

Students' and Instructors' Perceptions of Teaching Culture in EFL Classes: A Case Study

Abdullah ALmhimed

Submitted to the
Institute of graduate Studies and Research
in partial fulfilment of the requirements for the degree of

Master of Arts
in
English Language Teaching

Eastern Mediterranean University
January 2018
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

Assoc. Prof. Dr. Ali Hakan Ulusoy
Acting Director

I certify that this thesis satisfies the requirements as a thesis for the degree of Master of Arts in English Language Teaching.

Assoc. Prof. Dr. Javanshir Shibliyev
Chair, Department of Foreign Language Education

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Arts in English Language Teaching.

Assoc. Prof. Dr. Javanshir Shibliyev
Supervisor

Examining Committee

1. Assoc. Prof. Dr. Emre Debrelı

2. Assoc. Prof. Dr. Naciye Kunt

3. Assoc. Prof. Dr. Javanshir Shibliyev

ABSTRACT

The aim of the current study is to explore students' and instructors' opinions about teaching culture along with the language in the classroom. More specifically, the aim is to discover whether English Language Teaching Department in Shaqra University in Saudi Arabia includes teaching culture while teaching English language. Moreover, this study tries to discover whether the materials used in language courses enhance cultural awareness of the students. For these purposes, the adopted version of Gutsul's (2012) questionnaire and semi-structured interview were given to the students; and for the instructors, an adapted version of Hui (2009) questionnaire is administered as well.

The sample consists of 55 ELT students and 5 instructors from the ELT Department in Shaqra University.

The results of the study show that students perceive teaching culture negatively in teaching English, while instructors found it positive and useful. It should also be mentioned that students' low proficiency level influenced the findings of this study. Instructors' opinions were considered positive, and they showed high awareness of the benefits of including culture into teaching English in EFL context. The findings of this study showed that the materials used in English language courses include cultural content, and the culture used was American culture.

The results of the current study have educational implications. It is thought that the results may raise students' awareness and give them general idea about including the

target culture into the teaching of the target language. The study helps to discover the differences between students' and instructors' opinions of teaching culture.

Keywords: Opinions, Teaching culture, Case study, materials, English Language Teaching, Implications.

ÖZ

Bu çalışma, sınıf içerisinde kültür öğretimini dil öğretimi ile beraber görmeye yönelik öğrenci ve öğretmenlerin görüşlerini incelemeyi amaçlamıştır. Daha açık bir ifadeyle, Suudi Arabistan, Shaqra Üniversitesi İngiliz Dili Eğitimi Bölümünün İngilizce öğretiminde kültürü de öğretip öğretmediğini ortaya koymayı amaçlamıştır. Ayrıca mevcut çalışma, dil kurslarında kullanılan materyallerin kültürü arttırıp arttırmadığını ve hangi kültürü kullandıklarını ele almaya çalışmıştır. Bu amaçlara yönelik olarak, öğrencilere Gutsul (2012) anketi ile yarı yapılandırılmış görüşme uygulanırken, diğer yandan öğretmenlere de Hui (2009) anketinin uyarlanmış sürümü uygulanmıştır. Örneklem, Shaqra Üniversitesi ELT (İngiliz Dili Eğitimi) Bölümü 55 ELT öğrencisi ve 5 öğretmeninden oluşmaktadır.

Örneklem, Shakra Üniversitesi İngiliz Dili Eğitimi bölümünden 55 ELT öğrencisinden ve 5 öğretmenden oluşmuştur. Veriler, üçleme olarak belirtilen üç ayrı kaynaktan (öğrenci anketi, öğrenciler için yarı yapılandırılmış görüşme ve öğretmen anketi) toplanmıştır.

Çalışmanın sonuçları öğrencilerin, İngilizce öğretiminde kültürün öğretimini olumsuz olarak algıladıklarını, ancak öğretmenlerin bunu olumlu ve kullanışlı gördüklerini ortaya koymuştur. Hedef dildeki avantajların kavranması ve algılanmasına yönelik olarak öğrencilerin düzeyi daha olduğundan öğrenciler dil öğretiminde kültürü öğrenmeye olumsuz bir yaklaşım sergilerken, öğretmenler bu duruma olumlu bakmakta ve İngilizce'nin yabancı dil olarak öğretildiği bağlamlarda dili öğretirken kültürü de öğretmenin nasıl etkili olduğuna dair daha bilinçli oldukları

düşünülmektedir. Bulgular, İngilizce öğretiminde kullanılan materyallerin kültürel bakış açılarını içerdiğini ve bu kültürün Amerikan kültürü olduğunu göstermektedir. Bu çalışmanın sonuçları, herhangi eğitsel çıkarımlarda bulunmamaktadır. Buradaki sonuçların, öğrencilerin farkındalığını arttırabileceği ve hedef dilin öğretiminde hedef kültürü de içermeye yönelik olarak genel bilgi verebileceği düşünülmektedir. Bu çalışma, kültür öğretimine yönelik olarak öğrenci ve öğretmenlerin görüşleri arasındaki farklılıkları ortaya koymaya yardımcı olmaktadır.

Anahtar Kelimeler: Fikirler, Kültür öğretimi, Vaka çalışması, Materyaller, İngilizce dil öğretimi, Çıkarımlar.

DEDICATION

To my father Mohammed AL Khaled the man who always supported me and helped me, to my beloved mother, to my family, to my friends.

ACKNOWLEDGEMENT

I am so thankful to my supervisor Assoc. Prof. Dir. Javanshir Shibliyev for the feedback and the guidance during conducting my thesis.

I am so grateful for Leila Tasbulatova for the support and for being always around, motivating me and supporting me.

I am gratified by the support I got from my friends, especially I would like to thank my friend Basel ALjado for being with me during this period and for helping me.

TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZ	v
DEDICATION	vii
ACKNOWLEDGEMENT	viii
LIST OF TABLES	xiii
LIST OF FIGURES	xv
LIST OF ABBREVIATIONS	xvi
1 INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the problem	4
1.3 Purpose of the study	5
1.4 Research questions	5
1.5 Significance of the study	6
1.6 Definition of terms.....	6
2 LITERATURE REVIEW	8
2.1 Culture and language teaching.....	9
2.1.1 The relationship between language and culture	9
2.2 Historical perspectives on teaching culture	11
2.3 Developing cultural awareness	18
2.3.1 The importance of teaching culture	20
2.3.2 Challenges with teaching culture	22
2.3.3 Materials	24
2.3.4 Intercultural communicative competence (ICC)	26

2.3.5 The place of English language in the Arabic context.....	27
2.3.6 Similar studies on teaching culture	30
3 RESEARCH METHODOLOGY.....	32
3.1 Research design	32
3.2 Research questions.....	33
3.3 The research context	33
3.4 Participants.....	34
3.4.1 Students.....	34
3.4.2 Instructors	34
3.5 Data collection instruments.....	35
3.5.1 Students' questionnaire.....	36
3.5.2 Instructors questionnaire	37
3.5.3 Students semi-structured interview	38
3.6 Data collection procedure	38
3.7 Data analysis procedures.....	39
3.8 Summary	39
4 RESULTS	41
4.1 Students' questionnaire	41
4.1.1 Students' beliefs about teaching culture while teaching English.....	42
4.1.3 Students Attitudes about teaching culture while teaching English.....	47
4.2 Instructors questionnaire	48
4.2.1 Category 1: Objectives of teaching culture while teaching English (part one).....	49
4.2.2 Category 1: Opinions about what to understand by culture teaching (part two).....	52

4.2.3 Category 2: Instructors' opinions and possible cultural topics (part one).....	53
4.2.4 Category 2: Instructors opinions on including cultural items in the curriculum (part two)	55
4.2.5 Category 2: Opinions on how instructors pass cultural information to students (part three)	56
4.2.6 Category 4: Intercultural dimension of FLT	58
4.3 The Results of students interview	64
4.4 Summary	65
5 DISCUSSION OF FINDINGS AND CONCLUSION.....	66
5.1 Discussion of the results	66
5.2.1 Research question 1: What are students' and instructors' opinions about teaching culture while teaching English?	66
5.2.2 Research question 2: Do the materials used in language improvement courses promote culture? If yes, whose culture is promoted?	69
5.2 Conclusion	70
5.3 Pedagogical implications of the study	71
5.4 Limitations and suggestions for further research.....	72
REFERENCES	73
APPENDICES	84
Appendix A: Permission letter from ethic committee	85
Appendix B: Instructor questionnaire consent form.....	90
Appendix C: Student questionnaire consent form	91
Appendix D: Instructors questionnaire items.....	92
Appendix E: Students semi-structured interview consent form	104

Appendix F: Student's interview transcription 106

LIST OF TABLES

Table 4.1: The Frequencies, mean and standard deviation for 11 items on students' beliefs.....	40
Table 4.2: The frequencies, mean and standard deviation for 11 items on students' awareness.....	45
Table 4.3: The frequencies, mean and standard deviation for 11 items on students' attitudes	47
Table 4.4: The frequencies, mean and standard deviation for 9 items on the objectives of teaching culture while teaching the language.....	48
Table 4.5: The frequencies, mean and standard deviation for 11 items on how instructors perceive culture in language teaching	52
Table 4.6: The frequencies, mean and standard deviation for 19 items on cultural topics	54
Table 4.7: The frequencies, mean and standard deviation for 19 items on including cultural topics in the curriculum	55
Table 4.8: The frequencies, mean and standard deviation for 13 items on the way instructors pass cultural information to students	55
Table 4.9: The frequencies, mean and standard deviation for 8 items on intercultural dimension in FLT.....	59
Table 4.10: The frequencies, mean and standard deviation for 8 items on intercultural dimension in FLT.....	61
Table 4.11: The frequencies, mean and standard deviation for 8 items on intercultural dimension in FLT.....	63
Table 4.12: The results of Item one	65

Table 4.13: The results of item two	60
Table 4.14: The results of item three	61
Table 4.15: The results of item four.....	62
Table 4.16: The results of item five	63
Table 4.17: The results of item six.....	64

LIST OF FIGURES

Figure 1: Parameters for the analysis of culture.....	12
Figure 2: Small culture and large culture.....	16
Figure 3: Three-category model.....	17

LIST OF ABBREVIATIONS

BA	Bachelor of Arts
BA	Bachelor of Arts
BBV	Belief, Behaviour and Values
ELT	English Language Teaching
EMU	Eastern Mediterranean University
ESL	English as a Second Language
IC	Intercultural Competence
ICC	Intercultural Communicative Competence
MA	Master of Art
MLA	Music, Letters and Arts
...	Long Pause

Chapter 1

INTRODUCTION

The purpose of this chapter is to present the following themes: background of the study, statement of the problem, the purpose of the study, research questions, and significance of the study, and it ends with the definition of terms.

1.1 Background of the study

There is a strong relationship between language and culture. While language is considered as a tool to communicate with people, culture is considered as the main part of the communication process. Nault, (2006) stated that the relationship between language and culture represents two sides of the same coin. Similarly, Brown (1964) believes that “A language is a part of a culture, and a culture is a part of a language: the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.”

The term culture in ELT has become a controversial issue and yet many researchers have discussed it. When explaining the relationship between culture and language teaching, Gao (2006) states that the correlation between culture and language in terms of language learning can infer that language cannot be taught without culture. Moreover, Gao emphasizes the importance of culture in language teaching context to be noticed by teachers, then to promote learners with cultural knowledge in order to enhance their communicative competence. Likewise, Wang (2008) pointed out that instructors of the target language should represent the culture of the target language.

Later he stated that cultural awareness should be raised among students, and this will help them to realize the fact that knowing the differences between the target culture and students' own cultures will help them to better understand the target culture. Kramsch (1993) pointed that in order to understand the foreign culture, it is a necessity to comprehend the target culture and students' own culture.

The importance of including culture in language teaching is highly required, but not many in this field are aware of it. According to Reid (1995), only few language courses include cultural teaching. This happens while instructors teach foreign language; they deal more with the practical side of it. This means culture is ignored often during teaching the language. According to Tseng (2002), "culture is often neglected in EFL and ESL teaching/learning or introduced as no more than a supplementary diversion to language instruction". Nowadays, the situation is changed there are many suggested theories discussing the importance of introducing culture in language learning, (Tseng 2002).

Regarding this issue, Nault (2006) argues and suggests that instead of discussing the importance of including culture in EFL, the case of how to teach the target culture should be raised. Since English became the language of globalization, teaching it with the culture is considered to be a difficult issue due to the discussion on which culture should be taught.

Mckay (2003) states the English language is a global language due to the number of speakers who use it. Furthermore, Kiliçkaya (2009) believes that English is the language of lingua franca. Pennycook (2005) pointed that English language is considered a worldwide language based on the domination of United States over the

world both economically and politically. Similarly, Crystal (2003) explains why English is an international language by referring to the domination of English due to the military power and economic dominance of the United States. Moreover, Graddol (1997) describes English language as the language that leading everything in the world including economy, business, trade, media, and even the academic conferences and seminars. Moreover, technology plays a magnificent role in making English the language of the globalization. These advancements indicate that English is no longer belong only to British or Americans, but also to everyone who uses it, and this leads to challenges in teaching English language with its' culture in ELT field. Nault (2006) argues on this issue and points out that scholars, researchers, and teachers of English language should re-think the identity issue of English (English belongs to whom), which culture is supposed to be taught in. The aims behind this fact can be shown as adding culture to language teaching, and an appropriate method to design and choosing cultural materials in the courses.

One problem regarding the integration of English culture into language teaching is the globalization of English. And at the same time, it's impossible to find such an international culture to be taught. Some scholars argue about having such an international culture or merging a different variety of English because there is no such thing; moreover, for some learners' target culture it is considered as a threat to their first language and culture. Byram (1997) suggests a solution for this, based on the concept of intercultural competence. Becoming culturally competent means being able to understand the differences through ones and others cultures. McKay (2002) argues that target culture is supposed to be useful to help learners to understand others' culture and their own culture as well.

