	-,098	,241	,686	-,59	,39
	22-30	41-50	,205	,253	,423	-,31	,72
		51-60	,000	,389	1,000	-,79	,79
		22-30	,098	,241	,686	-,39	,59
	31-40	41-50	,303	,215	,167	-,13	,74
		51-60	,098	,366	,790	-,64	,84
q6h		22-30	-,205	,253	,423	-,72	,31
	41-50	31-40	-,303	,215	,167	-,74	,13
		51-60	-,205	,374	,587	-,96	,55
		22-30	,000	,389	1,000	-,79	,79
	51-60	31-40	-,098	,366	,790	-,84	,64
		41-50	,205	,374	,587	-,55	,96
		31-40	,020	,230	,932	-,45	,48
	22-30	41-50	,128	,241	,598	-,36	,62
		51-60	,000	,371	1,000	-,75	,75
q6i		22-30	-,020	,230	,932	-,48	,45
	31-40	41-50	,109	,205	,600	-,31	,52
		51-60	-,020	,349	,955	-,73	,69
	41-50	22-30	-,128	,241	,598	-,62	,36

		31-40	-,109	,205	,600	-,52	,31
		51-60	-,128	,357	,721	-,85	,59
		22-30	,000	,371	1,000	-,75	,75
	51-60	31-40	,020	,349	,955	-,69	,73
		41-50	,128	,357	,721	-,59	,85
		31-40	-,203	,268	,453	-,74	,34
	22-30	41-50	-,017	,281	,952	-,59	,55
		51-60	-,222	,433	,610	-1,10	,65
		22-30	,203	,268	,453	-,34	,74
	31-40	41-50	,186	,239	,443	-,30	,67
		51-60	-,020	,406	,962	-,84	,80
q6j		22-30	,017	,281	,952	-,55	,59
	41-50	31-40	-,186	,239	,443	-,67	,30
		51-60	-,205	,416	,624	-1,05	,64
		22-30	,222	,433	,610	-,65	1,10
	51-60	31-40	,020	,406	,962	-,80	,84
		41-50	,205	,416	,624	-,64	1,05
		31-40	-,294	,474	,538	-1,25	,67
	22-30	41-50	,000	,498	1,000	-1,01	1,01
		51-60	-,333	,766	,666	-1,88	1,22
		22-30	,294	,474	,538	-,67	1,25
	31-40	41-50	,294	,423	,492	-,56	1,15
		51-60	-,039	,720	,957	-1,50	1,42
q6k		22-30	,000	,498	1,000	-1,01	1,01
	41-50	31-40	-,294	,423	,492	-1,15	,56
		51-60	-,333	,736	,653	-1,82	1,16
		22-30	,333	,766	,666	-1,22	1,88
	51-60	31-40	,039	,720	,957	-1,42	1,50
		41-50	,333	,736	,653	-1,16	1,82

*. The mean difference is significant at the 0.05 level.

Table 4.23 One way ANOVA: Mean differences across teaching experience groups for items 1-6k.

<i>ANOVA</i>		Sum	ofdf	Mean Square	F	Sig.
		Squares				
q1	Between Groups	3,562	4	,891	,507	,731
	Within Groups	65,009	37	1,757		
	Total	68,571	41			
q2	Between Groups	,654	4	,164	,143	,965
	Within Groups	42,322	37	1,144		
	Total	42,976	41			
q4	Between Groups	4,480	4	1,120	1,878	,136
	Within Groups	21,471	36	,596		
	Total	25,951	40			
q5a	Between Groups	,519	4	,130	,289	,883
	Within Groups	16,623	37	,449		
	Total	17,143	41			
q5b	Between Groups	1,673	4	,418	1,039	,400
	Within Groups	14,899	37	,403		
	Total	16,571	41			
q5c	Between Groups	2,591	4	,648	,636	,640
	Within Groups	37,695	37	1,019		
	Total	40,286	41			
q5d	Between Groups	1,264	4	,316	1,126	,359
	Within Groups	10,379	37	,281		
	Total	11,643	41			
q5e	Between Groups	,953	4	,238	,974	,434
	Within Groups	8,803	36	,245		
	Total	9,756	40			
q5f	Between Groups	1,262	4	,316	,313	,867
	Within Groups	37,309	37	1,008		
	Total	38,571	41			
q6a	Between Groups	9,069	4	2,267	2,615	,051
	Within Groups	32,074	37	,867		
	Total	41,143	41			
q6b	Between Groups	,918	4	,230	,880	,485
	Within Groups	9,653	37	,261		
	Total	10,571	41			
q6c	Between Groups	,420	4	,105	,278	,890
	Within Groups	13,984	37	,378		
	Total	14,405	41			
q6d	Between Groups	1,834	4	,458	,919	,463
	Within Groups	18,452	37	,499		
	Total	20,286	41			
q6e	Between Groups	4,290	4	1,073	,766	,554
	Within Groups	51,829	37	1,401		
	Total	56,119	41			
q6f	Between Groups	1,474	4	,368	1,048	,396
	Within Groups	13,003	37	,351		
	Total	14,476	41			

	Between Groups	1,718	4	,430	1,265	,301
q6g	Within Groups	12,568	37	,340		
	Total	14,286	41			
	Between Groups	1,444	4	,361	1,095	,373
q6h	Within Groups	12,199	37	,330		
	Total	13,643	41			
	Between Groups	,616	4	,154	,505	,732
q6i	Within Groups	11,288	37	,305		
	Total	11,905	41			
	Between Groups	1,402	4	,351	,865	,494
q6j	Within Groups	15,003	37	,405		
	Total	16,405	41			
	Between Groups	2,747	4	,687	,525	,718
q6k	Within Groups	48,396	37	1,308		
	Total	51,143	41			

Table 4.24 Post Hoc Test (differences across teaching experience groups) for items 1-6k

Multiple Comparisons

LSD

Dependent Variable	(I) q19	(J) q19	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound	
q1	1-5	6-10	,143	,709	,841	-1,29	1,58	
		11-15	,414	,653	,530	-,91	1,74	
		16-20	,857	,709	,234	-,58	2,29	
		21-25	,623	,641	,337	-,68	1,92	
	6-10	1-5	-,143	,709	,841	-1,58	1,29	
		11-15	,271	,653	,680	-1,05	1,59	
		16-20	,714	,709	,320	-,72	2,15	
		21-25	,481	,641	,458	-,82	1,78	
	11-15	1-5	-,414	,653	,530	-1,74	,91	
		6-10	-,271	,653	,680	-1,59	1,05	
		16-20	,443	,653	,502	-,88	1,77	
		21-25	,209	,579	,720	-,96	1,38	
	16-20	1-5	-,857	,709	,234	-2,29	,58	
		6-10	-,714	,709	,320	-2,15	,72	
		11-15	-,443	,653	,502	-1,77	,88	
		21-25	-,234	,641	,717	-1,53	1,06	
	21-25	1-5	-,623	,641	,337	-1,92	,68	
		6-10	-,481	,641	,458	-1,78	,82	
		11-15	-,209	,579	,720	-1,38	,96	
		16-20	,234	,641	,717	-1,06	1,53	
	q2	1-5	6-10	,286	,572	,620	-,87	1,44
			11-15	,029	,527	,957	-1,04	1,10
			16-20	,000	,572	1,000	-1,16	1,16
			21-25	,247	,517	,636	-,80	1,29
6-10		1-5	-,286	,572	,620	-1,44	,87	
		11-15	-,257	,527	,629	-1,33	,81	
		16-20	-,286	,572	,620	-1,44	,87	
		21-25	-,039	,517	,940	-1,09	1,01	
11-15		1-5	-,029	,527	,957	-1,10	1,04	
		6-10	,257	,527	,629	-,81	1,33	
		16-20	-,029	,527	,957	-1,10	1,04	
		21-25	,218	,467	,643	-,73	1,17	
16-20	1-5	,000	,572	1,000	-1,16	1,16		
	6-10	,286	,572	,620	-,87	1,44		
	11-15	,029	,527	,957	-1,04	1,10		
	21-25	,247	,517	,636	-,80	1,29		
21-25	1-5	-,247	,517	,636	-1,29	,80		
	6-10	,039	,517	,940	-1,01	1,09		
	11-15	-,218	,467	,643	-1,17	,73		

		16-20	-,247	,517	,636	-1,29	,80
		6-10	1,000*	,413	,021	,16	1,84
	1-5	11-15	,214	,381	,577	-,56	,99
		16-20	,286	,413	,493	-,55	1,12
		21-25	,114	,381	,766	-,66	,89
		1-5	-1,000*	,413	,021	-1,84	-,16
	6-10	11-15	-,786*	,381	,046	-1,56	-,01
		16-20	-,714	,413	,092	-1,55	,12
		21-25	-,886*	,381	,026	-1,66	-,11
		1-5	-,214	,381	,577	-,99	,56
q4	11-15	6-10	,786*	,381	,046	,01	1,56
		16-20	,071	,381	,852	-,70	,84
		21-25	-,100	,345	,774	-,80	,60
		1-5	-,286	,413	,493	-1,12	,55
	16-20	6-10	,714	,413	,092	-,12	1,55
		11-15	-,071	,381	,852	-,84	,70
		21-25	-,171	,381	,655	-,94	,60
		1-5	-,114	,381	,766	-,89	,66
	21-25	6-10	,886*	,381	,026	,11	1,66
		11-15	,100	,345	,774	-,60	,80
		16-20	,171	,381	,655	-,60	,94
		6-10	,000	,358	1,000	-,73	,73
	1-5	11-15	,286	,330	,393	-,38	,96
		16-20	,143	,358	,692	-,58	,87
		21-25	,195	,324	,551	-,46	,85
		1-5	,000	,358	1,000	-,73	,73
	6-10	11-15	,286	,330	,393	-,38	,96
		16-20	,143	,358	,692	-,58	,87
		21-25	,195	,324	,551	-,46	,85
		1-5	-,286	,330	,393	-,96	,38
q5a	11-15	6-10	-,286	,330	,393	-,96	,38
		16-20	-,143	,330	,668	-,81	,53
		21-25	-,091	,293	,758	-,68	,50
		1-5	-,143	,358	,692	-,87	,58
	16-20	6-10	-,143	,358	,692	-,87	,58
		11-15	,143	,330	,668	-,53	,81
		21-25	,052	,324	,874	-,60	,71
		1-5	-,195	,324	,551	-,85	,46
	21-25	6-10	-,195	,324	,551	-,85	,46
		11-15	,091	,293	,758	-,50	,68
		16-20	-,052	,324	,874	-,71	,60
		6-10	-,143	,339	,676	-,83	,54
	1-5	11-15	-,200	,313	,526	-,83	,43
		16-20	-,571	,339	,100	-1,26	,12
		21-25	-,455	,307	,147	-1,08	,17
q5b		1-5	,143	,339	,676	-,54	,83
	6-10	11-15	-,057	,313	,856	-,69	,58
		16-20	-,429	,339	,214	-1,12	,26
		21-25	-,312	,307	,316	-,93	,31
	11-15	1-5	,200	,313	,526	-,43	,83

		6-10	,057	,313	,856	-,58	,69
		16-20	-,371	,313	,242	-1,01	,26
		21-25	-,255	,277	,365	-,82	,31
		1-5	,571	,339	,100	-,12	1,26
	16-20	6-10	,429	,339	,214	-,26	1,12
		11-15	,371	,313	,242	-,26	1,01
		21-25	,117	,307	,705	-,50	,74
		1-5	,455	,307	,147	-,17	1,08
	21-25	6-10	,312	,307	,316	-,31	,93
		11-15	,255	,277	,365	-,31	,82
		16-20	-,117	,307	,705	-,74	,50
		6-10	,000	,540	1,000	-1,09	1,09
	1-5	11-15	,214	,497	,669	-,79	1,22
		16-20	,429	,540	,432	-,66	1,52
		21-25	,623	,488	,209	-,37	1,61
		1-5	,000	,540	1,000	-1,09	1,09
	6-10	11-15	,214	,497	,669	-,79	1,22
		16-20	,429	,540	,432	-,66	1,52
		21-25	,623	,488	,209	-,37	1,61
		1-5	-,214	,497	,669	-1,22	,79
	11-15	6-10	-,214	,497	,669	-1,22	,79
		16-20	,214	,497	,669	-,79	1,22
		21-25	,409	,441	,360	-,48	1,30
		1-5	-,429	,540	,432	-1,52	,66
	16-20	6-10	-,429	,540	,432	-1,52	,66
		11-15	-,214	,497	,669	-1,22	,79
		21-25	,195	,488	,692	-,79	1,18
		1-5	-,623	,488	,209	-1,61	,37
	21-25	6-10	-,623	,488	,209	-1,61	,37
		11-15	-,409	,441	,360	-1,30	,48
		16-20	-,195	,488	,692	-1,18	,79
		6-10	,000	,283	1,000	-,57	,57
	1-5	11-15	-,371	,261	,163	-,90	,16
		16-20	-,143	,283	,617	-,72	,43
		21-25	-,390	,256	,137	-,91	,13
		1-5	,000	,283	1,000	-,57	,57
	6-10	11-15	-,371	,261	,163	-,90	,16
		16-20	-,143	,283	,617	-,72	,43
		21-25	-,390	,256	,137	-,91	,13
		1-5	,371	,261	,163	-,16	,90
	11-15	6-10	,371	,261	,163	-,16	,90
		16-20	,229	,261	,387	-,30	,76
		21-25	-,018	,231	,938	-,49	,45
		1-5	,143	,283	,617	-,43	,72
	16-20	6-10	,143	,283	,617	-,43	,72
		11-15	-,229	,261	,387	-,76	,30
		21-25	-,247	,256	,342	-,77	,27
		1-5	,390	,256	,137	-,13	,91
	21-25	6-10	,390	,256	,137	-,13	,91
		11-15	,018	,231	,938	-,45	,49