In most cases, the type of culture that is given in the classroom is American or British. Learners should be ready for such situations and this challenge can be solved by teachers, preparing their students for the real-life situation and for any other cases. Learners should raise cultural awareness in order to understand the target language more and to communicate with other cultures. The negative impact of the American and British dominance over the world for some societies is considered as a challenge. For example, according to Asraf (1996), in some Muslim communities there is misunderstanding which supports that imitation of the western culture traditions and customs should be taken when learning English language; and this leaves an adverse impact on students in term of a religious issue to learn the language.

Another challenge investigates how to choose and design culture-related courses materials when the aim of these materials is to enhance in gaining students in terms of culture. So, there is a need for re-thinking about the way designing the materials in the curriculum in order to include these cultural materials on one hand, and on the other hand, English language teachers should raise cultural awareness between the students as well.

1.2 Statement of the problem

In the last decade, there was a great focus on integrating culture into language teaching. There are some challenges that professionals of ELT face in teaching culture in the classroom, which includes the case of belonging, asking the question to whom English belongs? Some teachers are not aware of teaching culture in the classroom while they are teaching language, whereas other teachers are aware of it but they do not include it into their lessons; and if the selected materials have real benefits they bring learners cultural outcomes. Also, the materials that exist in the

language syllabus fill the gap of this problem which includes appropriate and useful materials which fit students culturally.

Regarding the case of Shaqra University in ELT department in Saudi Arabia, students are not aware of the benefits of learning culture along with the language, and at the same time, instructors do not give much attention to this issue. And, from the curriculum side, there is a great focus on the practical side of the language only and on the other side, culture is ignored.

1.3 Purpose of the study

The aim of this research is to find out whether ELT department in Shaqra University includes cultural content with language teaching and learning, if yes, then whose culture is promoted. Secondly, to determine whether these materials help in developing students' cultural awareness through the materials they have. And finally, to see what instructors and students' opinions are regarding teaching the target culture.

Along with these aims, (a) a questionnaire will be given to English Language Teaching BA students and instructors as well, and (b) semi-structured interviews will be given to students.

1.4 Research questions

The research questions for this study are:

1. What are students' and instructors' opinions about teaching culture while teaching English?
2. Do the materials used in language improvement courses promote culture? If yes, whose culture is promoted?

1.5 Significance of the study

The significance of the present study might guide ELT students to raise awareness of the fact that cultural teaching is considered as much important as studying the language itself. Furthermore, teachers will give more attention to the issue of teaching culture. Also, the department of ELT of Shaqra University will reconsider about this issue and think to include it in the curriculum as a main part of the teaching English program.

1.6 Definition of terms

Cultural awareness: According to (Baker, 2012) language is the comprehension of how culture enhances language learning and communication.

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: According to Avruch (1998), “Culture consists of the derivatives of experience, more or less organized, learned or created by the individuals of a population, including those images or encodements and their interpretations (meanings) transmitted from past generations, from contemporaries, or formed by individuals themselves.” (p. 17).

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).

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).

Textbook: “A book on a specific subject used as a teaching learning guide, especially in a school or college. Textbooks for learning a foreign language 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).

Chapter 2

LITERATURE REVIEW

This chapter discusses the relationship between culture and language in the framework of language teaching. After that, it investigates historical perspectives of how teaching of culture had been carried out until the beginning of this century. Then, it shows the need to gain cultural awareness and how to develop it. Later, it shows the importance of including cultural aspects of language teaching. Then, it continues to explain how to teach culture in language classroom and explains different techniques and approaches. After that, it investigates the materials that are used in teaching culture which mostly deals with textbooks and the challenges that may be faced.

Later on, the chapter will discuss about the challenges that will stand against teaching culture including instructors and students' problems. Moreover, this chapter deals with Intercultural Communicative Competence (ICC) and presents a model that deals with teaching culture. Additionally, a topic investigates the situation of English language in Arabic context generally (and focusing on Saudi Arabia situation specifically) and shows the challenges that teaching English language faces there. Finally, it shows some similar studies that concern with integrating culture in language teaching.

2.1 Culture and language teaching

Integrating culture into language teaching should be applied in order to help students to understand and use the target language perfectly. Therefore, there is a need to incorporate culture into language teaching, and at the same time, a balance should be achieved between teaching culture and teaching grammar, vocabulary, pronunciation and the other four skills.

2.1.1 The relationship between language and culture

There is a common agreement on the integration of language into the culture; and more specifically, language is considered as a part of a culture. In language teaching, the correlation between language and culture is considered as a well-known issue and yet, many researchers discuss this relationship in the field of ELT.

According to Zhao (2010), language and culture relationship is like looking in a mirror, they both reflect each other while language is affected and formed by culture. (Yang, 2010), describes the integration of culture with the language and states that culture is reflected by the language, but without language, culture cannot be considered. Brown (1994) explains how culture and language are interrelated. He pointed that language and culture complete each other, in which both are considered to be one part, but their relationship is complicated, so isolating one from the other will cause them lose their significance.

Culture has been defined by many scholars and there are many definitions stated. According to Valdes (1986), culture is considered as a difficult and intricate term, and it has many forms. Moram (2000) says it “lies at the crossroads of a number of fields of study and academic disciplines”. Valdes 1986 has defined culture according

to different fields which include sociology, sociolinguistics, and anthropology. In terms of sociolinguistics, culture is meant to be as a way to communicate, and it refers to verbal and nonverbal communication considered the same as social situations. In terms of anthropology, culture refers to characteristics that take part in the society in order to make it different from other societies. This idea was promoted by Kramsch (1996), who investigates two different explanations that deal with the learning of culture. The first one deal with the concept of humanity and it is concerned with a specific group of people who introduce themselves by representing it to the materials they have. The second explanation comes from social science which deals with different perceptions including opinions, thoughts, and behaviours shared by that society.

Jain (1981) explained the relationship between language and culture by referring to how culture is related to communication. This relation states that culture is not only about the way that the speaker interprets to the listener but it is also about how a group of people passes messages meaningfully, and the environments that influence on the meaning of their messages. Culture considers the basis of how people communicate, (Jain, 1981).

Despite the fact that Sapir (1921) pointed that culture and language are not related to each other, later he stated that language and culture cannot be separated from each other.

Many scholars point out that learning a new language involves learning of pragmatic rules and cultural aspects. Brooks (1964) pointed out that in terms of culture, we should transfer the focus from language into culture toward people who speak that

language, the way they communicate for example by using gesture, body language, and physical interaction (how they communicate relating to their culture).

2.2 Historical perspectives on teaching culture

Early in the beginning of the 20th century, teaching and learning the language was provided mostly by grammar translation method and through literature (Grittner, 1990; Kramsch, 1995; Omaggio Hadley, 2000; Shanahan, 1998) and culture was about literature and ‘civilization’. Lange (1998) pointed that culture is explained as the “mankind’s highest intellectual attainments as embodied in fine arts and literature”.

In the 1970s, culture was referring to social activities and in the course of language learning, culture was considered as a tool for literacy integrated with the grammar-translation method in foreign language teaching. In 70s teaching culture was put as a goal to be taught in the classroom in order to be achieved, and it has an acceptable impression as a way to understand the target culture. According to Brooks (1975), when he suggested a model in order to analyse the native and foreign cultures he stated that culture was considered as a set of social experiences that involved customs, traditions, values, beliefs and the way people behave. In order to evaluate the target culture appropriately, Brooks (1975) prepared a table which explains the limitations that analyse the culture. Brooks pointed to two types of culture which are personal culture and institutional (as a civilization) culture:

Parameters <i>for the analysis of culture</i>	
Culture (personal)	Civilization (institutional)
Presence (how we stand, walk, etc), language, gesture, time-concept, space-concept, bonding (emotional attachments), learning, health, resilience, spirit, play & leisure, ethics, aesthetics & humor, values, religion, heroes & myths, sex roles, tabu, grooming, ownership, subsistence (earning a living), authority & precedence, ceremony, rewards & privileges, rights & duties	Education, church, politics, government, military, medicine, law, business & trade, industry, banks & money, theatre, cinema and dance, literature, music & art, museums & exhibitions, historical monuments, society (classes), printed word, broadcasting, sports & public recreation, hospitals & jails, communication, transportation, taxes & insurance, technology, ecology (relationship to the environment)

Figure 1: Parameters for the analysis of culture

In the civilization category a set of parameters were concluded (such as power, instruction, prettiness, and symbolism), and on the other hand, personal culture consists of all 10 groups.

In the 80s, culture was indicated to a way of daily life routine which includes member behaviour and mutual experiences. According to Crawford-Lange & Lange, (1987) teaching culture was seen in different ways such as teaching in the classes and through the changeable and dynamic process later on, it is considered to be learned in such process. The previous samples that Brooks (1975) and Nostrand (1974) mentioned describe culture as a constant invariant consisting of a set of facts.

In the 80s, the focus changed and neither any attention was given to the attitudes nor was any focus given to the relationship between culture and language like in 70s. On the other hand, the samples that were introduced in 80s view culture as a variable factor that is formed by the communication of people.

According to Robinson (1985), when he states the explanations of culture through 300 foreign languages and academics, the mutual answer for the members to the question “what culture means” shaped three different classifications; thoughts, activities, and products.

Similarly, foreign language teachers put an educational curriculum involving integrating culture into language teaching, and the main focus was on teaching target culture (Strasheim and Bartz, 1986). The frameworks involved: the world of foreign culture, comfort time, education, work, home, individual needs, house and home, sophisticated arts, and policy.

In the same vein, Lafayette (1988) introduced some aims of the reason behind integrating culture into language learning. Lafayette, provided a list in which students will be able to identify culture which includes; geographical background, historical events, different organizations related to (politics, religion, education), arts related to (style, statue, literature), daily activities, social activities related to culture, using proper gestures, the customs of different peoples and communities.

Moreover, the Australian Language Levels (1988) presented new aims on learning the target language which is based on the sociocultural view in order to let students have a positive behaviour and let them have comprehensive knowledge toward the foreign culture. Students should be able to understand the following ideas about target culture including: how to deal with social relationship, the style of daily life that refers to the age (which consists of life at school, house, and comfort times), politics, cultural accomplishments, cultural values, historical origins and their relation to other societies, the economic situation and work.

In the 90s, the debates through the issue of integrating culture into language teaching reached the peak (Genc & Bada, 2005; Clouet, 2006). Now culture is considered as a main element in language learning, but to make culture understandable it seems to be different from one community to another which makes teaching culture in the class considered as a challenge.

According to Pesola (1991), when he suggested different topics about culture for language classroom for elementary school which consists of three items that deal with culture code (for example historical legends or myth), culture production (for example, music, arts, traditional foods) and culture drills (daily life, the way how they greet each other, and eating traditions).

Additionally, Hofstede (1991) defines culture as a social event and relates it to a group of people who share this culture together because those people live in the same social environment, where this culture was obtained.

In 1994, Byram and Morgan organized categories in order to assist culture teaching with subjects that aimed to be useful as a checklist for the purpose of evaluating courses that deal with teaching German in England in second grade. Aiming to choose cultural frameworks, Byram & Morgan revise two types of knowledge considered to be necessary for the student including 'recipe' knowledge and conscious knowledge. The first type is meant to be unconscious to one's own language and supposed to be clear for students, while the second type is meant to be conscious and acquired through education. This type is considered clearer especially in terms of teaching and courses (Byram & Morgan, 1994). So, students have to understand each type carefully. Moreover, the types suggested in the checklist for the

aim of analysing culture textbook, introduce a standard in culture learning that deals with the question: what students should learn from culture through language learning.

Holliday (1999) explains that there are two models that shape culture and which should be separated in the theme of 'applied linguistics'. Holliday refers to what is considered to be an essential 'culture' and describes it in term of ethnic, national and international entities. On the other hand, 'small culture' sample indicates one group of people who behaves in the same vein in order to avoid ethnic, national and international entities.

Holliday (1999) asked the experience group and non-experience group about the definition of culture. On one hand, their explanation for 'large culture' is meant to be as nations like America, Malesia or Asian cultures. On the other hand, people indicate culture as 'small' entities like university, institution, or family. When people were asked how these two kinds of culture are related, for the experienced group, some of them considered the large culture is the right one and small culture is the metaphorical one. The other group explained 'small culture' as a 'sub-culture'. Holliday described these explanations of people about these two types of culture and he pointed that most of the people choose the LC (large culture), while they usually use SC (small culture) Holliday (1999).

Holliday (1999) divided these two types of culture into ‘two paradigms’ and he stated that the concept of SC is not linked to things which are measured by the size but introduced another model which relates to a specific group (Holliday, 1999). He put the two types in comparison in one table as it is described above.

	Small cultures	Large cultures
Character	non-essentialist, non-culturist relating to cohesive behaviour in activities within any social grouping	essentialist, culturist ‘culture’ as essential features of ethnic national or international group
Relations	no necessary subordination to or containment within large cultures, therefore no onion-skin	small (sub)cultures are contained within and subordinate to large cultures through onion-skin relationship
Research orientation	interpretive, process interpreting emergent behaviour within any social grouping heuristic model to aid the process of researching the cohesive process of any social grouping	prescriptive, normative beginning with the idea that specific ethnic, national and international groups have different ‘cultures’ and then searching for the details (e.g. what is polite in Japanese culture)

Figure 2: Small culture and large culture

At the beginning of this century, Paige (2003), described culture as the way of obtaining the knowledge, skills, and behaviour of a certain culture in order to have actual interactions between and with other people from different cultures.

According to the view introduced by (Paige, 2003), cultural learning considers not about the cultural features only, but it is relating also to the ability to communicate and learn in what way to acquire the target culture. Depending on this perspective, a model that describes learning culture which includes knowledge, behaviour, and attitudes is suggested.

- A. Knowledge
 - 1. Culture-general: intercultural phenomena
 - Cultural adjustment stages
 - Culture shock
 - Intercultural development
 - Culture learning
 - Cultural identity
 - Cultural marginality
 - 2. Culture specific
 - “little c” target culture knowledge
 - “Big C” target culture knowledge
 - Pragmatics
 - Sociolinguistic competence

- B. Behavior
 - 1. Culture general: intercultural skills
 - Culture learning strategies
 - Coping and stress management strategies

- Intercultural communicative competence
- Intercultural perspective-taking skills
- Cultural adaptability
- Transcultural competence
- 2. Culture specific: target culture skills
 - “little c” culture – appropriate everyday behaviour
 - “Big C” culture – appropriate contextual behaviour

- C. Attitudes
 - 1. Culture general
 - Positive attitude toward different cultures
 - Positive attitude toward culture learning
 - Ethnorelative attitude regarding cultural differences
 - 2. Culture specific
 - Positive attitude toward target culture
 - Positive attitude toward target culture persons

Figure 3: Three-category model

2.3 Developing cultural awareness

Over the last decade, integrating culture into language learning has been given more attention in language teaching field. According to Dlaska (2000), over the last 10 years, there have been debates regarding what cultural awareness can offer to the students in the classroom, in other words, what is the benefit of including cultural elements in language teaching. Developing students culturally is considered as an important thing in terms of foreign language teaching, and students need more knowledge about cultural awareness in order to reinforce themselves to learn about the traditions, customs of a nation (Liddicoat, 2000).

There was a study conducted by (Wright 1999) when data was collected with (12 schools) in order to estimate students' attitude by both cultural development and language learning. A Likert-scale questionnaire was used in this research. The researcher made a comparison between two different kinds of primary-schools which include: secondary school and grammar school. The result of this study indicates that students from grammar school made a higher score than secondary school which refers to the fact whether they are able to study another language.

In the same vein, Byon (2007) conducted a study which discusses cross-culture awareness and how cultural awareness affects BA learners by making a portfolio plan and drawing an educational conclusion with Korean students. In order to estimate culture effect with the portfolio project, the researcher used two different questionnaires with the participants. Through the project, participants did great and they gave several clarifications about culture. The results of this study showed that learners had a better understanding about culture; also, their awareness about culture

was developed through their native language and target language. This shows that students' cultural awareness can be improved in different ways.

Zhao (2010) points that learning new culture will be based on knowing the relationship between language and social factors that affect people's life and the way they communicate. Thus, students who find out this relationship will be able to understand the target culture without any difficulty, by understanding how to practice the language with the culture, and students' sufficiency will be raised in the target language. Similarly, Tseng (2002) stated that students have to be enhanced when it comes to cultural awareness in both their own culture and target culture with the purpose of making an influence on the reflections. Altay (2005) suggested some courses that will be useful in learning the new culture and gave some steps that would improve learners' cultural awareness.

While the necessity of cultural awareness in teaching the target language takes a straight direction to the target language culture only, developing cultural awareness should be related to both native and foreign culture. Moore (1995) agreed with this statement and suggested that one of the main purposes of cultural awareness should improve the native culture. Similarly, Valdes (1986) points that when learners are more aware of the differences and the similarities between native and target culture, they can understand target culture easily.

Similarly, Derakhshani (2002) indicated that students have to understand their culture first so as to comprehend the target culture. So, teachers must focus on making a comparison between them for the purpose of finding some similar characteristics in their cultures. This refers to the concept "culture-conscious" and

knowing these cultures will be useful for the learners to be more confident Seidl, (1998).

2.3.1 The importance of teaching culture

Long ago, learning a new language was mostly through learning its literature Lwssard-Clouston (1997). In old times, resources in order to learn about other worlds were limited, so reading was the only way to find out about that. According to Flewellings (1993), reading was considered as the only way that student could find out about the target culture. After that, in the 1960s and 1970s there was a creation of a new perspective which tried to integrate language and culture in language teaching context, as Kramsch (1993) pointed out, the target culture might be more acceptable in term of language teaching. Afterwards, with the corresponding era of audio-lingualism, Brooks stated the focus on the role of culture that it is not related to the interest in the literature, but in teaching the language.

In fact, many scholars agree that integration of culture into language learning in language classroom will be useful. Dlaska, (2000) considered integrating the culture with language learning as a motivating element in the classroom environment. So, this will make learning the target language more interesting and reasonable when they obtain cultural aspects. Badger and Macdonald (2007) agree with the idea that students need to get more cultural input in the classroom with the aim of being competent. Dlaska (200) added that introducing culture to language learning will raise the level of teaching the language.

According to a study conducted by Bayyurt (2006), the results revealed that the enhancement of culture in language teaching referred to the normal process of the teaching. According to the instructors, there is need for increasing cultural awareness

among university students for different purposes in different procedures. Baker (2008) suggested that teachers should raise the level of comprehension between the learners about the significance of teaching the target culture. After there was great attention to the idea of adding culture to language teaching as an important element, culture became part of EFL teaching by EFL instructors. The same study which was conducted by Bayyurt (2006) discussed some explanations of adding culture into EFL lessons. The interviews concluded that instructors are conscious of the significance of teaching and learning culture but their ideas about how to present it was not the same. On one hand, some of the instructors supported the idea of adding culture in certain ways presenting cultural resources. On the other hand, other instructors chose to teach culture almost in the whole lecture, so they found adding culture is a necessary part of language learning with the purpose of learning the language fluently. Moreover, some instructors pointed that there are times when their students have no wish to know about the foreign culture; therefore, instructors should not teach culture in the class. Additionally, some instructors who did not agree about teaching culture being as an important element in language teaching discussed that many of their students have no wish to learn about the target culture because they want to get jobs through learning the language only not through visiting the countries of target cultures.

In fact, one of the main reasons of including culture as the main part in language teaching is to gain students culturally with the aim of raising the knowledge of the foreign culture and make native speakers culture familiar with them. Therefore, students will understand that including culture content with the language learning will be an important element in language learning process.

To sum up, adding culture to language teaching and learning process has a main role in EFL. According to Bayyurt (2006), teaching culture is an interesting idea for instructors but, in some cases, it is ignored. It is not easy to teach foreign culture, therefore instructors' who emerged culture into language learning process will be aware of its importance. So, involving culture in the classroom would be significant in EFL context and therefore, it should be merged in English language learning process.

2.3.2 Challenges with teaching culture

Even though teaching culture is supposed to prepare learners with a boundless potential to create basis for language learning, there are some problems that instructors and students face while they are trying to understand the foreign culture since the native speakers of that language show digressions. Croft (1980) states “for cultural information to have genuine value, a careful distinction must be made between ideology and reality. Most of us think of ourselves as typically American, but when we say about ourselves it does not necessarily match what we actually do. This is probably a universal characteristic, and it leads to a certain amount of confusion. Also, a discrepancy may often exist between our self-image and the way we present ourselves to others” (Croft, 1980). Craft (1980) also pointed that instructors usually make direct relations through teaching the target language into Americans and teaching the English language to learners from other cultures. It is easy to understand that native instructors of English can produce models for non-native instructors of that foreign language.

However, there are some problems with regard to teaching the target culture. And one of the most difficult problems is ‘ethnocentrism’. Trifonovitch (1980) defines this term, pointing that ethnocentrism refers to when someone thinks that his or her

culture is the greatest one; the explanation that he or she introduces is considered always true and should be acceptable.

Mcleod (1980) states it is possible that students feel threatened about their own culture and this may happen because of the way they look at the target culture and see it as superior to their own culture. Additionally, students may think that learning the target language with its unique culture may cause in losing their own. Trifonovitch points that these problems are kept in their minds especially when students are in diverse settings, then he adds that “this goes beyond the acceptable limits of ethnic pride” (Trifonovitch, 1980 p. 551).

Another problem which deals with the teaching the foreign culture is the negative attitudes of students towards foreign culture, and this can be solved by teachers. According to Dlaska (2000), instructors must help their students to expand their cultural boundaries and expand their horizon. Students should focus on certain strategies with the purpose of comprehending others and being open to the variety of different cultures.

In the same vein, culture may seem to be neglected in the language classroom because of unfamiliar content produced by the target culture. Tseng (2002) explains that the extension caused by the unfamiliar cultural content could become productive. Explanation of the target and local cultures should not focus on the problematic side, but instead, understanding these differences can help students to fill the gaps and raise cultural awareness between them.

In teaching culture, the challenge is not only to confine learners while instructors carry lots of responsibilities alone. According to Trifonovitch (1980), language teachers' responsibilities are considered as one of the biggest challenges in culture teaching, and more specifically, the ones who teach English in multi-cultural settings. It is extremely significant to recognize the background of the students in multi-cultural settings which in order will raise the instructors' awareness. Additionally, he points that "unfortunately, since we ourselves are stereotyped, it is extremely difficult for us to notice generalizations, made by others, especially those from our own culture" (Trifonovitch, 1980).

Therefore, the case is not about those who teach in multi-cultural settings, but for other students who share the same values as them. So, teaching culture to students who share the same background is considered more difficult, because in multi-cultural settings the teacher can make a discussion that all the students will be involved in. But when the teacher and students share the same cultural background, it would be difficult for the teacher to manage when the whole class sees the teacher as the representative of the foreign culture.

1.3.3 Materials

Textbooks typically play a significant role in the materials that are used to teach the language. They include many rich sources of texts, themes, visual and written sources besides the great assistance for forming language curriculum. In language learning textbooks help in facilitating the teaching process, but because of the strong relationship between language and culture, textbooks are supposed to include cultural aspects. Thus, in order to be fluent in the foreign language, there is a necessity for communicative competence.

Skopinskaja (1992) proposed two kinds of textbooks, international and local textbooks. International textbooks are created to be globally accepted and attractive, and they focus only on the foreign culture. These textbooks can take two kinds of trajectories, one is general and the other is specific. Moreover, local textbooks are presented by authors who are considered non-native speakers by using specific international curriculum that should have the consent of the Ministry of Education of that country. The foreign culture which is presented here comes from a local perspective and at the same time, consists of aspects of the local culture, (Skopinskaja 1992).

According to Reda (2003), English textbooks describe interesting themes which try to reduce the lexical content included. Reda argues that textbooks and pedagogical materials should put into consideration the globosity of English.

There is a problem that English textbook faces which basically ignore the cultural information that would be needed by the students (Liddicoat, 2008). These materials faced criticism by Gray (2000) because of their cultural content; he stated that the content of English courses presented by USA and UK in the outer circle and expanding circle countries include not only integrated skills, drills and other grammatical and lexical exercises but also cultural aspects.

In the same vein, Ndura (2010) pointed that containing the courses has a significant role in affecting learners' attitudes towards others, more specifically the foreign language society. Stereotypes may have negative effects on learners, so teaching materials should be wisely selected in order to avoid cultural bias and enhance learners in intercultural learning.

2.3.4 Intercultural communicative competence (ICC)

In fact, the purpose of teaching a foreign language is to make students achieve linguistic skills in different speech situations in the target culture. In other words, ICC is considered to be an essential part of the target language in the classroom.

ICC refers to the concept intercultural communicative competence, while IC refers to intercultural competence and most of the time it cannot be differentiated in a wider perspective. Gu (2016) pointed that some scholars utilize IC instead of ICC.

Byram (1997) stated that ICC refers to a person who can communicate with others from different cultural backgrounds. As said by Byram someone who is qualified culturally is the one who has the ability to know of other people culture and to make others comprehend his/her own culture. ICC can find out about what students need in order to communicate in English on a global range. In other words, ICC means to be able to communicate and interact through linguistic and cultural boundaries.

To put it another way, ICC refers to the communication between learners who should be prepared with different aspects including attitude, information, skills, and awareness that are connected to culture in order to shape the term intercultural communicative competence (ICC).

According to Ho (2009), Kramsch (1993), and Byram (1997) non-native speaker model is considered not to be the main concern for English language students. Therefore, instructors consider it as a challenge to change from the traditional status where culture content is ignored to a new pedagogy that enhances the intercultural communicative ability. Despite the fact that transition from the traditional into the

intercultural view is challenging, it can carry many benefits for both students and teachers.

Foreign language scholars attempted to shape models with the purpose of integrating culture to the classroom. There is a model drawn by Bennett (1993). Bennett states that the process of intercultural development goes through six steps and these steps are presented by two groups: the ethnocentrism and the ethnorelativism steps.

On one hand, ethnocentrism is explained as the orientation of individuals showing his/her acceptance of other cultures by familiarizing and accepting cultural elements unconsciously. On the other hand, individuals show total or partial inadmissibility. Moreover, this model can show the continuity in intercultural development competence that goes through steps that move between accepting or rejecting other cultures. This model will help instructors to decide about students' motivation in the classroom activities. Also, it will help to avoid problems that might occur when students discuss their cultural differences.

2.3.5 The place of English language in the Arabic context

English language was presented first to the Arab world in the 19th and the early in the 20th century in some countries including Egypt, Iraq, Jordan, Kuwait, and Sudan. English was considered as a foreign language that was taught in these countries.

Due to the technological and industrial improvements, and through the discovery of the black oil, learning English has become the main interest there. Perren (1968) pointed that "there has been recent economic growth, English has an importance. It is needed for higher education".

At university level, English is considered as the medium of instruction, specifically in departments that include medicine, science, and engineering with the exception of some countries when Arabic language is considered the only language of the curricula such as Syria, and Sudan. In fact, in Arabic region, English is considered as the main skill to get jobs or in case of further study. According to Lambert et al. (1968), learners have interests in learning English in order to achieve aims such as future jobs and translation.