		16-20	,247	,256	,342	-,27	,77
		6-10	,119	,275	,668	-,44	,68
	1-5	11-15	-,014	,244	,954	-,51	,48
		16-20	-,286	,264	,287	-,82	,25
		21-25	-,260	,239	,285	-,74	,23
		1-5	-,119	,275	,668	-,68	,44
	6-10	11-15	-,133	,255	,605	-,65	,38
		16-20	-,405	,275	,150	-,96	,15
		21-25	-,379	,251	,140	-,89	,13
		1-5	,014	,244	,954	-,48	,51
q5e	11-15	6-10	,133	,255	,605	-,38	,65
		16-20	-,271	,244	,273	-,77	,22
		21-25	-,245	,216	,263	-,68	,19
		1-5	,286	,264	,287	-,25	,82
	16-20	6-10	,405	,275	,150	-,15	,96
		11-15	,271	,244	,273	-,22	,77
		21-25	,026	,239	,914	-,46	,51
		1-5	,260	,239	,285	-,23	,74
	21-25	6-10	,379	,251	,140	-,13	,89
		11-15	,245	,216	,263	-,19	,68
		16-20	-,026	,239	,914	-,51	,46
		6-10	,286	,537	,598	-,80	1,37
	1-5	11-15	,171	,495	,731	-,83	1,17
		16-20	,429	,537	,430	-,66	1,52
		21-25	,481	,486	,329	-,50	1,46
		1-5	-,286	,537	,598	-1,37	,80
	6-10	11-15	-,114	,495	,819	-1,12	,89
		16-20	,143	,537	,792	-,94	1,23
		21-25	,195	,486	,691	-,79	1,18
		1-5	-,171	,495	,731	-1,17	,83
q5f	11-15	6-10	,114	,495	,819	-,89	1,12
		16-20	,257	,495	,606	-,75	1,26
		21-25	,309	,439	,486	-,58	1,20
		1-5	-,429	,537	,430	-1,52	,66
	16-20	6-10	-,143	,537	,792	-1,23	,94
		11-15	-,257	,495	,606	-1,26	,75
		21-25	,052	,486	,915	-,93	1,04
		1-5	-,481	,486	,329	-1,46	,50
	21-25	6-10	-,195	,486	,691	-1,18	,79
		11-15	-,309	,439	,486	-1,20	,58
		16-20	-,052	,486	,915	-1,04	,93
		6-10	1,000	,498	,052	-,01	2,01
	1-5	11-15	-,300	,459	,517	-1,23	,63
		16-20	-,286	,498	,569	-1,29	,72
		21-25	,364	,450	,424	-,55	1,28
q6a		1-5	-1,000	,498	,052	-2,01	,01
	6-10	11-15	-1,300*	,459	,007	-2,23	-,37
		16-20	-1,286*	,498	,014	-2,29	-,28
		21-25	-,636	,450	,166	-1,55	,28
	11-15	1-5	,300	,459	,517	-,63	1,23

		6-10	1,300*	,459	,007	,37	2,23
		16-20	,014	,459	,975	-,92	,94
		21-25	,664	,407	,111	-,16	1,49
		1-5	,286	,498	,569	-,72	1,29
	16-20	6-10	1,286*	,498	,014	,28	2,29
		11-15	-,014	,459	,975	-,94	,92
		21-25	,649	,450	,158	-,26	1,56
		1-5	-,364	,450	,424	-1,28	,55
	21-25	6-10	,636	,450	,166	-,28	1,55
		11-15	-,664	,407	,111	-1,49	,16
		16-20	-,649	,450	,158	-1,56	,26
		6-10	,286	,273	,302	-,27	,84
	1-5	11-15	-,186	,252	,465	-,70	,32
		16-20	,000	,273	1,000	-,55	,55
		21-25	-,013	,247	,958	-,51	,49
		1-5	-,286	,273	,302	-,84	,27
	6-10	11-15	-,471	,252	,069	-,98	,04
		16-20	-,286	,273	,302	-,84	,27
		21-25	-,299	,247	,234	-,80	,20
		1-5	,186	,252	,465	-,32	,70
	11-15	6-10	,471	,252	,069	-,04	,98
		16-20	,186	,252	,465	-,32	,70
		21-25	,173	,223	,444	-,28	,62
		1-5	,000	,273	1,000	-,55	,55
	16-20	6-10	,286	,273	,302	-,27	,84
		11-15	-,186	,252	,465	-,70	,32
		21-25	-,013	,247	,958	-,51	,49
		1-5	,013	,247	,958	-,49	,51
	21-25	6-10	,299	,247	,234	-,20	,80
		11-15	-,173	,223	,444	-,62	,28
		16-20	,013	,247	,958	-,49	,51
		6-10	,143	,329	,666	-,52	,81
	1-5	11-15	-,171	,303	,575	-,79	,44
		16-20	,000	,329	1,000	-,67	,67
		21-25	-,026	,297	,931	-,63	,58
		1-5	-,143	,329	,666	-,81	,52
	6-10	11-15	-,314	,303	,306	-,93	,30
		16-20	-,143	,329	,666	-,81	,52
		21-25	-,169	,297	,573	-,77	,43
		1-5	,171	,303	,575	-,44	,79
	11-15	6-10	,314	,303	,306	-,30	,93
		16-20	,171	,303	,575	-,44	,79
		21-25	,145	,269	,591	-,40	,69
		1-5	,000	,329	1,000	-,67	,67
	16-20	6-10	,143	,329	,666	-,52	,81
		11-15	-,171	,303	,575	-,79	,44
		21-25	-,026	,297	,931	-,63	,58
		1-5	,026	,297	,931	-,58	,63
	21-25	6-10	,169	,297	,573	-,43	,77
		11-15	-,145	,269	,591	-,69	,40

		16-20	,026	,297	,931	-,58	,63
		6-10	,143	,377	,707	-,62	,91
	1-5	11-15	-,029	,348	,935	-,73	,68
		16-20	,000	,377	1,000	-,76	,76
		21-25	,481	,341	,168	-,21	1,17
	6-10	1-5	-,143	,377	,707	-,91	,62
		11-15	-,171	,348	,625	-,88	,53
		16-20	-,143	,377	,707	-,91	,62
		21-25	,338	,341	,329	-,35	1,03
	11-15	1-5	,029	,348	,935	-,68	,73
		6-10	,171	,348	,625	-,53	,88
		16-20	,029	,348	,935	-,68	,73
		21-25	,509	,309	,107	-,12	1,13
	16-20	1-5	,000	,377	1,000	-,76	,76
		6-10	,143	,377	,707	-,62	,91
		11-15	-,029	,348	,935	-,73	,68
		21-25	,481	,341	,168	-,21	1,17
	21-25	1-5	-,481	,341	,168	-1,17	,21
		6-10	-,338	,341	,329	-1,03	,35
		11-15	-,509	,309	,107	-1,13	,12
		16-20	-,481	,341	,168	-1,17	,21
	1-5	6-10	-,714	,633	,266	-2,00	,57
		11-15	-,600	,583	,310	-1,78	,58
		16-20	,000	,633	1,000	-1,28	1,28
		21-25	,000	,572	1,000	-1,16	1,16
	6-10	1-5	,714	,633	,266	-,57	2,00
		11-15	,114	,583	,846	-1,07	1,30
		16-20	,714	,633	,266	-,57	2,00
		21-25	,714	,572	,220	-,45	1,87
	11-15	1-5	,600	,583	,310	-,58	1,78
		6-10	-,114	,583	,846	-1,30	1,07
		16-20	,600	,583	,310	-,58	1,78
		21-25	,600	,517	,253	-,45	1,65
	16-20	1-5	,000	,633	1,000	-1,28	1,28
		6-10	-,714	,633	,266	-2,00	,57
		11-15	-,600	,583	,310	-1,78	,58
		21-25	,000	,572	1,000	-1,16	1,16
	21-25	1-5	,000	,572	1,000	-1,16	1,16
		6-10	-,714	,572	,220	-1,87	,45
		11-15	-,600	,517	,253	-1,65	,45
		16-20	,000	,572	1,000	-1,16	1,16
	1-5	6-10	,000	,317	1,000	-,64	,64
		11-15	-,371	,292	,212	-,96	,22
		16-20	,143	,317	,655	-,50	,78
		21-25	,065	,287	,822	-,52	,65
	6-10	1-5	,000	,317	1,000	-,64	,64
		11-15	-,371	,292	,212	-,96	,22
		16-20	,143	,317	,655	-,50	,78
		21-25	,065	,287	,822	-,52	,65
	11-15	1-5	,371	,292	,212	-,22	,96

		6-10	,371	,292	,212	-,22	,96
		16-20	,514	,292	,087	-,08	1,11
		21-25	,436	,259	,100	-,09	,96
		1-5	-,143	,317	,655	-,78	,50
	16-20	6-10	-,143	,317	,655	-,78	,50
		11-15	-,514	,292	,087	-1,11	,08
		21-25	-,078	,287	,787	-,66	,50
		1-5	-,065	,287	,822	-,65	,52
	21-25	6-10	-,065	,287	,822	-,65	,52
		11-15	-,436	,259	,100	-,96	,09
		16-20	,078	,287	,787	-,50	,66
		6-10	-,429	,312	,177	-1,06	,20
	1-5	11-15	-,557	,287	,060	-1,14	,02
		16-20	-,286	,312	,365	-,92	,35
		21-25	-,130	,282	,648	-,70	,44
		1-5	,429	,312	,177	-,20	1,06
	6-10	11-15	-,129	,287	,657	-,71	,45
		16-20	,143	,312	,649	-,49	,77
		21-25	,299	,282	,296	-,27	,87
		1-5	,557	,287	,060	-,02	1,14
q6g	11-15	6-10	,129	,287	,657	-,45	,71
		16-20	,271	,287	,351	-,31	,85
		21-25	,427	,255	,102	-,09	,94
		1-5	,286	,312	,365	-,35	,92
	16-20	6-10	-,143	,312	,649	-,77	,49
		11-15	-,271	,287	,351	-,85	,31
		21-25	,156	,282	,584	-,42	,73
		1-5	,130	,282	,648	-,44	,70
	21-25	6-10	-,299	,282	,296	-,87	,27
		11-15	-,427	,255	,102	-,94	,09
		16-20	-,156	,282	,584	-,73	,42
		6-10	,286	,307	,358	-,34	,91
	1-5	11-15	-,186	,283	,516	-,76	,39
		16-20	,000	,307	1,000	-,62	,62
		21-25	,260	,278	,356	-,30	,82
		1-5	-,286	,307	,358	-,91	,34
	6-10	11-15	-,471	,283	,104	-1,04	,10
		16-20	-,286	,307	,358	-,91	,34
		21-25	-,026	,278	,926	-,59	,54
		1-5	,186	,283	,516	-,39	,76
q6h	11-15	6-10	,471	,283	,104	-,10	1,04
		16-20	,186	,283	,516	-,39	,76
		21-25	,445	,251	,084	-,06	,95
		1-5	,000	,307	1,000	-,62	,62
	16-20	6-10	,286	,307	,358	-,34	,91
		11-15	-,186	,283	,516	-,76	,39
		21-25	,260	,278	,356	-,30	,82
		1-5	-,260	,278	,356	-,82	,30
	21-25	6-10	,026	,278	,926	-,54	,59
		11-15	-,445	,251	,084	-,95	,06

		16-20	-,260	,278	,356	-,82	,30
		6-10	-,143	,295	,631	-,74	,46
	1-5	11-15	-,371	,272	,181	-,92	,18
		16-20	-,143	,295	,631	-,74	,46
		21-25	-,208	,267	,441	-,75	,33
	6-10	1-5	,143	,295	,631	-,46	,74
		11-15	-,229	,272	,406	-,78	,32
		16-20	,000	,295	1,000	-,60	,60
		21-25	-,065	,267	,809	-,61	,48
q6i	11-15	1-5	,371	,272	,181	-,18	,92
		6-10	,229	,272	,406	-,32	,78
		16-20	,229	,272	,406	-,32	,78
		21-25	,164	,241	,502	-,33	,65
	16-20	1-5	,143	,295	,631	-,46	,74
		6-10	,000	,295	1,000	-,60	,60
		11-15	-,229	,272	,406	-,78	,32
		21-25	-,065	,267	,809	-,61	,48
	21-25	1-5	,208	,267	,441	-,33	,75
		6-10	,065	,267	,809	-,48	,61
		11-15	-,164	,241	,502	-,65	,33
		16-20	,065	,267	,809	-,48	,61
	1-5	6-10	,143	,340	,677	-,55	,83
		11-15	-,371	,314	,244	-1,01	,26
		16-20	,000	,340	1,000	-,69	,69
		21-25	-,208	,308	,504	-,83	,42
	6-10	1-5	-,143	,340	,677	-,83	,55
		11-15	-,514	,314	,110	-1,15	,12
		16-20	-,143	,340	,677	-,83	,55
		21-25	-,351	,308	,262	-,97	,27
q6j	11-15	1-5	,371	,314	,244	-,26	1,01
		6-10	,514	,314	,110	-,12	1,15
		16-20	,371	,314	,244	-,26	1,01
		21-25	,164	,278	,560	-,40	,73
	16-20	1-5	,000	,340	1,000	-,69	,69
		6-10	,143	,340	,677	-,55	,83
		11-15	-,371	,314	,244	-1,01	,26
		21-25	-,208	,308	,504	-,83	,42
	21-25	1-5	,208	,308	,504	-,42	,83
		6-10	,351	,308	,262	-,27	,97
		11-15	-,164	,278	,560	-,73	,40
		16-20	,208	,308	,504	-,42	,83
	1-5	6-10	,000	,611	1,000	-1,24	1,24
		11-15	-,643	,564	,261	-1,78	,50
		16-20	-,143	,611	,817	-1,38	1,10
q6k		21-25	-,416	,553	,457	-1,54	,70
	6-10	1-5	,000	,611	1,000	-1,24	1,24
		11-15	-,643	,564	,261	-1,78	,50
		16-20	-,143	,611	,817	-1,38	1,10
		21-25	-,416	,553	,457	-1,54	,70
	11-15	1-5	,643	,564	,261	-,50	1,78

	6-10	,643	,564	,261	-,50	1,78
	16-20	,500	,564	,381	-,64	1,64
	21-25	,227	,500	,652	-,79	1,24
	1-5	,143	,611	,817	-1,10	1,38
16-20	6-10	,143	,611	,817	-1,10	1,38
	11-15	-,500	,564	,381	-1,64	,64
	21-25	-,273	,553	,625	-1,39	,85
	1-5	,416	,553	,457	-,70	1,54
21-25	6-10	,416	,553	,457	-,70	1,54
	11-15	-,227	,500	,652	-1,24	,79
	16-20	,273	,553	,625	-,85	1,39

*. The mean difference is significant at the 0.05 level.

Table 4.25 Independent Samples t-test: Mean differences between BA and MA group for items 1-6k.

Group Statistics

	q20	N	Mean	Std. Deviation	Std. Error Mean
q1	B.A	29	3,24	1,354	,251
	M.A	12	3,33	1,231	,355
q2	B.A	29	4,17	1,136	,211
	M.A	12	4,58	,669	,193
q3	B.A	0 ^a	.	.	.
	M.A	0 ^a	.	.	.
q4	B.A	28	4,50	,577	,109
	M.A	12	4,17	1,193	,345
q5a	B.A	29	4,14	,441	,082
	M.A	12	4,08	,996	,288
q5b	B.A	29	4,17	,602	,112
	M.A	12	4,58	,669	,193
q5c	B.A	29	4,28	1,131	,210
	M.A	12	4,75	,452	,131
q5d	B.A	29	4,59	,568	,105
	M.A	12	4,83	,389	,112
q5e	B.A	28	4,29	,460	,087
	M.A	12	4,67	,492	,142
q5f	B.A	29	4,03	1,052	,195
	M.A	12	4,83	,389	,112
q6a	B.A	29	3,83	,928	,172
	M.A	12	3,92	1,240	,358
q6b	B.A	29	4,76	,435	,081
	M.A	12	4,58	,669	,193
q6c	B.A	29	4,41	,568	,105
	M.A	12	4,58	,669	,193
q6d	B.A	29	4,31	,761	,141
	M.A	12	4,67	,492	,142
q6e	B.A	29	4,00	1,309	,243
	M.A	12	4,83	,389	,112
q6f	B.A	29	4,38	,622	,115
	M.A	12	4,67	,492	,142
q6g	B.A	29	4,31	,604	,112
	M.A	12	4,75	,452	,131
q6h	B.A	29	4,66	,484	,090
	M.A	12	4,58	,793	,229
q6i	B.A	29	4,66	,484	,090
	M.A	12	4,58	,669	,193
q6j	B.A	29	4,55	,572	,106
	M.A	12	4,50	,798	,230
q6k	B.A	29	4,03	1,210	,225
	M.A	12	4,42	,900	,260

Independent Samples Test

		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	95% Confidence Interval of the Difference		
										Lower	Upper
q1	Equal variances assumed	,548	,464	-,203	39	,840	-,092	,453	-1,009	,825	
	Equal variances not assumed			-,211	22,547	,835	-,092	,435	-,993	,809	
q2	Equal variances assumed	1,858	,181	-1,167	39	,250	-,411	,352	-1,123	,301	
	Equal variances not assumed			-1,437	33,950	,160	-,411	,286	-,992	,170	
q4	Equal variances assumed	3,407	,073	1,199	38	,238	,333	,278	-,229	,896	
	Equal variances not assumed			,922	13,263	,373	,333	,361	-,446	1,112	
q5a	Equal variances assumed	10,599	,002	,246	39	,807	,055	,222	-,395	,504	
	Equal variances not assumed			,183	12,824	,858	,055	,299	-,592	,701	
q5b	Equal variances assumed	,611	,439	-1,927	39	,061	-,411	,213	-,842	,020	
	Equal variances not assumed			-1,843	18,781	,081	-,411	,223	-,878	,056	
q5c	Equal variances assumed	4,813	,034	-1,399	39	,170	-,474	,339	-1,160	,212	
	Equal variances not assumed			-1,918	38,998	,062	-,474	,247	-,974	,026	
q5d	Equal variances assumed	8,676	,005	-1,374	39	,177	-,247	,180	-,611	,117	
	Equal variances not assumed			-1,603	29,829	,119	-,247	,154	-,562	,068	

	Equal variances assumed	,312	,580	-2,351	38	,024	-,381	,162	-,709	-,053
q5e	Equal variances not assumed			-2,286	19,650	,033	-,381	,167	-,729	-,033
	Equal variances assumed	6,819	,013	-2,544	39	,015	-,799	,314	-1,434	-,164
q5f	Equal variances not assumed			-3,546	38,787	,001	-,799	,225	-1,255	-,343
	Equal variances assumed	1,577	,217	-,253	39	,802	-,089	,352	-,801	,623
q6a	Equal variances not assumed			-,224	16,349	,825	-,089	,397	-,930	,752
	Equal variances assumed	4,505	,040	,997	39	,325	,175	,176	-,180	,531
q6b	Equal variances not assumed			,838	15,020	,415	,175	,209	-,271	,621
	Equal variances assumed	,133	,717	-,826	39	,414	-,170	,205	-,585	,246
q6c	Equal variances not assumed			-,771	17,925	,451	-,170	,220	-,632	,293
	Equal variances assumed	1,848	,182	-1,492	39	,144	-,356	,239	-,839	,127
q6d	Equal variances not assumed			-1,778	31,423	,085	-,356	,200	-,765	,052
	Equal variances assumed	10,705	,002	-2,151	39	,038	-,833	,387	-1,617	-,050
q6e	Equal variances not assumed			-3,111	36,948	,004	-,833	,268	-1,376	-,291
	Equal variances assumed	1,938	,172	-1,423	39	,163	-,287	,202	-,696	,121
q6f	Equal variances not assumed			-1,569	25,883	,129	-,287	,183	-,664	,089
q6g	Equal variances assumed	2,567	,117	-2,266	39	,029	-,440	,194	-,832	-,047

	Equal variances not assumed			-2,555	27,360	,016	-,440	,172	-,793	-,087
	Equal variances assumed	3,470	,070	,356	39	,724	,072	,202	-,336	,480
q6h	Equal variances not assumed			,292	14,513	,774	,072	,246	-,454	,598
	Equal variances assumed	1,931	,173	,386	39	,702	,072	,186	-,305	,448
q6i	Equal variances not assumed			,337	15,987	,740	,072	,213	-,379	,523
	Equal variances assumed	2,330	,135	,234	39	,816	,052	,221	-,395	,499
q6j	Equal variances not assumed			,204	15,902	,841	,052	,254	-,486	,590
	Equal variances assumed	,180	,674	-,985	39	,331	-,382	,388	-1,167	,403
q6k	Equal variances not assumed			-1,113	27,533	,276	-,382	,344	-1,086	,322

Table 4.26 One way ANOVA Mean differences across age groups for items 7 and 8.

<i>ANOVA</i>		Sum of Squares	df	Mean Square	F	Sig.
q7	Between Groups	11,251	3	3,750	3,055	,040
	Within Groups	46,654	38	1,228		
	Total	57,905	41			
q8	Between Groups	,395	3	,132	,204	,893
	Within Groups	24,581	38	,647		
	Total	24,976	41			

Table 4.27 One way ANOVA: Mean differences across teaching experience groups for items 7 and 8.

<i>ANOVA</i>		Sum of Squares	df	Mean Square	F	Sig.
q7	Between Groups	6,667	4	1,667	1,204	,326
	Within Groups	51,238	37	1,385		
	Total	57,905	41			
q8	Between Groups	2,467	4	,617	1,014	,413
	Within Groups	22,509	37	,608		
	Total	24,976	41			

Table 4. 28 Independent Samples *t*-test: Mean differences between BA and MA group items 7 and 8.

<i>Group Statistics</i>					
	q20	N	Mean	Std. Deviation	Std. Error Mean
q7	B.A	29	3,14	1,432	,266
	M.A	12	3,08	1,443	,417
q8	B.A	29	1,93	,842	,156
	M.A	12	2,08	,669	,193

Appendix C

Table 4.29 One way ANOVA Mean differences across age groups for items 11a-11m.

<i>ANOVA</i>		Sum of	df	Mean	F	Sig.
		Squares		Square		
q11a	Between Groups	3,688	3	1,229	2,410	,082
	Within Groups	19,384	38	,510		
	Total	23,071	41			
q11b	Between Groups	3,106	3	1,035	1,114	,355
	Within Groups	35,299	38	,929		
	Total	38,405	41			
q11c	Between Groups	1,831	3	,610	,940	,431
	Within Groups	24,669	38	,649		
	Total	26,500	41			
q11d	Between Groups	2,571	3	,857	,596	,622
	Within Groups	53,185	37	1,437		
	Total	55,756	40			
q11e	Between Groups	2,507	3	,836	1,042	,386
	Within Groups	29,688	37	,802		
	Total	32,195	40			
q11f	Between Groups	,517	3	,172	,217	,884
	Within Groups	28,583	36	,794		
	Total	29,100	39			
q11g	Between Groups	6,639	3	2,213	3,084	,039
	Within Groups	27,266	38	,718		
	Total	33,905	41			
q11h	Between Groups	3,001	3	1,000	1,089	,365
	Within Groups	34,904	38	,919		
	Total	37,905	41			

q11i	Between Groups	2,648	3	,883	,727	,542
	Within Groups	46,138	38	1,214		
	Total	48,786	41			
q11j	Between Groups	,833	3	,278	,285	,836
	Within Groups	37,001	38	,974		
	Total	37,833	41			
q11k	Between Groups	1,821	3	,607	,719	,547
	Within Groups	32,083	38	,844		
	Total	33,905	41			
q11l	Between Groups	,818	3	,273	,270	,846
	Within Groups	38,325	38	1,009		
	Total	39,143	41			
q11m	Between Groups	3,302	3	1,101	,828	,487
	Within Groups	50,531	38	1,330		
	Total	53,833	41			

Table: 4.30 Post Hoc Test (differences across age groups) for items for items 11a-11m.

Multiple Comparisons

LSD

Dependent Variable	(I) q18	(J) q18	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
q11a		31-40	-,458	,294	,128	-1,05	,14
	22-30	41-50	-,530	,310	,095	-1,16	,10
		51-60	-1,222*	,476	,014	-2,19	-,26
		22-30	,458	,294	,128	-,14	1,05
	31-40	41-50	-,072	,263	,785	-,61	,46
		51-60	-,765	,447	,095	-1,67	,14
		22-30	,530	,310	,095	-,10	1,16
	41-50	31-40	,072	,263	,785	-,46	,61
		51-60	-,692	,457	,138	-1,62	,23
		22-30	1,222*	,476	,014	,26	2,19
	51-60	31-40	,765	,447	,095	-,14	1,67
		41-50	,692	,457	,138	-,23	1,62
q11b		31-40	-,222	,397	,579	-1,03	,58
	22-30	41-50	,162	,418	,700	-,68	1,01
		51-60	-,889	,643	,175	-2,19	,41
		22-30	,222	,397	,579	-,58	1,03
	31-40	41-50	,385	,355	,286	-,33	1,10
		51-60	-,667	,604	,276	-1,89	,56
		22-30	-,162	,418	,700	-1,01	,68
	41-50	31-40	-,385	,355	,286	-1,10	,33
		51-60	-1,051	,617	,097	-2,30	,20
		22-30	,889	,643	,175	-,41	2,19
	51-60	31-40	,667	,604	,276	-,56	1,89
		41-50	1,051	,617	,097	-,20	2,30
q11c		31-40	-,536	,332	,115	-1,21	,14
	22-30	41-50	-,427	,349	,229	-1,13	,28
		51-60	-,556	,537	,308	-1,64	,53
		22-30	,536	,332	,115	-,14	1,21
	31-40	41-50	,109	,297	,717	-,49	,71
		51-60	-,020	,505	,969	-1,04	1,00
	41-50	22-30	,427	,349	,229	-,28	1,13
		31-40	-,109	,297	,717	-,71	,49

		51-60	-,128	,516	,805	-1,17	,92
		22-30	,556	,537	,308	-,53	1,64
	51-60	31-40	,020	,505	,969	-1,00	1,04
		41-50	,128	,516	,805	-,92	1,17
		31-40	,340	,500	,500	-,67	1,35
	22-30	41-50	,624	,520	,238	-,43	1,68
		51-60	,778	,799	,337	-,84	2,40
		22-30	-,340	,500	,500	-1,35	,67
	31-40	41-50	,284	,448	,530	-,62	1,19
		51-60	,438	,754	,565	-1,09	1,97
q11d		22-30	-,624	,520	,238	-1,68	,43
	41-50	31-40	-,284	,448	,530	-1,19	,62
		51-60	,154	,768	,842	-1,40	1,71
		22-30	-,778	,799	,337	-2,40	,84
	51-60	31-40	-,438	,754	,565	-1,97	1,09
		41-50	-,154	,768	,842	-1,71	1,40
		31-40	,536	,369	,155	-,21	1,28
	22-30	41-50	,472	,395	,239	-,33	1,27
		51-60	,889	,597	,145	-,32	2,10
		22-30	-,536	,369	,155	-1,28	,21
	31-40	41-50	-,064	,338	,851	-,75	,62
		51-60	,353	,561	,533	-,78	1,49
q11e		22-30	-,472	,395	,239	-1,27	,33
	41-50	31-40	,064	,338	,851	-,62	,75
		51-60	,417	,578	,476	-,75	1,59
		22-30	-,889	,597	,145	-2,10	,32
	51-60	31-40	-,353	,561	,533	-1,49	,78
		41-50	-,417	,578	,476	-1,59	,75
		31-40	,083	,371	,824	-,67	,84
	22-30	41-50	-,083	,393	,833	-,88	,71
		51-60	-,333	,594	,578	-1,54	,87
		22-30	-,083	,371	,824	-,84	,67
	31-40	41-50	-,167	,340	,627	-,86	,52
		51-60	-,417	,561	,462	-1,55	,72
q11f		22-30	,083	,393	,833	-,71	,88
	41-50	31-40	,167	,340	,627	-,52	,86
		51-60	-,250	,575	,666	-1,42	,92
		22-30	,333	,594	,578	-,87	1,54
	51-60	31-40	,417	,561	,462	-,72	1,55
		41-50	,250	,575	,666	-,92	1,42
		31-40	-1,052*	,349	,005	-1,76	-,35
q11g		22-30	-,803*	,367	,035	-1,55	-,06
		51-60	-,778	,565	,176	-1,92	,37

		22-30	1,052*	,349	,005	,35	1,76
	31-40	41-50	,249	,312	,430	-,38	,88
		51-60	,275	,530	,608	-,80	1,35
		22-30	,803*	,367	,035	,06	1,55
	41-50	31-40	-,249	,312	,430	-,88	,38
		51-60	,026	,543	,963	-1,07	1,12
		22-30	,778	,565	,176	-,37	1,92
	51-60	31-40	-,275	,530	,608	-1,35	,80
		41-50	-,026	,543	,963	-1,12	1,07
		31-40	-,477	,395	,235	-1,28	,32
	22-30	41-50	-,350	,416	,404	-1,19	,49
		51-60	,444	,639	,491	-,85	1,74
		22-30	,477	,395	,235	-,32	1,28
	31-40	41-50	,127	,353	,722	-,59	,84
		51-60	,922	,600	,133	-,29	2,14
q11h		22-30	,350	,416	,404	-,49	1,19
	41-50	31-40	-,127	,353	,722	-,84	,59
		51-60	,795	,614	,203	-,45	2,04
		22-30	-,444	,639	,491	-1,74	,85
	51-60	31-40	-,922	,600	,133	-2,14	,29
		41-50	-,795	,614	,203	-2,04	,45
		31-40	-,386	,454	,401	-1,31	,53
	22-30	41-50	-,675	,478	,166	-1,64	,29
		51-60	-,111	,735	,881	-1,60	1,38
		22-30	,386	,454	,401	-,53	1,31
	31-40	41-50	-,290	,406	,480	-1,11	,53
		51-60	,275	,690	,693	-1,12	1,67
q11i		22-30	,675	,478	,166	-,29	1,64
	41-50	31-40	,290	,406	,480	-,53	1,11
		51-60	,564	,706	,429	-,86	1,99
		22-30	,111	,735	,881	-1,38	1,60
	51-60	31-40	-,275	,690	,693	-1,67	1,12
		41-50	-,564	,706	,429	-1,99	,86
		31-40	,046	,407	,911	-,78	,87
	22-30	41-50	-,009	,428	,984	-,87	,86
		51-60	,556	,658	,404	-,78	1,89
		22-30	-,046	,407	,911	-,87	,78
	31-40	41-50	-,054	,364	,882	-,79	,68
q11j		51-60	,510	,618	,415	-,74	1,76
		22-30	,009	,428	,984	-,86	,87
	41-50	31-40	,054	,364	,882	-,68	,79
		51-60	,564	,632	,378	-,72	1,84
	51-60	22-30	-,556	,658	,404	-1,89	,78