In the case of teaching English, the educational system in Arabic region is different from one country to another. For example, in Jordan and Iraq, English is taught from the fifth grade in the elementary stage until high school. In 2000, teaching English started from the first grade in Jordan. In 1994, teaching English in the United Arab Emirates was presented in the schools from the elementary stage. In other countries such as Syria, Libya, Yemen, Algeria and Egypt, English was taught from the seventh grade up to the secondary, with the exception of Oman when English was taught at the fourth grade of the secondary stage.

In terms of private schools, English language was used as an institution language beginning from the first year and some of them starting from kindergarten. Some private schools attempt to teach all the subjects in English while others teach them in Arabic, but with emphasizing on teaching English by using different course books that are used in the government schools.

In Arabian North Africa, when the French language made a great effect in Tunisia, Algeria, and Morocco, French started to disappear and lose their presence in English.

In Saudi Arabia, Arabic is considered the official language that is used in education, but for some high schools, it is considered as the medium of instruction until BA level. English was presented as an obligatory course starting from class seven. The focus was on English as a matter to pass the exams. But now, the status of English is different and it is given much focus. The reason is that English was considered as the language of economics, education, and commerce, the importance of English increased rapidly in Saudi Arabia.

Now English is considered as the main course in Saudi Arabia. Consequently, English emerged as an obligatory course starting from the sixth grade to BA level. Currently, the ministry of education is aiming to present it from the fourth grade in order to produce good results. The education system point aims of teaching English in Saudi Arabia and these objectives are produced including: making learners start from the scratch with the four integrated skills; rising learners' awareness about the importance of English language as the language of the globalization; making learners have positive beliefs regarding teaching English; providing learners with the needed level of English for their future life; improving learners' knowledge socially, politically, and economically in order to make them part of the solution in these issues; and to gain them linguistically in order to include them in Islamic issues to invite other people to Islam (Alhaisoni, 2013).

Presently, English is considered as the medium of instruction in different fields and in many colleges and universities. In addition, learners have understood that English is not the language that needs only to pass in the exams, but it is considered as an important course for achieving their future objectives.

There are challenges that stand against teaching English in Saudi Arabia including religious and political ones. And one of these concerns is the producing of different teaching methods, also through teaching English itself will go with “alien” ideology. Al-Brashi (2003) pointed to ‘sheikh’ (refers to a person who studied Islamic studies) who published an article by warning young students not to learn English by referring to call English as the language of the unbelievers.

These worries are seen as negative actions to Saudi Arabia, but from a different perspective, it raises the apprehension of viewing the role of English as a tool for the colonialism and a language that has an influence on students in terms of religion (Canagarajah, 2009). Few scholars in the Muslim world have repeated such concerns that the influence of English Language may cause on young Muslim students (Argungu, 1996). There are two factors that are connected with different beliefs including western and laic thoughts threat (Argungu, 1996) that will affect the values, tradition and customs of Islam therefore, they will influence young adults.

2.3.6 Similar studies on teaching culture

In this section, the studies that are related to teaching culture in EFL context in the classroom and other studies that are related to the perceptions about teaching culture will be presented.

A study conducted by Karabinar and Guler (2012) examined university instructors’ attitudes about teaching culture. The study was carried out in 17 universities in Turkey. And the survey was dealing with both native and non-native English instructors. The result showed most of the topics that instructors were dealing with while teaching culture was about dressing, food, and the kind of the dwelling and in addition, it was dealing with literature and arts. The result revealed that instructors

feel limited by the syllabus and time restrictions; therefore, sometimes they have to ignore teaching culture. Also, the results showed that there was no significant difference between the two groups. Instructors who join professional development activities will have a positive attitude about teaching culture.

Another study Önalın (2005) tried to investigate about Turkish instructors' opinion on which culture was used in language learning. A questionnaire and an interview were collected as tool for this study with 20 EFL teachers. Results revealed that teachers define culture in sociological meaning which includes the beliefs and the values. Their definition of teaching culture in ELT was considered as partly transfers toward visible culture including food and clothes. Also, the study showed that instructors' have positive attitudes in integrating cultural aspects in their education.

Similarly, a study was conducted by Hamilođlu in (2013) about teachers' perceptions with regard to including cultural aspects in language teaching. The aim of the survey is to investigate four English language instructors' beliefs of adding cultural topics into English teaching. This study was carried out in Istanbul University in Turkey. An interview was selected as a tool for this study. The outcomes of this study revealed that participants favour to include culture topics into the course books; moreover, they wish to have global cultural aspects rather than a specific target culture.

A study conducted by Chen (2011) discussed the place of culture in international English language teaching textbooks. The objects of this study are to investigate how international ELT textbooks replicate the cultural view of the EIL pattern. The tool used in this study for analysing the textbook was based on an approach which was

suggested by Murayama (2000). The results revealed that among all the cultural elements which were diversified in each textbook series, the cultural elements of native speakers of English were the most expanded ones.

Similarly, another study investigated instructors' and students' opinion about teaching and learning culture through English course books. Through data collection, interviews were given to 15 teachers' and 35 pupils at Namık Kemal University. The findings revealed that students understand and obtain positive attitudes towards cultural teaching. On the other hand, teachers agree about teaching culture by the course books and by referring to the importance of cultural competence in the language. Moreover, they agreed about integrating culture into language learning.

Another study was dealing with difficulties that face integrating culture into language teaching. The Survey was conducted by Yang (2016). The purpose of this survey was to examine language instructors' attitudes to teach culture and the challenges that learners face through a qualitative case study by doing classroom observation and making interviews with language instructors. The results showed that there were two challenges, the first of which is about instructors' attitudes and the second one is about the absence of the professional development chances in learning different methods on teaching culture in FL classes.

Chapter 3

RESEARCH METHODOLOGY

The present chapter introduces research methodology of the current study. It includes explanations of the research design and gives information about the participants and context included in this study. This chapter also describes the method of data collection, data collection instruments, and data analysis.

3.1 Research design

The current study is a case study that was conducted in Shaqra University in the Kingdom of Saudi Arabia with students and instructors from ELT department. Mixed method research design is used in this study, with tools that include questionnaires and an interview. Mixed method research refers to the use of both qualitative and quantitative approaches in order to collect the data. It aims to discover the problem from different perspectives by mixing collected data in order to elicit closer conclusions of the issue.

In the first place, quantitative research method deals with instruments like a survey in order to collect the data. Data is analysed and findings are introduced based on statistics. Data was collected in this study by qualitative research method through student and instructor questionnaires.

The data in qualitative research design is collected through direct communications which include the interviewee and the interviewer parts. Also, the study collected data qualitatively by using semi-structured interview with the students.

As it has been explained, this study uses a triangulation approach, and the data conducted by questionnaires for both students and instructors, and an interview used with the students. According to Oliver (1998), “the classic formulation of triangulation relies on the use of divergent accounts to discern the truth or falsify of an interpretation”.

3.2 Research questions

The current study focuses on learners’ and instructors’ opinions towards integrating culture into language teaching in (EFL context) and whether the materials used promote culture. The research questions include:

1. What are students’ and instructors’ opinions about teaching culture while teaching English?
2. Do the materials used in language improvement courses promote culture? If yes, whose culture is promoted?

3.3 The research context

The current study conducted in English Language Teaching Department at Shaqra University in Shaqra city, Saudi Arabia. Shaqra University is considered one of the governmental universities in Saudi Arabia and it provides opportunities for Saudis and the foreign students as well in order to help them start their career. Also, there are other colleges located around cities that follow to the university where there are around six thousand students, and it covers almost all the programs and it has

postgraduate education in some departments and one of them includes English and Translation Department. (<http://www.su.edu.sa/Pages/default.aspx>).

For English language teaching department, a student who wants to join has to go through two stages, first through passing a proficiency test and the degree should be 70% and above, second by passing an intensive semester which includes courses with the four integrated skills. As there are students considered as foreign learners in ELT department, the context is considered as suitable in order to conduct the current study (both the participants and the materials describe EFL context, and based on this, the study is considered suitable).

3.4 Participants

The participants in the present study are divided into two groups: students and instructors of ELT department.

3.4.1 Students

Students of ELT department at BA level participated in this study. Student population consists of only Arab students that are mostly Saudi. Students who participated in this study are only from the third and the fourth year and all of them are male (due to the society and the values and traditions which make it difficult to deal with female students). The number of the participants was 55 and all of them were considered as non-native speakers of English. And for collecting the semi-structured interviews, ten students participated on the voluntary basis.

3.4.2 Instructors

Instructors who are giving English language courses in ELT department at Shaqra University participated in this study. Due to their availability and convenience, five instructors participated for administrating the questionnaires. All of the instructors

are non-native speakers and the age ranges from 28 to 62. And the experience ranges from 5 to 30 years. The instructors speaking Arabic apart from English are Arabs from Sudan, Egypt, Jordan, and Saudis.

3.5 Data collection instruments

In order to collect the information about the present study, both quantitative and qualitative approaches are used. In order to answer the first question that deals with perceptions and opinions about teaching culture while teaching English. A 32-item questionnaire is administrated and semi-structured interviews are held with 10 students. And in order to answer the second question discussing whether the materials used in language courses enhance learning the target culture. A 74-item questionnaire is administrated to FLE instructors.

The original questionnaire of the students is considered to be valid as it was used in some other studies including Young (2011), Gutsul (2012), and this study as well. For reliability, Cronbach Alpha of the questionnaire was obtained to be $\alpha = 0.82$, which can be considered as good in the reliability scale. And for instructors, the questionnaire is considered to be valid and used in some studies including Hui (2014) and this study as well. For the reliability, Cronbach Alpha of the questionnaire was obtained to be $\alpha = 0.93$, which is considered to be excellent in the reliability scale.

The collected data from the questionnaires were analysed by using SPSS 22 program in order to obtain descriptive statistics and for reliability analysis. On the other hand, interviews were conducted by audio-tape for the purpose of transcribing the information accurately.

Generally speaking, based on the goal of the present study, three different data collection tools were involved which include: a questionnaire for both students and instructors and semi-structured interviews with the students.

3.5.1 Students' questionnaire

Questionnaire is considered one of the most commonly used tool in order to collect data that based on opinions, perceptions, and attitudes specifically with a large group of participants. The first data that was used in this study is a 5-point Likert-scale questionnaire (see appendix E) adapted from Gutsul (2012). The prompts were as follows: “*Strongly Agree/Agree/Neither Agree nor Disagree/Disagree/Strongly Disagree*” which means; the value 1 is considered as the highest one, while the value 5 is considered as the lowest one.

The questionnaire items are distributed based on three categories. The first category is ‘*Beliefs*’ which aims to discover about students’ thoughts toward target language. This category included ten items which are: 1, 4, 7, 10, 13, 16, 19, 22, 25, and 28. The participant’s answers will introduce evidence about the impertinence of integrating culture into language teaching.

The second category is ‘*Awareness*’ which deals with asking the participants about their awareness related to their own culture and the target culture. In this category there are 11 items that include: 2, 5, 8, 11, 14, 17, 20, 23, 26, 29, and 31. The answers here will show the awareness of participants associated with their own culture and target culture.

The third category is ‘*Attitude*’ with the purpose of the participant’s attitudes toward the target culture learning. It consists of 11 items that include: 3, 6, 9, 12, 15, 18, 21,

24, 27, 30, and 32. The answers of these items will test the attitudes of the students on learning the target culture.

The purpose of the questionnaire is to collect data from BA students of ELT department (as a main group of the participants) about their opinion of teaching culture while teaching English.

3.5.2 Instructors questionnaire

For the instructors, another questionnaire was used (see appendix D) which was adapted by Hui (2009). The questionnaire consists of four parts. The first part is dealing with how the instructors understand the aims of target language learning and culture teaching. Seven questions were included in the first part. The objective behind the first two questions is to find out whether students and instructors are interested about learning and teaching the target culture. In Q3, instructors were asked about how they see the importance of culture while teaching English. In Q4, and Q5, the aim was to collect information about instructors' knowledge with regard to target language learning. In Q6 the aim was to discover the time distribution spread over language and culture teaching. And Q7 is to know whether the instructors want to spend time on teaching culture or not, and in case they do not, then what are the reasons behind.

In part two, two questions were introduced. Q8 has a list of 19 items which are dealing with cultural topics to be offered in teaching English. In Q9 instructors were asked about whether it is important to include a group of cultural themes to the syllabus in order to direct the way of instructors teaching.

In part three, five questions were presented relating to the materials used in teaching English. Moreover, part four dealt with cultural foreign language teaching with 21 items given discussing cultural competence. The aim of this question is to investigate instructors' arrangement about teaching cultural competence in the target language.

3.5.3 Students' semi-structured interview

The third tool in this study that deals with students is semi-structured interview which is also adapted from Gutsul (2012). It contains six open-ended questions. The objective of the interview is to obtain more information about students' opinions and perceptions.

3.6 Data collection procedure

After receiving a permission letter from the Ethic Committee (see appendix A) and through the chair of the Foreign Language Education, the instruments were administered for both groups of the participants.

For data collection, consent forms were given to both groups including both students and instructors. Through the questionnaire that was given to the students, they were asked about their gender, age, nationality, year of the study, and in case they had an international English language proficiency test and which degree they got. On the other hand, instructors were questioned about their age, their experiences of teaching English, the degree they obtained after bachelor, students degree they teach, how many hours they teach, whether they have internet and whether they use it, and in case if they received any training about English Curriculum Standards. After the participants filled the forms, and the items of the questionnaire, students were asked to participate in the interview on the voluntary basis. The participants of the interview were informed that the interview will be audio-taped based on practical

reasons. The average time for answering the questionnaires for both students and instructors was 10 to 15 minutes, and for the interview, it was 5 to 10 minutes.