		31-40	-,510	,618	,415	-1,76	,74
		41-50	-,564	,632	,378	-1,84	,72
		31-40	,301	,379	,432	-,47	1,07
	22-30	41-50	,274	,398	,497	-,53	1,08
		51-60	,889	,613	,155	-,35	2,13
		22-30	-,301	,379	,432	-1,07	,47
	31-40	41-50	-,027	,339	,937	-,71	,66
		51-60	,588	,575	,313	-,58	1,75
q11k		22-30	-,274	,398	,497	-1,08	,53
	41-50	31-40	,027	,339	,937	-,66	,71
		51-60	,615	,589	,302	-,58	1,81
		22-30	-,889	,613	,155	-2,13	,35
	51-60	31-40	-,588	,575	,313	-1,75	,58
		41-50	-,615	,589	,302	-1,81	,58
		31-40	,111	,414	,790	-,73	,95
	22-30	41-50	-,197	,435	,654	-1,08	,68
		51-60	-,222	,670	,742	-1,58	1,13
		22-30	-,111	,414	,790	-,95	,73
	31-40	41-50	-,308	,370	,411	-1,06	,44
		51-60	-,333	,629	,599	-1,61	,94
q11l		22-30	,197	,435	,654	-,68	1,08
	41-50	31-40	,308	,370	,411	-,44	1,06
		51-60	-,026	,643	,968	-1,33	1,28
		22-30	,222	,670	,742	-1,13	1,58
	51-60	31-40	,333	,629	,599	-,94	1,61
		41-50	,026	,643	,968	-1,28	1,33
		31-40	,608	,475	,209	-,35	1,57
	22-30	41-50	,744	,500	,145	-,27	1,76
		51-60	,333	,769	,667	-1,22	1,89
		22-30	-,608	,475	,209	-1,57	,35
	31-40	41-50	,136	,425	,751	-,72	1,00
		51-60	-,275	,722	,706	-1,74	1,19
q11m		22-30	-,744	,500	,145	-1,76	,27
	41-50	31-40	-,136	,425	,751	-1,00	,72
		51-60	-,410	,739	,582	-1,91	1,08
		22-30	-,333	,769	,667	-1,89	1,22
	51-60	31-40	,275	,722	,706	-1,19	1,74
		41-50	,410	,739	,582	-1,08	1,91

*. The mean difference is significant at the 0.05 level.

Table 4.31 One way ANOVA: Mean differences across teaching experience groups for items 11a-11m.

<i>ANOVA</i>		Sum of	df	Mean	F	Sig.
		Squares		Square		
q11a	Between Groups	4,961	4	1,240	2,534	,056
	Within Groups	18,110	37	,489		
	Total	23,071	41			
q11b	Between Groups	2,052	4	,513	,522	,720
	Within Groups	36,353	37	,983		
	Total	38,405	41			
q11c	Between Groups	6,847	4	1,712	3,222	,023
	Within Groups	19,653	37	,531		
	Total	26,500	41			
q11d	Between Groups	20,267	4	5,067	5,140	,002
	Within Groups	35,489	36	,986		
	Total	55,756	40			
q11e	Between Groups	11,052	4	2,763	4,705	,004
	Within Groups	21,143	36	,587		
	Total	32,195	40			
q11f	Between Groups	4,910	4	1,227	1,776	,156
	Within Groups	24,190	35	,691		
	Total	29,100	39			
q11g	Between Groups	3,680	4	,920	1,126	,359
	Within Groups	30,225	37	,817		
	Total	33,905	41			
q11h	Between Groups	1,063	4	,266	,267	,897
	Within Groups	36,842	37	,996		
	Total	37,905	41			
q11i	Between Groups	10,490	4	2,622	2,534	,056
	Within Groups	38,296	37	1,035		
	Total	48,786	41			

q11j	Between Groups	3,937	4	,984	1,074	,383
	Within Groups	33,896	37	,916		
	Total	37,833	41			
q11k	Between Groups	7,749	4	1,937	2,740	,043
	Within Groups	26,156	37	,707		
	Total	33,905	41			
q11l	Between Groups	11,158	4	2,790	3,688	,013
	Within Groups	27,984	37	,756		
	Total	39,143	41			
q11m	Between Groups	18,881	4	4,720	4,997	,003
	Within Groups	34,952	37	,945		
	Total	53,833	41			

Table: 4.32 Post Hoc Test (differences across teaching experience groups) for items for items 11a-11m.

Multiple Comparisons

LSD

Dependent Variable	(I) q19	(J) q19	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
q11a	1-5	6-10	-,429	,374	,259	-1,19	,33
		11-15	-,929*	,345	,011	-1,63	-,23
		16-20	-1,000*	,374	,011	-1,76	-,24
		21-25	-,701*	,338	,045	-1,39	-,02
	6-10	1-5	,429	,374	,259	-,33	1,19
		11-15	-,500	,345	,155	-1,20	,20
		16-20	-,571	,374	,135	-1,33	,19
		21-25	-,273	,338	,425	-,96	,41
	11-15	1-5	,929*	,345	,011	,23	1,63
		6-10	,500	,345	,155	-,20	1,20
		16-20	-,071	,345	,837	-,77	,63
		21-25	,227	,306	,462	-,39	,85
	16-20	1-5	1,000*	,374	,011	,24	1,76
		6-10	,571	,374	,135	-,19	1,33
		11-15	,071	,345	,837	-,63	,77
		21-25	,299	,338	,383	-,39	,98
	21-25	1-5	,701*	,338	,045	,02	1,39
		6-10	,273	,338	,425	-,41	,96
		11-15	-,227	,306	,462	-,85	,39
		16-20	-,299	,338	,383	-,98	,39
q11b	1-5	6-10	,143	,530	,789	-,93	1,22
		11-15	-,200	,488	,685	-1,19	,79
		16-20	,429	,530	,424	-,64	1,50
		21-25	,273	,479	,573	-,70	1,24
	6-10	1-5	-,143	,530	,789	-1,22	,93
		11-15	-,343	,488	,487	-1,33	,65
		16-20	,286	,530	,593	-,79	1,36
		21-25	,130	,479	,788	-,84	1,10
	11-15	1-5	,200	,488	,685	-,79	1,19
		6-10	,343	,488	,487	-,65	1,33
		16-20	,629	,488	,206	-,36	1,62
		21-25	,473	,433	,282	-,40	1,35

		1-5	-,429	,530	,424	-1,50	,64
	16-20	6-10	-,286	,530	,593	-1,36	,79
		11-15	-,629	,488	,206	-1,62	,36
		21-25	-,156	,479	,747	-1,13	,82
		1-5	-,273	,479	,573	-1,24	,70
	21-25	6-10	-,130	,479	,788	-1,10	,84
		11-15	-,473	,433	,282	-1,35	,40
		16-20	,156	,479	,747	-,82	1,13
		6-10	,571	,390	,151	-,22	1,36
	1-5	11-15	-,614	,359	,096	-1,34	,11
		16-20	-,286	,390	,468	-1,08	,50
		21-25	-,442	,352	,218	-1,16	,27
		1-5	-,571	,390	,151	-1,36	,22
	6-10	11-15	-1,186*	,359	,002	-1,91	-,46
		16-20	-,857*	,390	,034	-1,65	-,07
		21-25	-1,013*	,352	,007	-1,73	-,30
		1-5	,614	,359	,096	-,11	1,34
q11c	11-15	6-10	1,186*	,359	,002	,46	1,91
		16-20	,329	,359	,366	-,40	1,06
		21-25	,173	,318	,591	-,47	,82
		1-5	,286	,390	,468	-,50	1,08
	16-20	6-10	,857*	,390	,034	,07	1,65
		11-15	-,329	,359	,366	-1,06	,40
		21-25	-,156	,352	,661	-,87	,56
		1-5	,442	,352	,218	-,27	1,16
	21-25	6-10	1,013*	,352	,007	,30	1,73
		11-15	-,173	,318	,591	-,82	,47
		16-20	,156	,352	,661	-,56	,87
		6-10	1,905*	,552	,001	,78	3,03
	1-5	11-15	,333	,513	,520	-,71	1,37
		16-20	1,762*	,552	,003	,64	2,88
		21-25	,879	,504	,090	-,14	1,90
		1-5	-1,905*	,552	,001	-3,03	-,78
	6-10	11-15	-1,571*	,489	,003	-2,56	-,58
		16-20	-,143	,531	,789	-1,22	,93
q11d		21-25	-1,026*	,480	,039	-2,00	-,05
		1-5	-,333	,513	,520	-1,37	,71
	11-15	6-10	1,571*	,489	,003	,58	2,56
		16-20	1,429*	,489	,006	,44	2,42
		21-25	,545	,434	,217	-,33	1,43
		1-5	-1,762*	,552	,003	-2,88	-,64
	16-20	6-10	,143	,531	,789	-,93	1,22
		11-15	-1,429*	,489	,006	-2,42	-,44

		21-25	-,883	,480	,074	-1,86	,09
		1-5	-,879	,504	,090	-1,90	,14
	21-25	6-10	1,026*	,480	,039	,05	2,00
		11-15	-,545	,434	,217	-1,43	,33
		16-20	,883	,480	,074	-,09	1,86
		6-10	,714	,410	,090	-,12	1,55
	1-5	11-15	,200	,378	,600	-,57	,97
		16-20	1,571*	,410	,000	,74	2,40
		21-25	,400	,378	,297	-,37	1,17
		1-5	-,714	,410	,090	-1,55	,12
	6-10	11-15	-,514	,378	,182	-1,28	,25
		16-20	,857*	,410	,044	,03	1,69
		21-25	-,314	,378	,411	-1,08	,45
		1-5	-,200	,378	,600	-,97	,57
q11e	11-15	6-10	,514	,378	,182	-,25	1,28
		16-20	1,371*	,378	,001	,61	2,14
		21-25	,200	,343	,563	-,50	,90
		1-5	-1,571*	,410	,000	-2,40	-,74
	16-20	6-10	-,857*	,410	,044	-1,69	-,03
		11-15	-1,371*	,378	,001	-2,14	-,61
		21-25	-1,171*	,378	,004	-1,94	-,41
		1-5	-,400	,378	,297	-1,17	,37
	21-25	6-10	,314	,378	,411	-,45	1,08
		11-15	-,200	,343	,563	-,90	,50
		16-20	1,171*	,378	,004	,41	1,94
		6-10	1,119*	,463	,021	,18	2,06
	1-5	11-15	,533	,429	,222	-,34	1,40
		16-20	,548	,463	,244	-,39	1,49
		21-25	,233	,429	,590	-,64	1,10
		1-5	-1,119*	,463	,021	-2,06	-,18
	6-10	11-15	-,586	,410	,162	-1,42	,25
		16-20	-,571	,444	,207	-1,47	,33
		21-25	-,886*	,410	,038	-1,72	-,05
		1-5	-,533	,429	,222	-1,40	,34
q11f	11-15	6-10	,586	,410	,162	-,25	1,42
		16-20	,014	,410	,972	-,82	,85
		21-25	-,300	,372	,425	-1,05	,45
		1-5	-,548	,463	,244	-1,49	,39
	16-20	6-10	,571	,444	,207	-,33	1,47
		11-15	-,014	,410	,972	-,85	,82
		21-25	-,314	,410	,448	-1,15	,52
	21-25	1-5	-,233	,429	,590	-1,10	,64
		6-10	,886*	,410	,038	,05	1,72

		11-15	,300	,372	,425	-,45	1,05
		16-20	,314	,410	,448	-,52	1,15
		6-10	-,571	,483	,244	-1,55	,41
	1-5	11-15	-,900	,445	,051	-1,80	,00
		16-20	-,714	,483	,148	-1,69	,26
		21-25	-,727	,437	,105	-1,61	,16
		1-5	,571	,483	,244	-,41	1,55
	6-10	11-15	-,329	,445	,465	-1,23	,57
		16-20	-,143	,483	,769	-1,12	,84
		21-25	-,156	,437	,723	-1,04	,73
		1-5	,900	,445	,051	,00	1,80
q11g	11-15	6-10	,329	,445	,465	-,57	1,23
		16-20	,186	,445	,679	-,72	1,09
		21-25	,173	,395	,664	-,63	,97
		1-5	,714	,483	,148	-,26	1,69
	16-20	6-10	,143	,483	,769	-,84	1,12
		11-15	-,186	,445	,679	-1,09	,72
		21-25	-,013	,437	,976	-,90	,87
		1-5	,727	,437	,105	-,16	1,61
	21-25	6-10	,156	,437	,723	-,73	1,04
		11-15	-,173	,395	,664	-,97	,63
		16-20	,013	,437	,976	-,87	,90
		6-10	,000	,533	1,000	-1,08	1,08
	1-5	11-15	-,314	,492	,527	-1,31	,68
		16-20	,143	,533	,790	-,94	1,22
		21-25	-,169	,482	,728	-1,15	,81
		1-5	,000	,533	1,000	-1,08	1,08
	6-10	11-15	-,314	,492	,527	-1,31	,68
		16-20	,143	,533	,790	-,94	1,22
		21-25	-,169	,482	,728	-1,15	,81
		1-5	,314	,492	,527	-,68	1,31
q11h	11-15	6-10	,314	,492	,527	-,68	1,31
		16-20	,457	,492	,359	-,54	1,45
		21-25	,145	,436	,741	-,74	1,03
		1-5	-,143	,533	,790	-1,22	,94
	16-20	6-10	-,143	,533	,790	-1,22	,94
		11-15	-,457	,492	,359	-1,45	,54
		21-25	-,312	,482	,522	-1,29	,67
		1-5	,169	,482	,728	-,81	1,15
	21-25	6-10	,169	,482	,728	-,81	1,15
		11-15	-,145	,436	,741	-1,03	,74
		16-20	,312	,482	,522	-,67	1,29
q11i	1-5	6-10	,571	,544	,300	-,53	1,67

		11-15	-,829	,501	,107	-1,84	,19
		16-20	-,429	,544	,436	-1,53	,67
		21-25	-,701	,492	,162	-1,70	,30
		1-5	-,571	,544	,300	-1,67	,53
	6-10	11-15	-1,400*	,501	,008	-2,42	-,38
		16-20	-1,000	,544	,074	-2,10	,10
		21-25	-1,273*	,492	,014	-2,27	-,28
		1-5	,829	,501	,107	-,19	1,84
	11-15	6-10	1,400*	,501	,008	,38	2,42
		16-20	,400	,501	,430	-,62	1,42
		21-25	,127	,445	,776	-,77	1,03
		1-5	,429	,544	,436	-,67	1,53
	16-20	6-10	1,000	,544	,074	-,10	2,10
		11-15	-,400	,501	,430	-1,42	,62
		21-25	-,273	,492	,583	-1,27	,72
		1-5	,701	,492	,162	-,30	1,70
	21-25	6-10	1,273*	,492	,014	,28	2,27
		11-15	-,127	,445	,776	-1,03	,77
		16-20	,273	,492	,583	-,72	1,27
		6-10	1,000	,512	,058	-,04	2,04
	1-5	11-15	,714	,472	,138	-,24	1,67
		16-20	,571	,512	,271	-,47	1,61
		21-25	,442	,463	,346	-,50	1,38
		1-5	-1,000	,512	,058	-2,04	,04
	6-10	11-15	-,286	,472	,548	-1,24	,67
		16-20	-,429	,512	,408	-1,47	,61
		21-25	-,558	,463	,235	-1,50	,38
		1-5	-,714	,472	,138	-1,67	,24
q11j	11-15	6-10	,286	,472	,548	-,67	1,24
		16-20	-,143	,472	,764	-1,10	,81
		21-25	-,273	,418	,518	-1,12	,57
		1-5	-,571	,512	,271	-1,61	,47
	16-20	6-10	,429	,512	,408	-,61	1,47
		11-15	,143	,472	,764	-,81	1,10
		21-25	-,130	,463	,781	-1,07	,81
		1-5	-,442	,463	,346	-1,38	,50
	21-25	6-10	,558	,463	,235	-,38	1,50
		11-15	,273	,418	,518	-,57	1,12
		16-20	,130	,463	,781	-,81	1,07
		6-10	1,286*	,449	,007	,38	2,20
q11k	1-5	11-15	,143	,414	,732	-,70	,98
		16-20	,714	,449	,120	-,20	1,62
		21-25	,597	,407	,150	-,23	1,42

		1-5	-1,286*	,449	,007	-2,20	-,38
	6-10	11-15	-1,143*	,414	,009	-1,98	-,30
		16-20	-,571	,449	,211	-1,48	,34
		21-25	-,688	,407	,099	-1,51	,14
		1-5	-,143	,414	,732	-,98	,70
	11-15	6-10	1,143*	,414	,009	,30	1,98
		16-20	,571	,414	,176	-,27	1,41
		21-25	,455	,367	,224	-,29	1,20
		1-5	-,714	,449	,120	-1,62	,20
	16-20	6-10	,571	,449	,211	-,34	1,48
		11-15	-,571	,414	,176	-1,41	,27
		21-25	-,117	,407	,775	-,94	,71
		1-5	-,597	,407	,150	-1,42	,23
	21-25	6-10	,688	,407	,099	-,14	1,51
		11-15	-,455	,367	,224	-1,20	,29
		16-20	,117	,407	,775	-,71	,94
		6-10	1,143*	,465	,019	,20	2,08
	1-5	11-15	-,171	,429	,691	-1,04	,70
		16-20	,857	,465	,073	-,08	1,80
		21-25	-,026	,420	,951	-,88	,83
		1-5	-1,143*	,465	,019	-2,08	-,20
	6-10	11-15	-1,314*	,429	,004	-2,18	-,45
		16-20	-,286	,465	,543	-1,23	,66
		21-25	-1,169*	,420	,009	-2,02	-,32
		1-5	,171	,429	,691	-,70	1,04
q111	11-15	6-10	1,314*	,429	,004	,45	2,18
		16-20	1,029*	,429	,022	,16	1,90
		21-25	,145	,380	,704	-,62	,92
		1-5	-,857	,465	,073	-1,80	,08
	16-20	6-10	,286	,465	,543	-,66	1,23
		11-15	-1,029*	,429	,022	-1,90	-,16
		21-25	-,883*	,420	,043	-1,74	-,03
		1-5	,026	,420	,951	-,83	,88
	21-25	6-10	1,169*	,420	,009	,32	2,02
		11-15	-,145	,380	,704	-,92	,62
		16-20	,883*	,420	,043	,03	1,74
		6-10	1,714*	,520	,002	,66	2,77
	1-5	11-15	,100	,479	,836	-,87	1,07
		16-20	1,429*	,520	,009	,38	2,48
q11m		21-25	1,091*	,470	,026	,14	2,04
		1-5	-1,714*	,520	,002	-2,77	-,66
	6-10	11-15	-1,614*	,479	,002	-2,58	-,64
		16-20	-,286	,520	,586	-1,34	,77

	21-25	-,623	,470	,193	-1,58	,33
	1-5	-,100	,479	,836	-1,07	,87
11-15	6-10	1,614*	,479	,002	,64	2,58
	16-20	1,329*	,479	,009	,36	2,30
	21-25	,991*	,425	,025	,13	1,85
	1-5	-1,429*	,520	,009	-2,48	-,38
16-20	6-10	,286	,520	,586	-,77	1,34
	11-15	-1,329*	,479	,009	-2,30	-,36
	21-25	-,338	,470	,477	-1,29	,61
	1-5	-1,091*	,470	,026	-2,04	-,14
21-25	6-10	,623	,470	,193	-,33	1,58
	11-15	-,991*	,425	,025	-1,85	-,13
	16-20	,338	,470	,477	-,61	1,29

*. The mean difference is significant at the 0.05 level.

Table 4. 33 Independent Samples t-test: Mean differences between BA and MA group for items 11a-11m.

	q20	N	Mean	Std. Deviation	Std. Error Mean
q11a	B.A	29	4,28	,702	,130
	M.A	12	4,25	,622	,179
q11b	B.A	29	3,76	1,023	,190
	M.A	12	4,17	,835	,241
q11c	B.A	29	3,48	,785	,146
	M.A	12	3,67	,778	,225
q11d	B.A	29	3,38	1,265	,235
	M.A	12	3,42	,996	,288
q11e	B.A	29	3,45	,783	,145
	M.A	11	3,45	1,214	,366
q11f	B.A	28	3,32	,819	,155
	M.A	12	3,42	,996	,288
q11g	B.A	29	3,52	,871	,162
	M.A	12	3,75	,965	,279
q11h	B.A	29	3,52	,986	,183
	M.A	12	3,08	,900	,260
q11i	B.A	29	2,86	1,093	,203
	M.A	12	3,08	1,165	,336
q11j	B.A	29	2,97	,944	,175
	M.A	12	3,50	,798	,230
q11k	B.A	29	3,59	,983	,182
	M.A	12	3,67	,778	,225
q11l	B.A	29	3,21	,978	,182
	M.A	12	3,00	1,044	,302
q11m	B.A	29	3,31	1,072	,199
	M.A	12	2,83	1,337	,386

Independent Samples Test

		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	95% Confidence Interval of the Difference	
								Lower	Upper	
q11a	Equal variances assumed	,705	,406	,111	39	,912	,026	,233	-,446	,498
	Equal variances not assumed			,117	23,138	,908	,026	,222	-,433	,484
q11b	Equal variances assumed	,802	,376	1,221	39	,229	-,408	,334	-1,084	,268
	Equal variances not assumed			1,330	25,111	,196	-,408	,307	-1,040	,224
q11c	Equal variances assumed	,184	,671	-,684	39	,498	-,184	,269	-,727	,360
	Equal variances not assumed			-,687	20,752	,500	-,184	,268	-,741	,374
q11d	Equal variances assumed	2,287	,139	-,091	39	,928	-,037	,410	-,867	,793
	Equal variances not assumed			-,101	26,031	,921	-,037	,371	-,801	,726
q11e	Equal variances assumed	2,926	,095	-,019	38	,985	-,006	,324	-,663	,651

	Equal									
	variances									
	not									
	assumed									
	Equal									
	variances	,303	,585	-,316	38	,754	-,095	,302	-,706	,515
	assumed									
q11f	Equal									
	variances									
	not									
	assumed									
	Equal									
	variances	,046	,832	-,755	39	,455	-,233	,308	-,857	,391
	assumed									
q11g	Equal									
	variances									
	not									
	assumed									
	Equal									
	variances	1,473	,232	1,313	39	,197	,434	,331	-,235	1,102
	assumed									
q11h	Equal									
	variances									
	not									
	assumed									
	Equal									
	variances									
	assumed									
q11i	Equal									
	variances									
	not									
	assumed									
	Equal									
	variances	,000	,984	-	39	,093	-,534	,311	-1,163	,094
	assumed			1,720						
q11j	Equal									
	variances									
	not									
	assumed									
	Equal									
	variances	,775	,384	-,252	39	,802	-,080	,319	-,726	,565
	assumed									
	Equal									
	variances									
	not									
	assumed									
	Equal									
	variances									
	not									
	assumed									
	Equal									
	variances									
	not									
	assumed									
q11k	Equal									
	variances									
	not									
	assumed									
	Equal									
	variances									
	not									
	assumed									

	Equal									
	variances									
	not									
	assumed									
	Equal									
	variances	,209	,650	,605	39	,549	,207	,342	-,485	,899
	assumed									
q11l	Equal									
	variances									
	not									
	assumed									
	Equal									
	variances	1,990	,166	1,205	39	,235	,477	,396	-,324	1,278
	assumed									
q11m	Equal									
	variances									
	not									
	assumed									

Appendix D

Table: 4.34 One way ANOVA Mean differences across age groups for items 17a – 17u.

		<i>ANOVA</i>				
		Sum of	df	Mean	F	Sig.
		Squares		Square		
q17a	Between Groups	5,364	3	1,788	4,180	,012
	Within Groups	16,255	38	,428		
	Total	21,619	41			
q17b	Between Groups	5,867	3	1,956	1,870	,151
	Within Groups	39,752	38	1,046		
	Total	45,619	41			
q17c	Between Groups	1,326	3	,442	,470	,705
	Within Groups	35,746	38	,941		
	Total	37,071	41			
q17d	Between Groups	3,572	3	1,191	,889	,456
	Within Groups	50,904	38	1,340		
	Total	54,476	41			
q17e	Between Groups	1,654	3	,551	1,117	,354
	Within Groups	18,751	38	,493		
	Total	20,405	41			
q17f	Between Groups	1,850	3	,617	,853	,474
	Within Groups	27,483	38	,723		
	Total	29,333	41			
q17g	Between Groups	2,785	3	,928	,936	,433
	Within Groups	37,691	38	,992		
	Total	40,476	41			
q17h	Between Groups	1,397	3	,466	,971	,416
	Within Groups	18,222	38	,480		
	Total	19,619	41			
q17i	Between Groups	1,381	3	,460	1,197	,324

	Within Groups	14,229	37	,385		
	Total	15,610	40			
q17j	Between Groups	1,772	3	,591	,417	,742
	Within Groups	51,003	36	1,417		
	Total	52,775	39			
q17k	Between Groups	1,772	3	,591	,964	,420
	Within Groups	23,299	38	,613		
	Total	25,071	41			
q17l	Between Groups	,869	3	,290	,359	,783
	Within Groups	28,208	35	,806		
	Total	29,077	38			
q17m	Between Groups	1,276	3	,425	,392	,759
	Within Groups	41,201	38	1,084		
	Total	42,476	41			
q17n	Between Groups	2,416	3	,805	,932	,435
	Within Groups	31,974	37	,864		
	Total	34,390	40			
q17o	Between Groups	3,285	3	1,095	1,031	,390
	Within Groups	40,358	38	1,062		
	Total	43,643	41			
q17p	Between Groups	1,677	3	,559	,534	,662
	Within Groups	38,762	37	1,048		
	Total	40,439	40			
q17q	Between Groups	10,635	3	3,545	3,078	,039
	Within Groups	43,770	38	1,152		
	Total	54,405	41			
q17r	Between Groups	1,260	3	,420	,493	,689
	Within Groups	32,359	38	,852		
	Total	33,619	41			
q17s	Between Groups	2,651	3	,884	1,652	,194
	Within Groups	20,325	38	,535		
	Total	22,976	41			

q17t	Between Groups	,892	3	,297	,213	,887
	Within Groups	53,013	38	1,395		
	Total	53,905	41			
q17u	Between Groups	1,424	3	,475	,546	,654
	Within Groups	32,185	37	,870		
	Total	33,610	40			

Table: 4.35 Post Hoc Test (differences across age groups) for items 17a-17u.

Multiple Comparisons

LSD								
Dependent Variable	(I) q18	(J) q18	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
q17a		31-40	-,791*	,270	,006	-1,34	-,25	
		22-30	41-50	-,786*	,284	,009	-1,36	-,21
			51-60	-1,222*	,436	,008	-2,10	-,34
		22-30		,791*	,270	,006	,25	1,34
		31-40	41-50	,005	,241	,985	-,48	,49
			51-60	-,431	,410	,299	-1,26	,40
		22-30		,786*	,284	,009	,21	1,36
		41-50	31-40	-,005	,241	,985	-,49	,48
			51-60	-,436	,419	,305	-1,28	,41
		22-30		1,222*	,436	,008	,34	2,10
		51-60	31-40	,431	,410	,299	-,40	1,26
			41-50	,436	,419	,305	-,41	1,28
		31-40		,739	,422	,088	-,11	1,59
		22-30	41-50	,444	,444	,323	-,45	1,34
	q17b		51-60	1,444*	,682	,041	,06	2,82
		22-30		-,739	,422	,088	-1,59	,11
		31-40	41-50	-,294	,377	,440	-1,06	,47
			51-60	,706	,640	,277	-,59	2,00
		22-30		-,444	,444	,323	-1,34	,45
		41-50	31-40	,294	,377	,440	-,47	1,06
			51-60	1,000	,655	,135	-,33	2,33
		22-30		-1,444*	,682	,041	-2,82	-,06
		51-60	31-40	-,706	,640	,277	-2,00	,59
			41-50	-1,000	,655	,135	-2,33	,33
		31-40		-,242	,400	,549	-1,05	,57
		22-30	41-50	-,120	,421	,778	-,97	,73
			51-60	,444	,647	,496	-,86	1,75
		22-30		,242	,400	,549	-,57	1,05
q17c		31-40	41-50	,122	,357	,734	-,60	,85
		51-60	,686	,607	,266	-,54	1,92	
		22-30	,120	,421	,778	-,73	,97	
	41-50	31-40	-,122	,357	,734	-,85	,60	
		51-60	,564	,621	,370	-,69	1,82	