3.7 Data analysis procedures

Through SPSS 22 (Statistical Package for Social Science), the quantitative data was obtained from the questionnaires. And the data was analysed statistically. The descriptive statistics was divided as: frequencies, standard deviation, and mean score was calculated. Students' five Likert-Scale questionnaires were categorized as: SA and A for "*Strongly agree and Agree, Neither Agree nor Disagree, D and SD for Disagree and Strongly Disagree*"

On the other hand, instructors' questionnaire was divided into four parts, each part having five Likert-scale. The first part includes: "*Very Interested, Interested, Undecided, Less Interested, and Not Interested*" The second part contains: "*Very Important, Important, Undecided, Less Important, and Not important*" And the third part consists of: "*Very necessary, Necessary, Undecided, Less Necessary, and Not Necessary*" Also, in the third part the second section includes: "*Very often, Often, Sometimes, Seldom, and Never*" The last part presents: "*Strongly Agree, Agree, Undecided, Disagree, and I do not Agree at all*" Standard deviation and mean score for each item were calculated by the program.

On the other hand, the interview answers were transcribed and included by classifying the data for each question in the interview.

3.8 Summary

The chapter introduces the methodology of the research of the present study. At the beginning, there was information given about the research design. After, research

questions were listed and details were given about the context, and the participants were introduced. The data collection tools, the data collection and the analysis procedure have been introduced after that in 3.5, 3.6, and 3.7.

Chapter 4

RESULTS

This chapter presents results calculated from the qualitative and quantitative tools, including questionnaires for both groups; the students and instructors and semi-structured interview with the students. In section 4.3 and 4.4 the findings of the students and instructors' questionnaire are introduced. Section 4.5 presents the results of the students' interview. The frequency of the responses for each item, mean score and standard deviation are evaluated. The results are introduced according to the order of research questions.

4.1 Students' questionnaire

Questionnaire items are divided into three categories: beliefs, awareness, and attitudes. The first category is the beliefs, which discovers pupils' perceptions toward the target culture. 10-items relates to this category which includes both positive and negative statements. In the second category, which attempts to discover students' awareness is connected to their culture as well as target culture. 11-items followed this category which introduced different statements. The last category is the attitudes aiming to find students' attitudes of learning the target culture. 11-items are presented in this category, and different opinions are shown in it. In order to answer the first question, students' responses will be shown in the tables.

In the data analyses, responses are divided into five levels: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. The frequency of responses for each item, mean score, and standard deviation are evaluated.

The data collected according to each item of the questionnaire are introduced in tables along with percentage, mean score, and standard deviation. The results are introduced according to the order of the research questions.

4.1.1 Students' beliefs about teaching culture while teaching English

The first category concerns with students' beliefs toward teaching English in teaching culture. Questionnaire items are included in table 4.1. and they are analysed.

Table 4.1: The frequencies, mean and standard deviation for 10 items for students' beliefs

	1	2	3	4	5	M	SD
1 I believe reading books and magazines in English helps learning the English culture.	54.5	30.9	5.5	7.3	1.8	1.71	.994
4 I think learning the English culture is an important issue while learning the English language.	32.7	41.8	12.7	10.9	1.8	2.07	1.034
7 I think learning the English culture is an unimportant issue while learning the English language.	16.4	20.0	23.6	25.5	14.5	3.02	.312
10 I believe in order to learn the English culture I don't need to live in an English- speaking country.	16.4	30.9	23.6	20.0	9.1	2.75	1.220

	1	2	3	4	5	M	SD
13 I believe in order to learn the English culture I need to live in an English- speaking country.	18.2	27.3	16.4	34.5	3.6	2.78	1.212
16 I believe travelling to the English-speaking countries help learning the English culture.	47.3	45.5	5.5	1.8	0	1.62	.680
19 I think learning the English culture can make English language learning interesting.	32.7	41.8	18.2	5.5	1.8	2.02	.952
22 I think knowing English requires learning its culture as well.	16.4	29.1	23.6	27.3	3.6	2.73	1.146
25 I think learning the English culture can make English language learning boring.	9.1	9.1	10.9	50.9	20	3.64	1.176
28 I believe watching movies and some other programs on English TV channels is a good way to learn the English culture.	54.5	34.5	5.5	3.6	1.8	1.64	.890

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree, 4= disagree and 5= strongly disagree. Also, M= mean score and SD= standard deviation. All numbers presented in percentage %.

The results regarding the beliefs category presented in table 4.1 show that the highest mean score is (M=3.64) for the item 25 which describes teaching English with culture is boring. Almost, 51% of students selected 4 while 20% chose 5 “*strongly disagree*” Additionally, around 11% of the students chose 3 whereas in the first two options (*strongly agree and agree*) the number of the students were the same when 9% represented each regarding if to consider that culture makes learning English as a boring process.

Item 25 is related to item 19 and 22. And the mean score for item 19 that explains how English culture helps in making the learning of the language more exciting and item 22 which states the needs of cultural learning in language teaching are $M=2$ and $M=2.37$. The next two items that are considered comparatively in terms of mean score are items 7 and with the mean score given 3 and 2.78.

In item 1 and item 28 which describe different kinds of materials that help learning the target culture, have convergent mean score 1.71 and 1.64.

Item 10 was obtained 2.75 which is located at the middle of the scale, where item 16 which explain the importance of living in the native countries in order to obtain their culture scores the lowest mean ($M=1.62$).

4.1.2 Students awareness about teaching culture while teaching English

Table 4.2 presents the results regarding the items related to students' awareness which is related to 11 items. The results are considered the most frequently chosen degree by the students in order to measure their awareness about teaching culture while teaching English.

Table 4.2: The frequencies, mean and standard deviation for 11 items on students' awareness

	1	2	3	4	5	M	SD
2 I think there are some similarities between my own culture and the English culture.	14.5	23.6	16.4	32.7	12.7	3.05	1.297
5 I think culture provides information about the daily life of a nation.	43.6	47.3	9.1	0	0	1.65	.645
8 I think I have enough knowledge about my own culture.	41.8	47.3	9.1	0	1.8	1.73	.781
11 I don't think I have	7.3	16.4	5.5	43.6	27.3	3.76	1.248

enough knowledge about my own culture.

14 I think my knowledge about the English culture is insufficient.	10.9	18.2	32.7	34.5	3.6	3.02	1.063
17 I think my knowledge about the English culture is enough.	9.1	27.3	21.8	34.5	7.3	3.04	1.138
20 I think the similarities between two cultures make language learning easier.	41.8	43.6	9.1	5.5	0	1.78	.832
23 I think there are some differences between my own culture and the English culture.	40	49.1	10.9	0	0	1.71	.658
26 I think culture provides information about the habits and traditions of a nation.	29.1	52.7	12.7	3.6	1.8	1.96	.860
29 I think the similarities between two cultures make language learning harder.	9.1	7.3	7.3	50.9	25.5	3.76	1.186
31 I think culture provides information about shared values and beliefs.	18.2	69.1	12.7	0	0	1.95	.558

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree, 4= disagree and 5= strongly disagree. Also, M= mean score and SD= standard deviation. All numbers presented in percentage %.

Item 14 and item 17 scored the same mean score (M=3). Item 8, 14, and 17 are related to each other which describe whether students have enough information about their culture and the target culture, when the majority of the students selected the first two options 1 (41.8%) and 2 (47.3%), none of them chose 3.

In this category two items represented the same highest mean score. When Item 11 discusses whether students have the required perceptions of their culture, and item 29 asks the students if the similarities between the two languages will lead to make learning the target language more difficult with (M=3.76).

Item 26 “*I think culture provides information about the habits and traditions of a nation*” and item 31 “*I think culture provides information about shared values and beliefs*” obtained consecutive mean score 1.95% and 1.96%.

Item 2 “*I think there are some similarities between my own culture and the English culture*” and item 20 “*I think the similarities between two cultures make language learning easier*” discuss the similarities between two languages and whether they are enhanced in making it easier. In item 2 students in option 2 (*agree*) were 23.6% and in option 4 (*disagree*) were 32.7 which means their opinions were different.

In item 5 “*I think culture provides information about the daily life of a nation*” and 23 “*I think there are some differences between my own culture and the English culture*” when the first three options were chosen only, the values of option 4 and 5 were 0%.

Item 5 “*I think culture provides information about the daily life of a nation*” was obtained as the lowest value in mean score 1.65%. Option 1 was (43.6%), 2 (47.3%), and 3 (9.1) where option 4 and 5 were not chosen with 0% for both.

4.1.3 Students’ attitudes about teaching culture while teaching English

The findings that are related to the items concerned with students’ attitudes with 11 items are summarized in table 4.3 below.

Table 4.3: The frequencies, mean and standard deviation for 11 items on students’ attitudes

	1	2	3	4	5	M	SD
3 I feel open to socializing with the English people.	34.5	40	20	50.5	0	1.96	.881
6 I would like to learn the English culture more in order to understand the English language more easily.	27.3	27.3	18.2	16.4	10.9	2.89	1.286

9 I think I can learn about the food and drink of the English people while learning the English language.	27.3	49.1	10.9	12.7	0	2.09	.948
12 I think I can learn about the daily life and routines of the English people while learning the English language.	35	35	16.4	7.3	5.5	2.24	1.071
15 I think I should be open to learning the English culture.	34.5	47.3	9.1	7.3	1.8	1.95	.951
18 I think knowing more about the English culture makes me more interested in learning English.	29.1	47.3	16.4	5.5	1.8	2.04	.922
21 I don't feel open to socializing with the English people.	7.3	3.6	18.2	52.7	18.2	3.71	1.048
24 I think knowing more about the English culture makes me less interested in learning English.	9.1	10.9	10.9	47.3	21.8	3.62	1.209
27 I would like to learn more about the English culture.	30.9	49.1	10.9	7.3	1.8	2	.943
30 I am motivated to learn the English culture.	27.3	50.9	18.2	3.6	0	1.98	.782
32 I am unmotivated to learn the English culture.	5.5	5.5	10.9	52.7	25.5	3.87	1.037

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree, 4= disagree and 5= strongly disagree. Also, M= mean score and SD= standard deviation. All numbers presented in percentage %.

The table 4.3 show the highest mean score 3.87 that was found for item 32 “*I am unmotivated to learn the English culture*” Specifically, 52.7% of students’ chose 4 (*disagree*) and 25.5% selected 5 (*strongly disagree*).

Item 30 “*I am motivated to learn the English culture*” 27 “*I would like to learn more about the English culture*” and 9 “*I think I can learn about the food and drink of the English people while learning the English language*” received the mean scores of 1.98, 2, and 2.1, respectively. However, item 3 “*I feel open to socializing with the English people*” and 18 “*I think knowing more about the English culture makes me more interested in learning English*” had mean score of 1.96 and 2.

Item 24 “*I think knowing more about the English culture makes me less interested in learning English*” and 21 “*I don’t feel open to socializing with the English people*” converged scores 3.62 and 3.71.

In item 6 “*I would like to learn the English culture more in order to understand the English language more easily*” option 1 (*strongly agree*) and 2 (*agree*) shared the same value 27.3. Similarly, item 12 “*I think I can learn about the daily life and routines of the English people while learning the English language*” also; option 1 and 2 obtained the same value 35. Lastly, the lowest mean score was found in item 15 “*I think I should be open to learning the English culture*” with 1.95. And the majority of students chose option 1 (*strongly agree*) 34.5 and 2 (*agree*) 47.3 up to 5 (*strongly disagree*) 1.8.

4.2 Instructors questionnaire

The questionnaire of the instructors consists of four categories: the first category includes two parts, the first part concerns with the objectives of teaching culture while teaching English and it contains 9 items, while the second part deals with what instructors understand by teaching culture while teaching English, and it contains 11 items.

The second category discusses possible cultural topics which may be use in the class that are related to the target language. It has three parts, the first part has 19 items that deal with different cultural topics, and the second part asks about the necessity of including cultural items in the curriculum. While the last part discusses the way, instructors pass cultural information to the students, and it has 13 items.

The third category in the questionnaire concerns with teaching the materials that instructors deals with. This category has 5 items. The last category of the questionnaire discusses intercultural dimension in FLT context, and it has 21 items.

The questionnaire analysed and identified the same as in the students' questionnaire which used SPSS 22 program. The questionnaire deals with the aim of the first question to find out about instructors' opinions about teaching culture while teaching English and the second question of the research which is *Do the materials used in language improvement courses promote culture? If yes, whose culture is promoted?*

Instructors' responses to the questionnaire items are introduced in the tables.

4.2.1 Category 1: Objectives of teaching culture while teaching English (part one)

The results of the instructors' opinions about the objectives of teaching culture while teaching English showed positive influence on students' learning process, which is presented in Table 4.4:

Table 4.4: The frequencies, mean and standard deviation for 9 items on the objectives of teaching culture while teaching the language

	1	2	3	4	5	M	SD
1 Are your students interested in teaching culture(s) of English speaking countries when teaching English as a foreign language?	40	60	0	0	0	1.60	.548
2 Are you interested in teaching culture(s) of English speaking countries when teaching English as a foreign language?	40	60	0	0	0	1.60	.548
3 How important is culture, do you think, in teaching English language?	100	0	0	0	0	1.0	.000

4 Let students experience the learning process, acquire the learning methods of scientific research and promote awareness of cooperation.	60	40	0	0	0	1.40	.548
5 Raise students' awareness of openness and willingness to accept the excellent world culture.	60	40	0	0	0	1.40	.548
6 Develop students' long-lasting enthusiasm for learning, good learning habits and self-confidence in learning English well.	40	40	20	0	0	1.80	.837
8 Promote students' familiarity with the culture, the civilization of the countries where the language which they are learning is spoken.	40	60	0	0	0	1.60	.548
9 Assist students in developing a better understanding of their own identity and culture.	40	40	20	0	0	1.80	.837

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree, 4= disagree and 5= strongly disagree. Also, M= mean score and SD= standard deviation. All numbers presented in percentage %.