		22-30	-,444	,647	,496	-1,75	,86
	51-60	31-40	-,686	,607	,266	-1,92	,54
		41-50	-,564	,621	,370	-1,82	,69
		31-40	,477	,477	,324	-,49	1,44
	22-30	41-50	,427	,502	,400	-,59	1,44
		51-60	1,222	,772	,121	-,34	2,78
		22-30	-,477	,477	,324	-1,44	,49
	31-40	41-50	-,050	,426	,908	-,91	,81
		51-60	,745	,725	,310	-,72	2,21
q17d		22-30	-,427	,502	,400	-1,44	,59
	41-50	31-40	,050	,426	,908	-,81	,91
		51-60	,795	,741	,290	-,71	2,30
		22-30	-1,222	,772	,121	-2,78	,34
	51-60	31-40	-,745	,725	,310	-2,21	,72
		41-50	-,795	,741	,290	-2,30	,71
		31-40	-,098	,290	,737	-,68	,49
	22-30	41-50	-,487	,305	,118	-1,10	,13
		51-60	-,333	,468	,481	-1,28	,61
		22-30	,098	,290	,737	-,49	,68
	31-40	41-50	-,389	,259	,141	-,91	,13
		51-60	-,235	,440	,596	-1,13	,66
q17e		22-30	,487	,305	,118	-,13	1,10
	41-50	31-40	,389	,259	,141	-,13	,91
		51-60	,154	,450	,734	-,76	1,06
		22-30	,333	,468	,481	-,61	1,28
	51-60	31-40	,235	,440	,596	-,66	1,13
		41-50	-,154	,450	,734	-1,06	,76
		31-40	,418	,351	,240	-,29	1,13
	22-30	41-50	,043	,369	,908	-,70	,79
		51-60	,556	,567	,333	-,59	1,70
		22-30	-,418	,351	,240	-1,13	,29
	31-40	41-50	-,376	,313	,238	-1,01	,26
		51-60	,137	,533	,798	-,94	1,22
q17f		22-30	-,043	,369	,908	-,79	,70
	41-50	31-40	,376	,313	,238	-,26	1,01
		51-60	,513	,545	,352	-,59	1,62
		22-30	-,556	,567	,333	-1,70	,59
	51-60	31-40	-,137	,533	,798	-1,22	,94
		41-50	-,513	,545	,352	-1,62	,59
		31-40	,124	,411	,764	-,71	,96
	22-30	41-50	,274	,432	,530	-,60	1,15
q17g		51-60	-,778	,664	,249	-2,12	,57
	31-40	22-30	-,124	,411	,764	-,96	,71

		41-50	,149	,367	,686	-,59	,89
		51-60	-,902	,624	,156	-2,16	,36
		22-30	-,274	,432	,530	-1,15	,60
	41-50	31-40	-,149	,367	,686	-,89	,59
		51-60	-1,051	,638	,108	-2,34	,24
		22-30	,778	,664	,249	-,57	2,12
	51-60	31-40	,902	,624	,156	-,36	2,16
		41-50	1,051	,638	,108	-,24	2,34
		31-40	-,222	,285	,441	-,80	,36
	22-30	41-50	-,222	,300	,464	-,83	,39
		51-60	,444	,462	,342	-,49	1,38
		22-30	,222	,285	,441	-,36	,80
	31-40	41-50	,000	,255	1,000	-,52	,52
		51-60	,667	,434	,132	-,21	1,54
q17h		22-30	,222	,300	,464	-,39	,83
	41-50	31-40	,000	,255	1,000	-,52	,52
		51-60	,667	,444	,141	-,23	1,56
		22-30	-,444	,462	,342	-1,38	,49
	51-60	31-40	-,667	,434	,132	-1,54	,21
		41-50	-,667	,444	,141	-1,56	,23
		31-40	-,014	,258	,957	-,54	,51
	22-30	41-50	,188	,269	,489	-,36	,73
		51-60	-,556	,413	,187	-1,39	,28
		22-30	,014	,258	,957	-,51	,54
	31-40	41-50	,202	,232	,389	-,27	,67
		51-60	-,542	,390	,173	-1,33	,25
q17i		22-30	-,188	,269	,489	-,73	,36
	41-50	31-40	-,202	,232	,389	-,67	,27
		51-60	-,744	,397	,069	-1,55	,06
		22-30	,556	,413	,187	-,28	1,39
	51-60	31-40	,542	,390	,173	-,25	1,33
		41-50	,744	,397	,069	-,06	1,55
		31-40	-,361	,535	,503	-1,45	,72
	22-30	41-50	-,560	,558	,322	-1,69	,57
		51-60	-,714	,821	,390	-2,38	,95
		22-30	,361	,535	,503	-,72	1,45
	31-40	41-50	-,199	,439	,653	-1,09	,69
q17j		51-60	-,353	,745	,639	-1,86	1,16
		22-30	,560	,558	,322	-,57	1,69
	41-50	31-40	,199	,439	,653	-,69	1,09
		51-60	-,154	,762	,841	-1,70	1,39
	51-60	22-30	,714	,821	,390	-,95	2,38
		31-40	,353	,745	,639	-1,16	1,86

		41-50	,154	,762	,841	-1,39	1,70
		31-40	-,444	,323	,177	-1,10	,21
	22-30	41-50	-,060	,340	,861	-,75	,63
		51-60	-,444	,522	,400	-1,50	,61
		22-30	,444	,323	,177	-,21	1,10
	31-40	41-50	,385	,288	,190	-,20	,97
		51-60	,000	,490	1,000	-,99	,99
q17k		22-30	,060	,340	,861	-,63	,75
	41-50	31-40	-,385	,288	,190	-,97	,20
		51-60	-,385	,502	,448	-1,40	,63
		22-30	,444	,522	,400	-,61	1,50
	51-60	31-40	,000	,490	1,000	-,99	,99
		41-50	,385	,502	,448	-,63	1,40
		31-40	,208	,393	,599	-,59	1,01
	22-30	41-50	-,125	,403	,759	-,94	,69
		51-60	-,125	,608	,838	-1,36	1,11
		22-30	-,208	,393	,599	-1,01	,59
	31-40	41-50	-,333	,340	,334	-1,02	,36
		51-60	-,333	,568	,561	-1,49	,82
q17l		22-30	,125	,403	,759	-,69	,94
	41-50	31-40	,333	,340	,334	-,36	1,02
		51-60	,000	,575	1,000	-1,17	1,17
		22-30	,125	,608	,838	-1,11	1,36
	51-60	31-40	,333	,568	,561	-,82	1,49
		41-50	,000	,575	1,000	-1,17	1,17
		31-40	,216	,429	,618	-,65	1,08
	22-30	41-50	,026	,452	,955	-,89	,94
		51-60	,667	,694	,343	-,74	2,07
		22-30	-,216	,429	,618	-1,08	,65
	31-40	41-50	-,190	,384	,623	-,97	,59
		51-60	,451	,652	,493	-,87	1,77
q17m		22-30	-,026	,452	,955	-,94	,89
	41-50	31-40	,190	,384	,623	-,59	,97
		51-60	,641	,667	,343	-,71	1,99
		22-30	-,667	,694	,343	-2,07	,74
	51-60	31-40	-,451	,652	,493	-1,77	,87
		41-50	-,641	,667	,343	-1,99	,71
		31-40	-,583	,387	,141	-1,37	,20
	22-30	41-50	-,564	,403	,170	-1,38	,25
		51-60	-,667	,620	,289	-1,92	,59
q17n		22-30	,583	,387	,141	-,20	1,37
	31-40	41-50	,019	,347	,956	-,68	,72
		51-60	-,083	,585	,887	-1,27	1,10

		22-30	,564	,403	,170	-,25	1,38
	41-50	31-40	-,019	,347	,956	-,72	,68
		51-60	-,103	,595	,864	-1,31	1,10
		22-30	,667	,620	,289	-,59	1,92
	51-60	31-40	,083	,585	,887	-1,10	1,27
		41-50	,103	,595	,864	-1,10	1,31
		31-40	,542	,425	,209	-,32	1,40
	22-30	41-50	,393	,447	,385	-,51	1,30
		51-60	1,111	,687	,114	-,28	2,50
		22-30	-,542	,425	,209	-1,40	,32
	31-40	41-50	-,149	,380	,696	-,92	,62
		51-60	,569	,645	,384	-,74	1,88
q17o		22-30	-,393	,447	,385	-1,30	,51
	41-50	31-40	,149	,380	,696	-,62	,92
		51-60	,718	,660	,284	-,62	2,05
		22-30	-1,111	,687	,114	-2,50	,28
	51-60	31-40	-,569	,645	,384	-1,88	,74
		41-50	-,718	,660	,284	-2,05	,62
		31-40	,299	,426	,488	-,57	1,16
	22-30	41-50	,419	,444	,351	-,48	1,32
		51-60	,778	,682	,262	-,60	2,16
		22-30	-,299	,426	,488	-1,16	,57
	31-40	41-50	,120	,382	,755	-,65	,89
		51-60	,479	,644	,462	-,83	1,78
q17p		22-30	-,419	,444	,351	-1,32	,48
	41-50	31-40	-,120	,382	,755	-,89	,65
		51-60	,359	,656	,587	-,97	1,69
		22-30	-,778	,682	,262	-2,16	,60
	51-60	31-40	-,479	,644	,462	-1,78	,83
		41-50	-,359	,656	,587	-1,69	,97
		31-40	,954*	,442	,037	,06	1,85
	22-30	41-50	1,393*	,465	,005	,45	2,34
		51-60	1,111	,715	,129	-,34	2,56
		22-30	-,954*	,442	,037	-1,85	-,06
	31-40	41-50	,439	,395	,274	-,36	1,24
		51-60	,157	,672	,817	-1,20	1,52
q17q		22-30	-1,393*	,465	,005	-2,34	-,45
	41-50	31-40	-,439	,395	,274	-1,24	,36
		51-60	-,282	,687	,684	-1,67	1,11
		22-30	-1,111	,715	,129	-2,56	,34
	51-60	31-40	-,157	,672	,817	-1,52	1,20
		41-50	,282	,687	,684	-1,11	1,67
q17r		22-30	,000	,380	1,000	-,77	,77

		41-50	,154	,400	,703	-,66	,96
		51-60	,667	,615	,285	-,58	1,91
		22-30	,000	,380	1,000	-,77	,77
	31-40	41-50	,154	,340	,653	-,53	,84
		51-60	,667	,578	,256	-,50	1,84
		22-30	-,154	,400	,703	-,96	,66
	41-50	31-40	-,154	,340	,653	-,84	,53
		51-60	,513	,591	,391	-,68	1,71
		22-30	-,667	,615	,285	-1,91	,58
	51-60	31-40	-,667	,578	,256	-1,84	,50
		41-50	-,513	,591	,391	-1,71	,68
		31-40	-,111	,301	,715	-,72	,50
	22-30	41-50	-,419	,317	,195	-1,06	,22
		51-60	,556	,488	,262	-,43	1,54
		22-30	,111	,301	,715	-,50	,72
	31-40	41-50	-,308	,269	,261	-,85	,24
		51-60	,667	,458	,154	-,26	1,59
q17s		22-30	,419	,317	,195	-,22	1,06
	41-50	31-40	,308	,269	,261	-,24	,85
		51-60	,974*	,468	,044	,03	1,92
		22-30	-,556	,488	,262	-1,54	,43
	51-60	31-40	-,667	,458	,154	-1,59	,26
		41-50	-,974*	,468	,044	-1,92	-,03
		31-40	,007	,487	,989	-,98	,99
	22-30	41-50	-,265	,512	,608	-1,30	,77
		51-60	,222	,787	,779	-1,37	1,82
		22-30	-,007	,487	,989	-,99	,98
	31-40	41-50	-,271	,435	,536	-1,15	,61
		51-60	,216	,740	,772	-1,28	1,71
q17t		22-30	,265	,512	,608	-,77	1,30
	41-50	31-40	,271	,435	,536	-,61	1,15
		51-60	,487	,757	,523	-1,04	2,02
		22-30	-,222	,787	,779	-1,82	1,37
	51-60	31-40	-,216	,740	,772	-1,71	1,28
		41-50	-,487	,757	,523	-2,02	1,04
		31-40	,174	,389	,658	-,61	,96
	22-30	41-50	,265	,404	,516	-,55	1,08
		51-60	,778	,622	,219	-,48	2,04
		22-30	-,174	,389	,658	-,96	,61
q17u		31-40	,091	,348	,795	-,61	,80
		51-60	,604	,587	,310	-,58	1,79
		22-30	-,265	,404	,516	-1,08	,55
	41-50	31-40	-,091	,348	,795	-,80	,61

	51-60	,513	,597	,396	-,70	1,72
	22-30	-,778	,622	,219	-2,04	,48
51-60	31-40	-,604	,587	,310	-1,79	,58
	41-50	-,513	,597	,396	-1,72	,70

*. The mean difference is significant at the 0.05 level.

Table: 4.36 One way ANOVA Mean differences across teaching experience groups for items 17a-17u.

<i>ANOVA</i>		Sum of Squares	df	Mean Square	F	Sig.
q17a	Between Groups	7,337	4	1,834	4,752	,003
	Within Groups	14,282	37	,386		
	Total	21,619	41			
q17b	Between Groups	3,597	4	,899	,792	,538
	Within Groups	42,022	37	1,136		
	Total	45,619	41			
q17c	Between Groups	,348	4	,087	,088	,986
	Within Groups	36,723	37	,993		
	Total	37,071	41			
q17d	Between Groups	6,652	4	1,663	1,287	,293
	Within Groups	47,825	37	1,293		
	Total	54,476	41			
q17e	Between Groups	2,623	4	,656	1,364	,265
	Within Groups	17,782	37	,481		
	Total	20,405	41			
q17f	Between Groups	5,067	4	1,267	1,932	,126
	Within Groups	24,266	37	,656		
	Total	29,333	41			
q17g	Between Groups	4,277	4	1,069	1,093	,374
	Within Groups	36,199	37	,978		
	Total	40,476	41			
q17h	Between Groups	4,324	4	1,081	2,615	,051
	Within Groups	15,295	37	,413		
	Total	19,619	41			
q17i	Between Groups	1,844	4	,461	1,205	,325
	Within Groups	13,766	36	,382		
	Total	15,610	40			

q17j	Between Groups	5,537	4	1,384	1,026	,408
	Within Groups	47,238	35	1,350		
	Total	52,775	39			
q17k	Between Groups	2,355	4	,589	,959	,442
	Within Groups	22,717	37	,614		
	Total	25,071	41			
q17l	Between Groups	1,184	4	,296	,361	,835
	Within Groups	27,893	34	,820		
	Total	29,077	38			
q17m	Between Groups	4,688	4	1,172	1,148	,350
	Within Groups	37,788	37	1,021		
	Total	42,476	41			
q17n	Between Groups	2,868	4	,717	,819	,522
	Within Groups	31,522	36	,876		
	Total	34,390	40			
q17o	Between Groups	3,097	4	,774	,707	,593
	Within Groups	40,545	37	1,096		
	Total	43,643	41			
q17p	Between Groups	1,967	4	,492	,460	,764
	Within Groups	38,472	36	1,069		
	Total	40,439	40			
q17q	Between Groups	16,149	4	4,037	3,905	,010
	Within Groups	38,256	37	1,034		
	Total	54,405	41			
q17r	Between Groups	1,152	4	,288	,328	,857
	Within Groups	32,468	37	,878		
	Total	33,619	41			
q17s	Between Groups	3,240	4	,810	1,518	,217
	Within Groups	19,736	37	,533		
	Total	22,976	41			
q17t	Between Groups	2,226	4	,556	,398	,809
	Within Groups	51,679	37	1,397		

	Total	53,905	41			
	Between					
	Groups	1,783	4	,446	,504	,733
q17u	Within Groups	31,827	36	,884		
	Total	33,610	40			

Table: 4.37 Post Hoc Test (differences across teaching experience groups) for items 17a-17u.

Multiple Comparisons

LSD

Dependent Variable	(I) q19	(J) q19	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
q17a	1-5	6-10	,571	,332	,094	-,10	1,24
		11-15	-,443	,306	,156	-1,06	,18
		16-20	-,714*	,332	,038	-1,39	-,04
		21-25	-,416	,300	,175	-1,02	,19
	6-10	1-5	-,571	,332	,094	-1,24	,10
		11-15	-1,014*	,306	,002	-1,63	-,39
		16-20	-1,286*	,332	,000	-1,96	-,61
		21-25	-,987*	,300	,002	-1,60	-,38
	11-15	1-5	,443	,306	,156	-,18	1,06
		6-10	1,014*	,306	,002	,39	1,63
		16-20	-,271	,306	,381	-,89	,35
		21-25	,027	,271	,921	-,52	,58
	16-20	1-5	,714*	,332	,038	,04	1,39
		6-10	1,286*	,332	,000	,61	1,96
		11-15	,271	,306	,381	-,35	,89
		21-25	,299	,300	,326	-,31	,91
	21-25	1-5	,416	,300	,175	-,19	1,02
		6-10	,987*	,300	,002	,38	1,60
		11-15	-,027	,271	,921	-,58	,52
		16-20	-,299	,300	,326	-,91	,31
q17b	1-5	6-10	,857	,570	,141	-,30	2,01
		11-15	,729	,525	,174	-,34	1,79
		16-20	,286	,570	,619	-,87	1,44
		21-25	,610	,515	,244	-,43	1,65
	6-10	1-5	-,857	,570	,141	-2,01	,30
		11-15	-,129	,525	,808	-1,19	,94
		16-20	-,571	,570	,322	-1,73	,58
		21-25	-,247	,515	,635	-1,29	,80
	11-15	1-5	-,729	,525	,174	-1,79	,34
		6-10	,129	,525	,808	-,94	1,19

		16-20	-,443	,525	,405	-1,51	,62
		21-25	-,118	,466	,801	-1,06	,83
		1-5	-,286	,570	,619	-1,44	,87
	16-20	6-10	,571	,570	,322	-,58	1,73
		11-15	,443	,525	,405	-,62	1,51
		21-25	,325	,515	,532	-,72	1,37
		1-5	-,610	,515	,244	-1,65	,43
	21-25	6-10	,247	,515	,635	-,80	1,29
		11-15	,118	,466	,801	-,83	1,06
		16-20	-,325	,515	,532	-1,37	,72
		6-10	,143	,533	,790	-,94	1,22
	1-5	11-15	-,014	,491	,977	-1,01	,98
		16-20	,000	,533	1,000	-1,08	1,08
		21-25	,195	,482	,688	-,78	1,17
		1-5	-,143	,533	,790	-1,22	,94
	6-10	11-15	-,157	,491	,751	-1,15	,84
		16-20	-,143	,533	,790	-1,22	,94
		21-25	,052	,482	,915	-,92	1,03
		1-5	,014	,491	,977	-,98	1,01
q17c	11-15	6-10	,157	,491	,751	-,84	1,15
		16-20	,014	,491	,977	-,98	1,01
		21-25	,209	,435	,634	-,67	1,09
		1-5	,000	,533	1,000	-1,08	1,08
	16-20	6-10	,143	,533	,790	-,94	1,22
		11-15	-,014	,491	,977	-1,01	,98
		21-25	,195	,482	,688	-,78	1,17
		1-5	-,195	,482	,688	-1,17	,78
	21-25	6-10	-,052	,482	,915	-1,03	,92
		11-15	-,209	,435	,634	-1,09	,67
		16-20	-,195	,482	,688	-1,17	,78
		6-10	1,286*	,608	,041	,05	2,52
	1-5	11-15	,643	,560	,259	-,49	1,78
		16-20	,429	,608	,485	-,80	1,66
		21-25	,870	,550	,122	-,24	1,98
		1-5	-1,286*	,608	,041	-2,52	-,05
	6-10	11-15	-,643	,560	,259	-1,78	,49
q17d		16-20	-,857	,608	,167	-2,09	,37
		21-25	-,416	,550	,454	-1,53	,70
		1-5	-,643	,560	,259	-1,78	,49
	11-15	6-10	,643	,560	,259	-,49	1,78
		16-20	-,214	,560	,704	-1,35	,92
		21-25	,227	,497	,650	-,78	1,23
	16-20	1-5	-,429	,608	,485	-1,66	,80

		6-10	,857	,608	,167	-,37	2,09
		11-15	,214	,560	,704	-,92	1,35
		21-25	,442	,550	,427	-,67	1,56
		1-5	-,870	,550	,122	-1,98	,24
	21-25	6-10	,416	,550	,454	-,70	1,53
		11-15	-,227	,497	,650	-1,23	,78
		16-20	-,442	,550	,427	-1,56	,67
		6-10	-,143	,371	,702	-,89	,61
	1-5	11-15	-,229	,342	,508	-,92	,46
		16-20	-,286	,371	,446	-1,04	,47
		21-25	-,701*	,335	,043	-1,38	-,02
		1-5	,143	,371	,702	-,61	,89
	6-10	11-15	-,086	,342	,803	-,78	,61
		16-20	-,143	,371	,702	-,89	,61
		21-25	-,558	,335	,104	-1,24	,12
		1-5	,229	,342	,508	-,46	,92
q17e	11-15	6-10	,086	,342	,803	-,61	,78
		16-20	-,057	,342	,868	-,75	,64
		21-25	-,473	,303	,127	-1,09	,14
		1-5	,286	,371	,446	-,47	1,04
	16-20	6-10	,143	,371	,702	-,61	,89
		11-15	,057	,342	,868	-,64	,75
		21-25	-,416	,335	,223	-1,09	,26
		1-5	,701*	,335	,043	,02	1,38
	21-25	6-10	,558	,335	,104	-,12	1,24
		11-15	,473	,303	,127	-,14	1,09
		16-20	,416	,335	,223	-,26	1,09
		6-10	,714	,433	,107	-,16	1,59
	1-5	11-15	,500	,399	,218	-,31	1,31
		16-20	,714	,433	,107	-,16	1,59
		21-25	-,091	,392	,818	-,88	,70
		1-5	-,714	,433	,107	-1,59	,16
	6-10	11-15	-,214	,399	,595	-1,02	,59
		16-20	,000	,433	1,000	-,88	,88
q17f		21-25	-,805*	,392	,047	-1,60	-,01
		1-5	-,500	,399	,218	-1,31	,31
	11-15	6-10	,214	,399	,595	-,59	1,02
		16-20	,214	,399	,595	-,59	1,02
		21-25	-,591	,354	,103	-1,31	,13
		1-5	-,714	,433	,107	-1,59	,16
	16-20	6-10	,000	,433	1,000	-,88	,88
		11-15	-,214	,399	,595	-1,02	,59
		21-25	-,805*	,392	,047	-1,60	-,01

		1-5	,091	,392	,818	-,70	,88
	21-25	6-10	,805*	,392	,047	,01	1,60
		11-15	,591	,354	,103	-,13	1,31
		16-20	,805*	,392	,047	,01	1,60
	1-5	6-10	,286	,529	,592	-,79	1,36
		11-15	-,386	,487	,434	-1,37	,60
		16-20	-,571	,529	,287	-1,64	,50
		21-25	,169	,478	,726	-,80	1,14
	6-10	1-5	-,286	,529	,592	-1,36	,79
		11-15	-,671	,487	,177	-1,66	,32
		16-20	-,857	,529	,113	-1,93	,21
		21-25	-,117	,478	,808	-1,09	,85
q17g	11-15	1-5	,386	,487	,434	-,60	1,37
		6-10	,671	,487	,177	-,32	1,66
		16-20	-,186	,487	,705	-1,17	,80
		21-25	,555	,432	,207	-,32	1,43
	16-20	1-5	,571	,529	,287	-,50	1,64
		6-10	,857	,529	,113	-,21	1,93
		11-15	,186	,487	,705	-,80	1,17
		21-25	,740	,478	,130	-,23	1,71
	21-25	1-5	-,169	,478	,726	-1,14	,80
		6-10	,117	,478	,808	-,85	1,09
		11-15	-,555	,432	,207	-1,43	,32
		16-20	-,740	,478	,130	-1,71	,23
	1-5	6-10	-,571	,344	,105	-1,27	,12
		11-15	-1,014*	,317	,003	-1,66	-,37
		16-20	-,714*	,344	,045	-1,41	-,02
		21-25	-,623	,311	,052	-1,25	,01
	6-10	1-5	,571	,344	,105	-,12	1,27
		11-15	-,443	,317	,171	-1,08	,20
		16-20	-,143	,344	,680	-,84	,55
		21-25	-,052	,311	,868	-,68	,58
q17h	11-15	1-5	1,014*	,317	,003	,37	1,66
		6-10	,443	,317	,171	-,20	1,08
		16-20	,300	,317	,350	-,34	,94
		21-25	,391	,281	,172	-,18	,96
	16-20	1-5	,714*	,344	,045	,02	1,41
		6-10	,143	,344	,680	-,55	,84
		11-15	-,300	,317	,350	-,94	,34
		21-25	,091	,311	,772	-,54	,72
	21-25	1-5	,623	,311	,052	-,01	1,25
		6-10	,052	,311	,868	-,58	,68
		11-15	-,391	,281	,172	-,96	,18

		16-20	-,091	,311	,772	-,72	,54
		6-10	,571	,331	,092	-,10	1,24
	1-5	11-15	-,048	,312	,879	-,68	,58
		16-20	,286	,331	,393	-,38	,96
		21-25	,195	,299	,519	-,41	,80
		1-5	-,571	,331	,092	-1,24	,10
	6-10	11-15	-,619	,312	,055	-1,25	,01
		16-20	-,286	,331	,393	-,96	,38
		21-25	-,377	,299	,216	-,98	,23
		1-5	,048	,312	,879	-,58	,68
q17i	11-15	6-10	,619	,312	,055	-,01	1,25
		16-20	,333	,312	,292	-,30	,97
		21-25	,242	,278	,389	-,32	,81
		1-5	-,286	,331	,393	-,96	,38
	16-20	6-10	,286	,331	,393	-,38	,96
		11-15	-,333	,312	,292	-,97	,30
		21-25	-,091	,299	,763	-,70	,52
		1-5	-,195	,299	,519	-,80	,41
	21-25	6-10	,377	,299	,216	-,23	,98
		11-15	-,242	,278	,389	-,81	,32
		16-20	,091	,299	,763	-,52	,70
		6-10	-,429	,680	,533	-1,81	,95
	1-5	11-15	-,900	,636	,166	-2,19	,39
		16-20	-,429	,680	,533	-1,81	,95
		21-25	-1,091	,627	,090	-2,36	,18
		1-5	,429	,680	,533	-,95	1,81
	6-10	11-15	-,471	,573	,416	-1,63	,69
		16-20	,000	,621	1,000	-1,26	1,26
		21-25	-,662	,562	,246	-1,80	,48
		1-5	,900	,636	,166	-,39	2,19
q17j	11-15	6-10	,471	,573	,416	-,69	1,63
		16-20	,471	,573	,416	-,69	1,63
		21-25	-,191	,508	,709	-1,22	,84
		1-5	,429	,680	,533	-,95	1,81
	16-20	6-10	,000	,621	1,000	-1,26	1,26
		11-15	-,471	,573	,416	-1,63	,69
		21-25	-,662	,562	,246	-1,80	,48
		1-5	1,091	,627	,090	-,18	2,36
	21-25	6-10	,662	,562	,246	-,48	1,80
		11-15	,191	,508	,709	-,84	1,22
		16-20	,662	,562	,246	-,48	1,80
q17k	1-5	6-10	-,143	,419	,735	-,99	,71
		11-15	-,629	,386	,112	-1,41	,15

		16-20	-,143	,419	,735	-,99	,71
		21-25	-,065	,379	,865	-,83	,70
		1-5	,143	,419	,735	-,71	,99
	6-10	11-15	-,486	,386	,216	-1,27	,30
		16-20	,000	,419	1,000	-,85	,85
		21-25	,078	,379	,838	-,69	,85
		1-5	,629	,386	,112	-,15	1,41
	11-15	6-10	,486	,386	,216	-,30	1,27
		16-20	,486	,386	,216	-,30	1,27
		21-25	,564	,342	,108	-,13	1,26
		1-5	,143	,419	,735	-,71	,99
	16-20	6-10	,000	,419	1,000	-,85	,85
		11-15	-,486	,386	,216	-1,27	,30
		21-25	,078	,379	,838	-,69	,85
		1-5	,065	,379	,865	-,70	,83
	21-25	6-10	-,078	,379	,838	-,85	,69
		11-15	-,564	,342	,108	-1,26	,13
		16-20	-,078	,379	,838	-,85	,69
		6-10	-,048	,504	,925	-1,07	,98
	1-5	11-15	-,222	,477	,645	-1,19	,75
		16-20	,000	,523	1,000	-1,06	1,06
		21-25	-,424	,460	,363	-1,36	,51
		1-5	,048	,504	,925	-,98	1,07
	6-10	11-15	-,175	,456	,704	-1,10	,75
		16-20	,048	,504	,925	-,98	1,07
		21-25	-,377	,438	,396	-1,27	,51
		1-5	,222	,477	,645	-,75	1,19
q17l	11-15	6-10	,175	,456	,704	-,75	1,10
		16-20	,222	,477	,645	-,75	1,19
		21-25	-,202	,407	,623	-1,03	,63
		1-5	,000	,523	1,000	-1,06	1,06
	16-20	6-10	-,048	,504	,925	-1,07	,98
		11-15	-,222	,477	,645	-1,19	,75
		21-25	-,424	,460	,363	-1,36	,51
		1-5	,424	,460	,363	-,51	1,36
	21-25	6-10	,377	,438	,396	-,51	1,27
		11-15	,202	,407	,623	-,63	1,03
		16-20	,424	,460	,363	-,51	1,36
		6-10	,000	,540	1,000	-1,09	1,09
	1-5	11-15	,443	,498	,380	-,57	1,45
q17m		16-20	-,571	,540	,297	-1,67	,52
		21-25	-,221	,489	,654	-1,21	,77
	6-10	1-5	,000	,540	1,000	-1,09	1,09