In item 1 “*Are your students interested in teaching culture(s) of English speaking countries when teaching English as a foreign language?*” and item 2 “*Are you interested in teaching culture(s) of English speaking countries when teaching English as a foreign language?*” instructors shared the same interest when they were asked about their interest and their students’ interest when option 1 (*very interested*) obtained 40% and option 2 (*interested*) showed 60% while none of them was undecided or not interested.

Item 3 “*How important is culture, do you think, in teaching English language?*” showed that all instructors 100% are very interested about how culture is important.

In item 4 “*Let students experience the learning process, acquire the learning methods of scientific research and promote awareness of cooperation*” and item 5 “*Raise students’ awareness of openness and willingness to accept the excellent world culture*” 2 instructors 40% were very interested while 3 of them 60% were only interested about the way they perceived the objectives of teaching English.

Item 6 “*Develop students’ long-lasting enthusiasm for learning, good learning habits and self-confidence in learning English well*” and item 9 “*Assist students in developing a better understanding of their own identity and culture*” showed the highest mean score (M= 1.80), when 2 of them 40% chose 1 also 2 of them 40% picked 2 (*interested*) and 1 instructor chose (*undecided*).

Item 3 “*How important is culture, do you think, in teaching English language?*” scored the lowest mean score (M= 1). And in item 7 “*Assist students to acquire a proficiency of English language which will enable them to meet their future needs in their learning, work and life*” 4 instructors considered it very important while 1 instructor considered it important.

4.2.2 Category 1: Opinions about what to understand by culture teaching (part two)

Tables 4.5 summarized the findings regarding the items that are related to the opinions of instructors in comprehension about culture teaching (which related to the 11 items).

Table 4.5: the frequencies, mean and standard deviation for 11 items on how instructors perceive culture in language teaching

	1	2	3	4	5	M	SD
1 Provide information about the history, geography and political system of the foreign culture(s).	40	40	20	0	0	1.80	.837
2 Provide information about daily life and routines.	60	40	0	0	0	1.40	.548
3 Provide information about shared values and beliefs.	20	60	20	0	0	2.00	.707
4 Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.).	40	60	0	0	0	1.60	.548
6 Promote increased understanding of students' own culture.	0	40	60	0	0	2.60	.548
7 Promote the ability to handle intercultural contact situations.	80	20	0	0	0	1.20	.447
8 Make language teaching more interesting and motivating.	80	20	0	0	0	1.20	.447
9 Widen students' horizons on the world.	60	40	0	0	0	1.40	.548
10 Promote students' ability to evaluate and their sensitivity to different cultures.	20	60	20	0	0	2.00	.707
11 Promote students' awareness of similarities and differences of English speaking countries.	20	60	20	0	0	2.00	.707

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree, 4= disagree and 5= strongly disagree. Also, M= mean score and SD= standard deviation. All numbers presented in percentage %.

Item 6 “*Promote increased understanding of students' own culture*” showed the highest mean score (M= 2.60) when 2 instructors 40% described culture teaching to enhance in understanding of the student's own culture while 3 instructors 60% chose 3 (*undecided*) about which they were not sure whether to explain it like that.

In item 3 “*Provide information about shared values and beliefs*”, item 10 “*promote students’ ability to evaluate and their sensitivity to different cultures*” and item 11 “*Promote students’ awareness of similarities and differences of English speaking countries*” had the same mean score (M= 2), and in each item one instructor selected 1 (*very important*) in each of them while 3 instructors chose 2 (*important*) and 1 instructor were not sure and chose 3 (*undecided*).

Item 7 “*Promote the ability to handle intercultural contact situations*” and 8 “*Make language teaching more interesting and motivating*” scored the lowest in mean score with (M= 1.20), and 4 instructors believed that culture teaching is the ability to deal with intercultural contact situations and make teaching the language more interesting and motivating by choosing I (*very important*), moreover only one instructor in each item selected 2 (*important*). On the other hand, item 2 “*Provide information about daily life and routines*” came after in terms of low score in mean score with M=1.40. and 3 instructors 60% chose 1 and 40% selected 2.

4.2.3 Category 2: Instructors opinions on possible cultural topics (part one)

The second part of this category deals with different cultural topics. Instructors’ opinions are related to the cultural topics. This category consists of 19 items. The results regarding instructors’ opinions about the cultural topics are presented in the Table 4.6.

Table 4.6: The frequencies, mean and standard deviation for 11 items on possible cultural topics

	1	2	3	4	5	M	SD
1 political system, history and geography.	0	60	20	20	0	2.60	.894
2 daily life and routines.	60	20	0	20	0	1.80	1.304
3 shopping and food and drink.	80	0	20	0	0	1.40	.894
4 youth culture (fashion, music, etc.).	60	20	0	20	0	1.80	1.304
5 literature and art and drama.	40	0	40	20	0	2.40	1.342

6 school and education.	60	20	0	0	20	2.00	1.732
7 family life and marriage life.	80	20	0	0	0	1.20	.447
8 film, theatre and TV programmers’.	100	0	0	0	0	1.00	.000
9 social and living conditions.	80	20	0	0	0	1.20	.447
10 festivities and customs.	40	0	20	40	0	2.60	1.517
	1	2	3	4	5	M	SD
11 tourism and travel.	60	20	20	0	0	1.60	.894
12 religious life and tradition.	0	40	20	0	40	3.40	1.517
13 gender roles and relations.	20	60	0	20	0	2.20	1.095
14 working life and unemployment.	60	20	20	0	0	1.60	.894
	1	2	3	4	5	M	SD
16 our own culture and identity.	40	20	0	40	0	2.40	1.517
17 values and beliefs.	20	20	60	0	0	2.40	.894
18 body language.	80	0	20	0	0	1.40	.894
19 international relations.	20	0	80	0	0	2.60	.894

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree, 4= disagree and 5= strongly disagree. Also, M= mean score and SD= standard deviation.

All numbers presented in percentage %.

In item 1 “*political system, history and geography*”, 10 “*festivities and customs*”, and 19 “*international relations*” have the same mean score (M= 2.60). in item 1 60% of instructors considered politics, history and geography are important issues that should be taught, and 20% of instructors were undecided while another instructor believed that it is less important. Two instructors in item 10 thought that customs are important to be taught while other 2 instructors thought it is less important and 1 instructor did not decide. 80% of instructors were not sure about international relations to consider it as an important topic to be taught while 1 thought it is very important.

Item 12 “*religious life and tradition*” had the highest mean score (M= 3.40). In this item 40% of instructors marked 2 (*important*) while 40% marked it as not important and only 20% was not sure to decide.

Item 2 “*daily life and routines*” and item 4 “*youth culture (fashion, music, etc)*” have the same mean score (M= 1.80). and item 7 “*family life and marriage life*” and 9 “*social and living conditions*” have also the same mean score (M= 1.20).

Item 5 “*literature and art and drama*”, 6 “*school and education*”, and 13 “*gender roles and relations*” had the mean score of 2, 2.20, 2.40, respectively.

Item 11 “*tourism and travel*” and 14 “*working life and unemployment*” obtained the same mean score (M= 1.60) and instructors opinions were the same where 60% chose 1 (*very important*) 20% selected 2 and the other 20 % did not decide. Item 8 “*film, theatre and TV programmers*” and item 15 “*environmental issues*” obtained the lowest mean score (M= 1). 100% of the instructors in these items selected 1 (*very important*).

4.2.4 Category 2: Instructors opinions on including cultural items in the curriculum (part two)

This part deals with the importance to include cultural items in the English curriculum. This part contains only 1 item.

Table 4.7: The frequencies, mean and standard deviation for 19 items on including cultural topics in the curriculum

	1	2	3	4	5	M	SD
Do you think it is necessary to have a cultural item included in the English curriculum?	80	20	0	0	0	1.20	.447

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree, 4= disagree and 5= strongly disagree. Also, M= mean score and SD= standard deviation. All numbers presented in percentage %.

This item showed that 80% of instructors marked 1 (very necessary) which considered the necessity of including cultural items into the curriculum as a very necessary issue while 20% chose 2 (necessary) thinking it is only necessary.

4.3.5 Category 2: Opinions on how instructors pass cultural information to Students (part three)

The last part of this category concerns with how instructors often transfer the cultural information while teaching English in the classes. In this part 13 items are included.

The results of the instructors' opinions are summarized in the Table 4.8.

Table 4.8: The frequencies, mean and standard deviation for 13 items on the way instructors pass cultural information to students

	1	2	3	4	5	M	SD
1 I teach culture in English class based on the textbook I am using.	40	40	20	0	0	1.80	.837
2 I tell my students what I heard or read about the foreign country or culture.	20	40	0	40	0	2.40	1.140
3 I ask my students to discover the aspects of the foreign culture.	60	40	0	0	0	1.40	.548
4 I ask my students to participate in role-play activity in which people from different culture meet.	60	20	20	0	0	1.60	.894
5 I ask my students to recite some dialogues.	40	40	0	20	0	2.00	1.225
6 I focus my attention on some culture-loaded new words teaching.	20	40	40	0	0	2.20	.837
7 I teach them some English songs or poems to let them experience the different cultures.	40	60	0	0	0	1.60	.548
8 I ask my students to describe cultural phenomena which appear in textbooks or somewhere else.	40	40	20	0	0	1.80	.837
9 I show them film videos and discuss what they watch.	20	60	0	20	0	2.20	1.095
10 I download some pictures or cartoons having cultural images and let them discuss them.	20	60	0	20	0	2.20	1.095
11 I ask my students to compare their own cultures with foreign cultures.	40	40	20	0	0	1.80	.837
12 I ask my students to act out what they learn in terms of culture learning.	40	40	0	20	0	2.40	1.342

13 I use audio tapes in my class and ask them to mime I ask my students to recite some dialogues.	60	20	0	20	0	1.80	1.304
---	----	----	---	----	---	------	-------

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree, 4= disagree and 5= strongly disagree. Also, M= mean score and SD= standard deviation. All numbers presented in percentage %.

Item 2 “*I tell my students what I heard or read about the foreign country or culture*” and item 12 “*I ask my students to act out what they learn in terms of culture learning*” had the highest mean score (M= 2.40). In item 2, 20% of instructors selected 1 (*very often*), and 40% chose 2 (*often*) while 40% of instructors rarely tell their pupils about what they heard or read about the target culture. In item 12 most of the instructors agree about letting students act with regard to what they learn about the target culture when 40% chose 1, 40% selected 2 and only 20% marked 4 (*seldom*).

Item 1 “*teach culture in English class based on the textbook I am using*”, 8 “*I ask my students to describe cultural phenomena which appear in textbooks or somewhere else*”, 11 “*I ask my students to compare their own cultures with foreign cultures*”, and 13 “*I use audio tapes in my class and ask them to mime I ask my students to recite some dialogues*” had the same mean score M= 1.80.

Item 5 “*I ask my students to recite some dialogues*” showed that most of the instructors wanted their students to speak specific dialogues when 40% chose 1 and 40% selected 2, and only 20% picked 4 (*seldom*).

Item 4 “*I ask my students to participate in role-play activity in which people from different culture meet*” and 7 “*I teach them some English songs or poems to let them*

experience the different cultures” obtained the same mean score $M= 1.60$. In item 4, 60% of instructors wanted to watch their students participating in role-play activity and they use it very often, and 20% considered it to be often used while 20% does this sometimes. In item 7 all instructors agreed to use such way to transfer the cultural information when 40% marked 1 (*very often*) and 60% chose 2 (*often*).

Item 3 “*I ask my students to discover the aspects of the foreign culture*” marked the lowest mean score $M= 1.40$. In this item, all instructors used this method when 60% selected 1 and 40% chose 2.

4.2.7 Category 4: Intercultural dimension of FLT

The last part of the questionnaire discusses the intercultural dimension in FLT context. 21 items are used in this part. This part will be divided into three tables. Table 4.14, 4.15, and 4.16 are summarized the findings that obtained for these items in this category.

Table 4.9: The frequencies, mean and standard deviation for 8 items on intercultural dimension in FLT

	1	2	3	4	5	M	SD
1 In a foreign language classroom, teaching culture is as important as teaching the foreign language.	60	40	0	0	0	1.40	.548
2 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.	0	100	0	0	0	2.00	.000
3 Intercultural competence cannot be acquired at school.	40	40	20	0	0	1.80	.837

4 It is impossible to teach the foreign language and foreign culture in an integrated way.	40	20	0	20	20	2.60	1.817
5 I would like to promote the intercultural competence through my teaching.	20	60	20	0	0	2.00	.707
7 The more students know about the foreign culture, the more tolerant they are.	40	60	0	0	0	1.60	.548
8 In international contacts misunderstandings arise equally often from linguistic as from cultural differences.	80	20	0	0	0	1.20	.447

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree, 4= disagree and 5= strongly disagree. Also, M= mean score and SD= standard deviation. All numbers presented in percentage %.

Item 2 *“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”* all instructors chose 2 which agreed to consider students’ level should be sufficient in order to be able to obtain cultural dimension. And in item 5 *“would like to promote the intercultural competence through my teaching”* most of the instructors’ 20% selected 1 and 60% chose 2, only 20% was not sure and did not decide. These items had the same mean score M= 2.

In item 1 *“In a foreign language classroom, teaching culture is as important as teaching the foreign language”* and item 8 *“In international contacts misunderstandings arise equally often from linguistic as from cultural differences”* low mean score was M=1.40 and M= 1.20.