		11-15	,443	,498	,380	-,57	1,45
		16-20	-,571	,540	,297	-1,67	,52
		21-25	-,221	,489	,654	-1,21	,77
		1-5	-,443	,498	,380	-1,45	,57
	11-15	6-10	-,443	,498	,380	-1,45	,57
		16-20	-1,014*	,498	,049	-2,02	-,01
		21-25	-,664	,442	,141	-1,56	,23
		1-5	,571	,540	,297	-,52	1,67
	16-20	6-10	,571	,540	,297	-,52	1,67
		11-15	1,014*	,498	,049	,01	2,02
		21-25	,351	,489	,477	-,64	1,34
		1-5	,221	,489	,654	-,77	1,21
	21-25	6-10	,221	,489	,654	-,77	1,21
		11-15	,664	,442	,141	-,23	1,56
		16-20	-,351	,489	,477	-1,34	,64
		6-10	-,143	,500	,777	-1,16	,87
	1-5	11-15	-,586	,461	,212	-1,52	,35
		16-20	-,786	,521	,140	-1,84	,27
		21-25	-,468	,452	,308	-1,39	,45
		1-5	,143	,500	,777	-,87	1,16
	6-10	11-15	-,443	,461	,343	-1,38	,49
		16-20	-,643	,521	,225	-1,70	,41
		21-25	-,325	,452	,478	-1,24	,59
		1-5	,586	,461	,212	-,35	1,52
q17n	11-15	6-10	,443	,461	,343	-,49	1,38
		16-20	-,200	,483	,681	-1,18	,78
		21-25	,118	,409	,774	-,71	,95
		1-5	,786	,521	,140	-,27	1,84
	16-20	6-10	,643	,521	,225	-,41	1,70
		11-15	,200	,483	,681	-,78	1,18
		21-25	,318	,475	,507	-,64	1,28
		1-5	,468	,452	,308	-,45	1,39
	21-25	6-10	,325	,452	,478	-,59	1,24
		11-15	-,118	,409	,774	-,95	,71
		16-20	-,318	,475	,507	-1,28	,64
		6-10	,429	,560	,449	-,71	1,56
	1-5	11-15	,857	,516	,105	-,19	1,90
		16-20	,571	,560	,314	-,56	1,71
q17o		21-25	,494	,506	,336	-,53	1,52
		1-5	-,429	,560	,449	-1,56	,71
	6-10	11-15	,429	,516	,411	-,62	1,47
		16-20	,143	,560	,800	-,99	1,28
		21-25	,065	,506	,899	-,96	1,09

		1-5	-,857	,516	,105	-1,90	,19
	11-15	6-10	-,429	,516	,411	-1,47	,62
		16-20	-,286	,516	,583	-1,33	,76
		21-25	-,364	,457	,432	-1,29	,56
		1-5	-,571	,560	,314	-1,71	,56
	16-20	6-10	-,143	,560	,800	-1,28	,99
		11-15	,286	,516	,583	-,76	1,33
		21-25	-,078	,506	,878	-1,10	,95
		1-5	-,494	,506	,336	-1,52	,53
	21-25	6-10	-,065	,506	,899	-1,09	,96
		11-15	,364	,457	,432	-,56	1,29
		16-20	,078	,506	,878	-,95	1,10
		6-10	,571	,553	,308	-,55	1,69
	1-5	11-15	,586	,509	,258	-,45	1,62
		16-20	,619	,575	,289	-,55	1,79
		21-25	,558	,500	,271	-,46	1,57
		1-5	-,571	,553	,308	-1,69	,55
	6-10	11-15	,014	,509	,978	-1,02	1,05
		16-20	,048	,575	,934	-1,12	1,21
		21-25	-,013	,500	,979	-1,03	1,00
		1-5	-,586	,509	,258	-1,62	,45
q17p	11-15	6-10	-,014	,509	,978	-1,05	1,02
		16-20	,033	,534	,951	-1,05	1,12
		21-25	-,027	,452	,952	-,94	,89
		1-5	-,619	,575	,289	-1,79	,55
	16-20	6-10	-,048	,575	,934	-1,21	1,12
		11-15	-,033	,534	,951	-1,12	1,05
		21-25	-,061	,525	,909	-1,12	1,00
		1-5	-,558	,500	,271	-1,57	,46
	21-25	6-10	,013	,500	,979	-1,00	1,03
		11-15	,027	,452	,952	-,89	,94
		16-20	,061	,525	,909	-1,00	1,12
		6-10	,571	,544	,300	-,53	1,67
	1-5	11-15	1,700*	,501	,002	,68	2,72
		16-20	1,429*	,544	,012	,33	2,53
		21-25	1,455*	,492	,005	,46	2,45
		1-5	-,571	,544	,300	-1,67	,53
q17q	6-10	11-15	1,129*	,501	,030	,11	2,14
		16-20	,857	,544	,123	-,24	1,96
		21-25	,883	,492	,081	-,11	1,88
		1-5	-1,700*	,501	,002	-2,72	-,68
	11-15	6-10	-1,129*	,501	,030	-2,14	-,11
		16-20	-,271	,501	,591	-1,29	,74

		21-25	-,245	,444	,584	-1,15	,65
		1-5	-1,429*	,544	,012	-2,53	-,33
	16-20	6-10	-,857	,544	,123	-1,96	,24
		11-15	,271	,501	,591	-,74	1,29
		21-25	,026	,492	,958	-,97	1,02
		1-5	-1,455*	,492	,005	-2,45	-,46
	21-25	6-10	-,883	,492	,081	-1,88	,11
		11-15	,245	,444	,584	-,65	1,15
		16-20	-,026	,492	,958	-1,02	,97
		6-10	-,286	,501	,572	-1,30	,73
	1-5	11-15	-,286	,462	,540	-1,22	,65
		16-20	-,429	,501	,398	-1,44	,59
		21-25	-,013	,453	,977	-,93	,90
		1-5	,286	,501	,572	-,73	1,30
	6-10	11-15	,000	,462	1,000	-,94	,94
		16-20	-,143	,501	,777	-1,16	,87
		21-25	,273	,453	,551	-,64	1,19
		1-5	,286	,462	,540	-,65	1,22
q17r	11-15	6-10	,000	,462	1,000	-,94	,94
		16-20	-,143	,462	,759	-1,08	,79
		21-25	,273	,409	,509	-,56	1,10
		1-5	,429	,501	,398	-,59	1,44
	16-20	6-10	,143	,501	,777	-,87	1,16
		11-15	,143	,462	,759	-,79	1,08
		21-25	,416	,453	,365	-,50	1,33
		1-5	,013	,453	,977	-,90	,93
	21-25	6-10	-,273	,453	,551	-1,19	,64
		11-15	-,273	,409	,509	-1,10	,56
		16-20	-,416	,453	,365	-1,33	,50
		6-10	-,143	,390	,716	-,93	,65
	1-5	11-15	-,729	,360	,050	-1,46	,00
		16-20	-,571	,390	,152	-1,36	,22
		21-25	-,610	,353	,092	-1,33	,11
		1-5	,143	,390	,716	-,65	,93
	6-10	11-15	-,586	,360	,112	-1,31	,14
		16-20	-,429	,390	,279	-1,22	,36
q17s		21-25	-,468	,353	,194	-1,18	,25
		1-5	,729	,360	,050	,00	1,46
	11-15	6-10	,586	,360	,112	-,14	1,31
		16-20	,157	,360	,665	-,57	,89
		21-25	,118	,319	,713	-,53	,76
	16-20	1-5	,571	,390	,152	-,22	1,36
		6-10	,429	,390	,279	-,36	1,22

		11-15	-,157	,360	,665	-,89	,57
		21-25	-,039	,353	,913	-,75	,68
		1-5	,610	,353	,092	-,11	1,33
	21-25	6-10	,468	,353	,194	-,25	1,18
		11-15	-,118	,319	,713	-,76	,53
		16-20	,039	,353	,913	-,68	,75
		6-10	,286	,632	,654	-,99	1,57
	1-5	11-15	,100	,582	,865	-1,08	1,28
		16-20	-,429	,632	,502	-1,71	,85
		21-25	,182	,571	,752	-,98	1,34
		1-5	-,286	,632	,654	-1,57	,99
	6-10	11-15	-,186	,582	,752	-1,37	,99
		16-20	-,714	,632	,265	-1,99	,57
		21-25	-,104	,571	,857	-1,26	1,05
		1-5	-,100	,582	,865	-1,28	1,08
q17t	11-15	6-10	,186	,582	,752	-,99	1,37
		16-20	-,529	,582	,370	-1,71	,65
		21-25	,082	,516	,875	-,96	1,13
		1-5	,429	,632	,502	-,85	1,71
	16-20	6-10	,714	,632	,265	-,57	1,99
		11-15	,529	,582	,370	-,65	1,71
		21-25	,610	,571	,292	-,55	1,77
		1-5	-,182	,571	,752	-1,34	,98
	21-25	6-10	,104	,571	,857	-1,05	1,26
		11-15	-,082	,516	,875	-1,13	,96
		16-20	-,610	,571	,292	-1,77	,55
		6-10	-,619	,523	,244	-1,68	,44
	1-5	11-15	-,333	,486	,497	-1,32	,65
		16-20	-,048	,523	,928	-1,11	1,01
		21-25	-,152	,477	,753	-1,12	,82
		1-5	,619	,523	,244	-,44	1,68
	6-10	11-15	,286	,463	,541	-,65	1,23
		16-20	,571	,503	,263	-,45	1,59
		21-25	,468	,455	,311	-,45	1,39
q17u		1-5	,333	,486	,497	-,65	1,32
	11-15	6-10	-,286	,463	,541	-1,23	,65
		16-20	,286	,463	,541	-,65	1,23
		21-25	,182	,411	,661	-,65	1,02
		1-5	,048	,523	,928	-1,01	1,11
	16-20	6-10	-,571	,503	,263	-1,59	,45
		11-15	-,286	,463	,541	-1,23	,65
		21-25	-,104	,455	,821	-1,03	,82

	1-5	,152	,477	,753	-,82	1,12
21-25	6-10	-,468	,455	,311	-1,39	,45
	11-15	-,182	,411	,661	-1,02	,65
	16-20	,104	,455	,821	-,82	1,03

*. The mean difference is significant at the 0.05 level.

Table: 4.38 Independent Samples t-test: Mean differences between BA and MA group for items 17a-17u.

Group Statistics

	q20	N	Mean	Std. Deviation	Std. Error Mean
q17a	B.A	29	4,14	,639	,119
	M.A	12	4,08	,900	,260
q17b	B.A	29	2,93	1,100	,204
	M.A	12	2,92	,996	,288
q17c	B.A	29	3,24	,951	,177
	M.A	12	3,17	1,030	,297
q17d	B.A	29	3,45	1,183	,220
	M.A	12	3,58	1,165	,336
q17e	B.A	29	3,97	,499	,093
	M.A	12	3,75	1,055	,305
q17f	B.A	29	3,62	,820	,152
	M.A	12	3,75	,965	,279
q17g	B.A	29	3,90	,976	,181
	M.A	12	3,58	1,084	,313
q17h	B.A	29	3,83	,658	,122
	M.A	12	4,17	,718	,207
q17i	B.A	28	4,04	,576	,109
	M.A	12	4,25	,754	,218
q17j	B.A	27	2,59	1,083	,209
	M.A	12	2,92	1,379	,398
q17k	B.A	29	3,90	,724	,135
	M.A	12	3,58	,900	,260
q17l	B.A	27	3,85	,818	,157
	M.A	11	4,00	,894	,270
q17m	B.A	29	3,07	,961	,178
	M.A	12	3,42	1,165	,336
q17n	B.A	29	3,21	,861	,160
	M.A	11	3,00	1,095	,330
q17o	B.A	29	3,48	,986	,183
	M.A	12	3,00	1,128	,326
q17p	B.A	29	3,90	,939	,174

	M.A	11	3,55	1,214	,366
q17q	B.A	29	2,72	1,131	,210
	M.A	12	3,17	1,193	,345
q17r	B.A	29	4,00	,802	,149
	M.A	12	3,67	1,155	,333
q17s	B.A	29	4,07	,651	,121
	M.A	12	4,08	,793	,229
q17t	B.A	29	2,86	1,187	,220
	M.A	12	3,08	1,084	,313
q17u	B.A	28	3,93	,858	,162
	M.A	12	4,08	,669	,193

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error	95% Confidence Interval of the Difference	Lower	Upper
q17a	Equal variances assumed	1,158	,288	,220	39	,827	,055	,248	- ,447	,556	
	Equal variances not assumed			,191	15,801	,851	,055	,286	- ,552	,661	
q17b	Equal variances assumed	1,156	,289	,039	39	,969	,014	,368	- ,730	,758	
	Equal variances not assumed			,041	22,630	,968	,014	,353	- ,716	,745	
q17c	Equal variances assumed	,025	,876	,224	39	,824	,075	,334	- ,601	,751	
	Equal variances not assumed			,216	19,189	,831	,075	,346	- ,649	,798	
q17d	Equal variances assumed	,001	,978	-,334	39	,740	- ,135	,404	- ,953	,683	

q17o	Equal variances not assumed			,564	14,943	,581	,207	,367	-,576	,989
	Equal variances assumed	,010	,922	1,368	39	,179	,483	,353	-,231	1,197
q17p	Equal variances not assumed			1,292	18,339	,212	,483	,374	-,301	1,267
	Equal variances assumed	1,559	,220	,974	38	,336	,351	,361	-,379	1,081
q17q	Equal variances not assumed			,866	14,786	,400	,351	,405	-,514	1,216
	Equal variances assumed	,046	,831	1,122	39	,269	-,443	,394	1,240	-,355
q17r	Equal variances not assumed				19,625	,286	-,443	,403	1,285	-,400
	Equal variances assumed	1,693	,201	1,061	39	,295	,333	,314	-,302	,969
q17s	Equal variances not assumed			,913	15,583	,375	,333	,365	-,442	1,109
	Equal variances assumed	1,690	,201	-,060	39	,952	-,014	,238	-,496	,467

	Equal									
	variance			- 17,45						
	s not			,056	5	,956				
	assumed									
	Equal									
	variance									
	s	,020	,88	-	39	,581				
	assumed			,556						
q17t	Equal									
	variance			-	22,45					
	s not			,578	9	,569				
	assumed									
	Equal									
	variance									
	s	,176	,67	-	38	,582				
	assumed			,556						
q17u	Equal									
	variance			-	26,59					
	s not			,614	6	,544				
	assumed									