In item 7 “*The more students know about the foreign culture, the more tolerant they are*” all instructors agreed that when students gain more about the target culture they become more tolerant, where 40% marked 1 (*Strongly agree*) and 60% chose 2 (*Agree*). Correspondingly, in item 3 (Intercultural competence cannot be acquired at school) most of the instructors found that intercultural competence cannot be found in the classes, when 40% picked 1, 40% marked 2, and 20% did not decide.

Item 4 “*It is impossible to teach the foreign language and foreign culture in an integrated way*” and item 6 “*Cultural teaching has no effect what so ever on students' attitudes*” obtained high mean score $M= 2.60$ and $M= 3$.

Table 4.10: The frequencies, mean and standard deviation for 8 items on intercultural dimension in FLT

	1	2	3	4	5	M	SD
9 Foreign language teaching should not only touch upon foreign cultures. It should also deepen pupils' understanding of their own culture and identity.	0	60	20	0	20	2.80	1.304
10 When you only have a limited number of teaching periods, culture teaching has to give way to language teaching.	40	20	40	0	0	2.00	1.000
11 Every subject, not just foreign language teaching, should promote the acquisition of intercultural communicative competence.	60	0	40	0	0	1.80	1.095
12 A foreign language teacher should present a realistic image of a foreign culture, and therefore should also touch upon negative sides of the foreign culture and society.	40	60	0	0	0	1.60	.548
13 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	40	20	0	0	40	2.8	2.049

when in a foreign language classroom.							
14 In the foreign language classroom students can only acquire additional cultural knowledge. They cannot acquire intercultural communicative competence.	20	0	40	40	0	3.00	1.225
15 Only when there are ethnic minority community pupils in your classes do you have to teach intercultural competence.	20	0	40	20	20	3.20	1.483
16 Language and culture cannot be taught in an integrated way. You have to separate the two.	0	60	0	0	40	3.20	1.643

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree, 4= disagree and 5= strongly disagree. Also, M= mean score and SD= standard deviation. All numbers presented in percentage %.

Item 9 “*Foreign language teaching should not only touch upon foreign cultures. It should also deepen pupils' understanding of their own culture and identity*” and item 13 “*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*” had the same mean score (M= 2.80).

Two instructors in item 10 “*When you only have a limited number of teaching periods, culture teaching has to give way to language teaching*” selected 1 (*agree*) in which they believe that in short period teaching the priority should be with the language teaching but not culture, while other two did not decide and marked 3 (*undecided*) and only one instructor chose (2). In the same vein, three instructors in item 11 “*Every subject, not just foreign language teaching, should promote the acquisition of intercultural communicative competence*” selected 1, which strongly

agree to involve ICC “*intercultural communicative competence*”, and two instructors did not decide whether to include it or not.

Item 12 “*A foreign language teacher should present a realistic image of a foreign culture, and therefore should also touch upon negative sides of the foreign culture and society*” all of the instructors agreed to show the whole picture of the target culture including the negative one, when 40% chose 1 (*Strongly agree*) and 60% selected 2 (*Agree*). On the contrary, item 14 “*In the foreign language classroom students can only acquire additional cultural knowledge. They cannot acquire intercultural communicative competence*” shows that only 20% chose 1 and 40% selected 4 (*Disagree*) while 40% were not sure and did not decide.

Table 4.11: The frequencies, mean and standard deviation for 8 items on intercultural dimension in FLT

	1	2	3	4	5	M	SD
17 Intercultural education reinforces students’ already existing stereotypes of other peoples and cultures.	20	20	60	0	0	2.40	.894
18 Providing additional cultural information makes students more tolerant towards other cultures and peoples.	40	20	40	0	0	2.00	1.000
19 I consider the introduction of ‘cultural awareness’ into the English Curriculum as an important reform.	60	40	0	0	0	1.40	.548
20 My initial teacher training course didn’t give me any help with teaching the cultural dimension.	20	40	20	0	20	2.60	1.517

21 In the course of teaching methods, the section of 'how to teach culture' should be added in the text book.	40	20	0	20	20	2.60	1.817
---	----	----	---	----	----	------	-------

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree, 4= disagree and 5= strongly disagree. Also, M= mean score and SD= standard deviation. All numbers presented in percentage (%).

Item 20 “*My initial teacher training course didn't give me any help with teaching the cultural dimension*” and item 21 “*In the course of teaching methods, the section of 'how to teach culture' should be added in the text book*” had the same mean score M=2.60.

In item 17 “*Intercultural education reinforces students' already existing stereotypes of other peoples and cultures*” 60% of instructors were confused on whether intercultural education enhance the students' knowledge of other culture or not while the others agreed when 20% chose 1 and 20% marked 2. Similarly, item 18 “*Providing additional cultural information makes students more tolerant towards other cultures and peoples*” 40% of instructors were not sure and chose 3 (*Undecided*) while 40% selected 1 (*Strongly agree*) and 20% picked 2 (*Agree*).

In item 19 “*I consider the introduction of 'cultural awareness' into the English Curriculum as an important reform*” all the instructors agreed that introducing cultural awareness is important to be involved in the curriculum when 60% marked 1 (*Strongly agree*) and 40% chose 2 (*Agree*).

4.22 The results of students' interview

The results that were obtained through students' responses to the six open-ended questions in the questionnaire are presented in this section.

In the first question of the interview, students were asked the question “*what culture means to you?*” In this question, the aim was to find out the meaning of the term “culture”. The participants tried to explain it according to their own ideas. Moreover, there were some common points that were related to the definition of culture. One example that defines culture by one of the participants (S5) was:

“I think culture is our life style starting with the small details to the more important things like religion, literature, history, and geographical basis”

Table 4.12: The results of item one

Item 1	
20%	Traditions and customs
30%	Life style
40%	Norms and values food, drink, language
10%	Communication and knowledge

As it can be shown in Table 4.17, defining the term culture represented 40% per cent of all interviewees which marked the option “*Norms and values food, drink, language*”, that is considered as the most common answer. Other interviewees selected other options in order to define the term “culture” while 30% considered culture as a “*life style*” and 20% deemed culture as “*traditions and customs* “. On the

other hand, only one participant 10% believed that culture is about communication and knowledge. Other phrases that participants used were showing lower frequency.

Second question of the interview was *“Do you think your own culture is similar to or different from the English culture? In what ways? Does this situation affect your language learning”* The interviewees discussed whether the target culture is similar to or different from their own culture; also, they were asked to explain the reasons behind these differences or similarities. One example given by one of the interviewees (S2) stated *“Yes, it is different and its effect for example in case of sound, we do not have the sound “v” so, it is difficult to pronounce any word being with “v”*. The findings on this question are given below in Table 4.18.

Table 4.13: The results of item two

Item 2

80%	Interviewees culture and the target culture are completely different.
10%	Interviewees culture and target culture are similar.
10%	Interviewees culture and target culture are both similar and different.

As it can be seen in the table above, most of the interviewees agreed that their own culture is totally different from the target culture, and they mentioned different reasons. The interviewees discuss different aspects like religion, food, drink, clothes, greeting, and behaviours, festivals, life style, and language. Almost all of the participants agreed that such differences influence learning language, but not completely. One of the participants explains that there is a kind of negative effects of

the target culture, and he relates it to the religion case. He said that since language and culture are related, then the English culture is related to Christianity while our own culture is related to Islam.

Only one participant 10% said that they are both similar but not in every aspect. He relates this to the effects of the globalization and he states that now we share the same clothes and some kinds of food. Also, in terms of learning the language, he states that it affects negatively and concludes that, it affects the Arabic identity and puts it in risk, especially when students travel to the native country for studying purposes. Moreover, 10% indicates that the local culture and the target culture are both similar and different. He states that we are different in terms of religion, language, and tradition, and in terms of food, and in some beliefs, we have something in common. This relation influences English learning positively as he mentioned and also, he states that my culture is affected by globalization but this effect is positive because it helps to know the target culture more which results in learning the language sufficiently.

The third question was “*How do you think you can learn the English culture?*”, the participants think they can learn English culture in different ways. They gave different examples, while some of them gave only one or two, others mentioned many ways. An example of one of the participants (S8) explains some methods to learn English culture “*By reading English books, story, and history as well as watching movies and English programs*”. The Table 4.19 summarized the results below.

Table 4.14: The results of item three

Item 3	
50%	Traveling to the native speakers' country
30%	TV, movies
20%	Books, literature
10%	Internet

Regarding this item, Table 4.19 shows that 50% of the participants state that living in English speaking countries is the most effective way to learn about the culture. While 30% of the participants state that TV provides an excellent opportunity to learn English, specifically movies, news, and documental programs, 20% of the participants indicate that books are good resources for learning English. Also, some of the participants state that studying literature is a good way to know about one culture. 10% of the interviewees said that through internet by chatting, gaming with other native speakers is a good way to learn about the culture.

The fourth question was *“Do you think it is necessary to learn the English culture while learning the English language?”* The answers of interviewees were related to their beliefs asking whether it is necessary to learn the target culture while learning English. The interviewees mentioned some reasons for their answers. Actually, the answers were surprising. Here there is one example by one of the interviewees (S6) about this question:

“Yes, it is necessary... when I started studying about English language, the first interesting class for me was the novel “Jane Austen's Pride and Prejudice”and

he started with the famous question of Jane “it is a truth anniversary acknowledged”
 if someone does not know about the culture it will be difficult to interpret”

Table 4.20 describes the participants’ answers about whether it is necessary to learn the target culture while learning the language itself.

Table 4.15: The results of item four

Item 4	
40%	Necessary
60%	Not necessary

As it shows in the table above, only 40% of the participants believe that it is necessary to learn English culture while learning the language. Different reasons are given behind this. For example, one of the reasons was considered to be culture and language as one part so it cannot be separated. Another reason was, in order to understand a language culture comes first; so, as he states that learning culture is considered as important as learning the language itself. On the other hand, the majority of the participants 60% said that it is not necessary to learn about the target culture while learning the language, not convincing reasons were given, which means that there was no attention given to the culture teaching. For example, one of the reasons was (S3) “I used to learn English while being ignorant of its culture”. Another reason was (S9) “No, because the learner wants to learn the skills of the language”.

The fifth question of the interview was “Are you open to learn the English culture? why? Why not?”. The aim of this question is to see whether students are considered

as open minded to English culture or not. One example given by one of the participants (S7) was “*Yes, because it helps to be excited to learn more about English language*”. Table 4.21 shows the results of the participants.

Table 4.16: The results of item five

Item 5	
70%	Open minded
30%	Not open minded

As it can be observed in the Table 4.21, the majority of the participants 70% considered to be open minded to English culture. As the example given by (S7), the participant stated that being open to English culture makes him excited to learn English. The other 30% of the participants state that they are not open minded to English culture. One of the reasons was by (S4) “*No, because learning culture is boring as well as it is not beneficial*”. Another example was related to personal opinion as he explained it as “*No, because I’m not interested about English culture*”. The fact that the last participant who was not open minded to English culture indicates that learning the language comes first before the culture.

The last question of the interview was “*Do you think understanding the English culture would help you learn the English language more easily*” The participants were asked whether they think English culture can assist in learning the language or not. An example by one of the interviewees (S10) was “*Yes, I think it helps to learn easily because if you know their culture, you will have more information about it*”. The Table 4.22 shows the answers of the interviewees whether they agree or not.

Table 4.17: The results of item six

Item 6	
60%	Yes
10%	No
10%	Sometimes
20%	Undecided

As it can be seen in the table, the majority of the participants 60% agreed that English culture would help learners to learn the language more easily. For example, one of the interviewees stated that *“Yes, I agree because when you understand the culture you can understand the difficulties in the language”*. Only 10% stated no and did not think that understanding the culture would help in understanding the language, the interviewee indicated that *“Studying the language help me to understand the culture”*. Also, 10% stated that sometimes it might help and the reason was *“I need only few things from the culture to learn the language”*. And the last 20% did not know whether understanding the culture will make learning the language easier.

4.5 Summary

The results obtained in this study reveal that students’ opinions regarding teaching culture while teaching English are negative. The findings show that students feel unmotivated to learn English culture while teaching English. Students believe that learning English culture can make teaching English boring. Moreover, students’ interviews show that, they have positive attitude to learn the target culture, but they do not have enough awareness about it, when they were asked whether to think

learning English culture while learning English language, the majority believed it is not necessary.

Furthermore, the analysis of instructors' questionnaire states that, instructors perceive teaching culture while teaching English positively. The results are discussed in the next chapter.

Chapter 5

DISCUSSION OF FINDINGS AND CONCLUSION

This chapter discusses the main findings of the study according to the research questions. The findings are made with relevant studies in the literature. And, it provides with the conclusion of the current study and discusses pedagogical implications, limitations and suggestions for additional studies.

5.1 Discussion of the results

This section explains the results of the study in accordance with the research questions:

5.2.1 Research question 1: What are students' and instructors' opinions about teaching culture while teaching English?

The findings obtained from the data show the answer to the first research question that aims to classify students' and instructors' opinions about teaching culture while teaching English. The quantitative data obtained from the questionnaire provides students negative results about incorporating culture in language teaching. As mentioned in chapter four, in students' questionnaire, the mean score for *beliefs* category was (M= 3.64) which was regarded as the lowest mean score between the three categories, and for the *awareness* category was (M= 3.76), while *attitude* category was (M= 3.87) which was considered as the highest mean score among the three categories. In other words, attitude category surpassed the other two categories.

Similarly, Gutsul (2012) had the same results in terms of awareness category, when one of the students' groups shows low awareness in term of cultural awareness.

The findings in this study are considered similar to Amir (2017) study in term of students' beliefs, when the students agreed that their culture is different from the target language which affects their language learning.

The data obtained from the students' interviews show that students' opinions about teaching culture while teaching English remained negatively. In the third question of the interview when students were asked whether it is necessary to learn English culture when teaching English, 60% believed it is not necessary to include culture in learning English language. In the sixth question when students were asked about whether understanding culture will help to learn the language more easily was found to be positive. Same results reveal in the study conducted by Lewis (2014) discussing how the culture contribute to "fundamental understanding" that culture can give to language meaning.

The findings in this study shared the same results as in (Brdaric, 2016; Onalan, 2005; Tozon, 2012), as the participants (instructors group) shared positive attitudes towards the importance of teaching culture while teaching culture.

In contrast, in the study conducted by Hui (2010), instructors do not feel comfortable about teaching culture in the classroom. Also, instructors have limited knowledge about the topics given, and they have less awareness (not fully understand) about it.

The results of this study are partly different from the results of the study of Gutsul (2012). In term of attitudes, student group in the study of Gutsul showed highly positive attitudes in terms of motivation, while on the other hand, students in this study showed negative attitudes toward motivation, when in attitudes category the highest mean score was $M= 3.87$ for the item 32 (I am unmotivated to learn the English culture). In the same line with the beliefs category, students showed strong and positive beliefs while in this study students showed negative beliefs towards teaching culture while teaching English where the mean score was ($M=3.64$) for the item 25 (*I think learning the English culture can make English language learning boring*). Moreover, the first item in the interview was “what does culture mean to you?”. The results in Gutsul study were found differently from this study where most of the students agreed that customs and traditions were the highest scores; while on the other hand, in this study norms and values scored the highest.

In addition, in another study of Yang (2016), instructors’ attitudes toward teaching culture in their language courses was classified as it is not important, while in this study instructors’ attitudes toward teaching culture were positive and considered to be important, and this is found in the third item in the instructors’ questionnaire when they were asked about how important culture is do they think in teaching English.

The data from the questionnaire does not state that students dislike teaching culture along with teaching English but shows that they have low awareness about the target cultural aspects. On the other hand, from the instructors’ questionnaire it shows that instructors have high and positive awareness of teaching the target culture and they are satisfied about the content that is provided during the courses which involve cultural content.

5.2.2 Research question 2: Do the materials used in language improvement courses promote culture? If yes, whose culture is promoted?

In general, the materials used in the target language consist and promote culture and the culture used is American. Moreover, the materials that enhance culture are considered to be restricted due to some reasons. In instructors' questionnaire the instructors were asked in what way they pass the cultural information. Most of them considered that they often teach culture based on the materials given in the courses. But due to some religious reasons, the instructors have to ignore some materials that exist in the courses based on religious background of the target culture.

According to (Tottie, 2002, p- 245), "with its status in media, international business, computing and science, American English has gained a status as the world language" due to political reasons. The variety of English that is taught in Saudi Universities is the American English. Thus, the cultural aspects that are involved in the materials are related to American culture.

The results of this study have the same results that were presented by (Fatima and Hameed, 2016; Alsaif, 2016) where all studies agreed that the culture of English that is taught in Saudi universities is American culture.

The instructors' attitudes towards the cultural materials that are used in the courses are considered positive. Instructor's questionnaire showed that tradition and customs scored the highest mean score $M= 3.40$ in terms of cultural topics that should be focused on. So, instructors were satisfied about the content of the target culture in the courses. Moreover, (Aldera 2017; Farouk, 2015) showed different results from this study when participants were not satisfied and disagreed including only the target

culture and ignoring the local one. Moreover, the result of the study conducted by Hagler (2014) revealed that, participants' respondents had a positive attitude towards the target culture presented in the courses, which is American culture.

The findings of this study show positive attitudes towards the materials used in the language courses. Similarly, a study by Ahlam (2015) shares the same results when the analysed textbook found positive interest about including cultural context in the textbook.

The results of this study revealed that there is cultural content involved in language courses, and the target culture that is taught in Saudi universities focus on American culture, while at the same time, other cultures are neglected like British or other countries in the inner circle, since the curriculum in higher education is considered carefully rule-governed.

5.2 Conclusion

Regarding the results of this study, some conclusion can be drawn. Firstly, the findings show that ELT students and instructors at Shaqra University in Saudi Arabia perceive the case of teaching culture while teaching English differently, when instructors found it positive, students perceived it negatively. The reason that made students perceived it negatively was because their language proficiency is low. As it is showed in chapter four, the highest mean score in beliefs category was in item 25 when the majority of the students surprisingly agree that teaching culture with the language can make the learning process boring. Also, in student interview when they were asked in the third question whether it is necessary to learn English culture while learning the language, most of them considered it as not necessary. Therefore,

according to the data obtained from students' opinions, it can be said that focusing on including cultural teaching in the classroom will help students to improve their language skills and make them become sufficient in the future. The results obtained from this study are considered to be consistent with the results of earlier studies about the present issue regarding teaching culture while teaching English in universities with language courses.

The findings also showed that the materials used in language courses involved culture, and this variety of culture is American culture (due to political reasons American culture is represented in the English language courses, so sometimes the issue is not considered only academic) and instructors had positive attitude toward these materials.

5.3 Pedagogical implications of the study

This study may have a number of pedagogical implications. Firstly, it raises students' awareness about the importance of the culture which is considered the same as learning the language itself. It is important for the students to know about the target culture and how important it is because knowing only the language without the culture is nonsense because culture and language are related.

Secondly, it reminds instructors to gain students about the target culture, and it is revealed for the student level of instructors.

Thirdly, the findings may help students to focus on the target culture in order to cover their needs in order to achieve communicative competence.

5.4 Limitations and suggestions for further research

One of the limitations of the current study that there is not much researches done in the case of Arab golf situation. In general, the situation in Arab world is not given much attention and this is related to different reasons. For example, the way English taught in Saudi Arabia has political aims when only culture taught there is the American.

Another limitation is that there are not a lot of interviews made with the instructors. Such investigations may provide more information about teaching culture in the classroom.

A suggestion for further research may be given if there is a study that has instrument when the researcher can use observation method in order to evaluate both the textbook used for the target language and students' motivations and interactions about teaching culture while teaching English.

REFERENCES

- Abdalla, A. H. (2017). An Investigation into the Benefits of the Intercultural Approach to EFL Learning and Teaching: A Case Study of Taif University, KSA. *Journal of Language Teaching and Research*, 8(1), 52-63.
- Abdollahi-Guilani, M., Yasin, M. S. M., Hua, T. K., & Aghaei, K. (2012). Culture-integrated teaching for the enhancement of EFL learner tolerance. *Asian Social Science*, 8(6), 115.
- Ahmed, F., & Narcy-Combes, M. F. (2011). An Analysis of Textbooks from a Cultural. *TESOL Journal*, 5, 21-37.
- Al Ghazali, F. (2017). Scrutinizing the Factors Affecting Fluency of English among Arab Learners. *European Journal of Educational Research*, 6(2), 135-144.
- Al Hamdany, H. (2012). In-depth debate into language and culture. *European Scientific Journal, ESJ*, 8(18).
- Al Mawoda, K. R. A. (2011). Exploring secondary teachers' perception towards teaching intercultural competence in English language classrooms in Bahrain. Exeter Research and Institutional Content archive (ERIC). Retrieved from <http://www.temoa.info/node/391850h>
- Aldera, A. S. (2017). Teaching EFL in Saudi Arabian Context: Textbooks and Culture. *Journal of Language Teaching and Research*, 8(2), 221-228.

- Alharbi, A. (2015). A descriptive-evaluative study of a Saudi EFL textbook series. *Cogent Education*, 2(1), 1079946.
- Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT journal*, 56(1), 57-64.
- Alsaifa, O. (2016). A Variety of Cultures Represented in English Language Textbooks: A Critical Study at Saudi University. *Sociology*, 6(4), 226-244.
- Alsamani, A. A. S. (2014). Foreign culture awareness needs of Saudi English language majors at Buraydah Community College. *English Language Teaching*, 7(6), 143.
- Andrawiss, H. (2004). Cultural Dimentions of Foreign Language Learning: A Socialcultural Perspective. Retreived online at http://books.google.com.mt/books?id=BkmUFaKed8C&dq=inauthor:%22Helene+Andrawiss%22&hl=en&sa=X&ei=NoOUIePMpPE4gT_gYGwBw&ved=0CCwQ6AEwAA
- Asay, D. P. (2016). What, Why, and How Much? The Integration of Culture in the Secondary Foreign Language Classroom. (Masters dissertation, Brigham Young University). Retreived from: <https://scholarsarchive.byu.edu/cgi/viewcontent.cgi?article=7192&context=etd>
- Atkinson, D. (1999). TESOL and culture. *TESOL quarterly*, 33(4), 625-654.

- Badger, R., & MacDonald, M. N. (2007). Culture, language, pedagogy: The place of culture in language teacher education. *Pedagogy, Culture & Society*, 15(2), 215-227.
- Baker, W. (2012a). From cultural awareness to intercultural awareness: Culture in ELT. *ELT Journal* 66. (1), 62–70.
- Bayyurt, Y. (2006). Non-native English language teachers' perspective on culture in English as a Foreign Language classrooms. *Teacher Development*, 10(2), 233-247.
- Benkharafa, M. (2013). The present situation of the Arabic language and the Arab world commitment to Arabization. *Theory and Practice in Language Studies*, 3(2), 201.
- Brdarić, H. (2016). *The Importance of Teaching Culture in the Foreign Language Classroom* (Doctoral dissertation, Josip Juraj Strossmayer University of Osijek. Faculty of Humanities and Social Sciences.).
- Brooks-Lewis, K. A. (2009). Adult learners' perceptions of the incorporation of their L1 in foreign language teaching and learning. *Applied Linguistics*, 30(2), 216-235.
- Brown, D. H. (2000). *Principles of language learning & teaching*. New York: Longman.

- Bussmann, H. (2006). *Routledge dictionary of language and linguistics*. Routledge.
- Byram, M., & Zarate, G. (1997). Defining and assessing intercultural competence: Some principles and proposals for the European context. *Language teaching*, 29(4), 239-243.
- Canale, G. (2016). (Re) Searching culture in foreign language textbooks, or the politics of hide and seek. *Language, Culture and Curriculum*, 29(2), 225-243.
- Castro, P., Sercu, L., & Méndez García, M. D. C. (2004). Integrating language-and-culture teaching: an investigation of Spanish teachers' perceptions of the objectives of foreign language education. *Intercultural education*, 15(1), 91-104.
- Choudhury, M. H. (2013). Teaching culture in EFL: Implications, challenges, and strategies. *IOSR Journal of Humanities and Social Science*, 13(1), 20-24.
- Choudhury, R. U. (2014). The role of culture in teaching and learning of English as a foreign language. Jazan University: Kingdom of Saudi Arabia. Retrieved on 17th November.
- Choudhury, R. U. (2014). The role of culture in teaching and learning of English as a foreign language. *Jizan University: Kingdom of Saudi Arabia. Retrieved on 17th November.*
- Conrad, C. F., & Serlin, R. C. (2011). Inquiry through a keyhole: retrodution. In Conrad, C. F. & Serlin, R. C. (Eds.) *The SAGE handbook for research in*

education: Pursuing ideas as the keystone of exemplary inquiry. California:
SAGE

Crystal, D. (2012). *English as a global language*. Cambridge university press.

Barros Abbud, S. M. (1995). *The issue of culture in EFL lessons in Brazil: an ethnographic investigation* (Doctoral dissertation, Institute of Education, University of London).

DiCicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interviews. *Medical education*, 40(4), 314-321.

Dlaska, A. (2000). Integrating culture and language learning in institution-wide language programmes. *Language Culture and Curriculum*, 13(3), 247-263.

Farnia, M., & Suleiman, R. R. R. (2009). Contrastive Pragmatic Study and Teaching Culture in English Language Classroom—A Case Study. In *7th international conference by the school of language and linguistics studies* (pp. 242-257).

Faruk, S. M. G. (2015). Winds of change in Saudi English textbooks: A cultural perspective. *Sino-US English Teaching*, 12(7), 524-538.

Fatima, P., & Hameed, M. Varieties of English and Saudi EFL learners' Acquisition of Spelling and Pronunciation: Inculcating 'Good' Language habits.

- Gao, F. (2006). Language is culture—on intercultural communication. *Journal of Language and Linguistics*, 5(1), 58-67.
- Gutsul, M. Ç. (2012). *University Students' Beliefs, Awareness and Attitudes regarding the Target Culture Learning in an EFL Context* (Doctoral dissertation, Eastern Mediterranean University (EMU)-Doğu Akdeniz Üniversitesi (DAÜ)).
- Hagler, A. (2014). A study of attitudes toward Western culture among Saudi university students. *Learning and Teaching in Higher Education: Gulf Perspectives*, 11(1), 1-14.
- Hamiloglu, K. (2013). Pre-Service Teachers' Views on the Presentation of Culture in EFL Course books. *Educational Policy Analysis and Strategic Research*, 8(1), 38-55.
- Han, H. (2010). *An investigation of teachers' perceptions of culture teaching in secondary schools in Xinjiang, China* (Doctoral dissertation, Durham University).
- Jiang, W. (2000). The relationship between culture and language. *ELT journal*, 54(4), 328-334.
- Kachru, B. B. (1992). *The other tongue. English across cultures* (2nd ed., pp. 355–365). Urbana, IL: University of Illinois Press.

- Kang, J. (2012). Teaching and Learning Culture in Korea's English as a Foreign Language Classroom. Doctoral dissertation, University of Alberta Retrieved from https://era.library.ualberta.ca/files/xk81jk53c/Kang_Jooyeon_Fall%202012.pdf
- Khan, I. A. (2011). Learning difficulties in English: Diagnosis and pedagogy in Saudi Arabia. *Educational Research*, 2(7), 1248-1257.
- Kramsch, C. (2013). Culture in foreign language teaching. *Iranian Journal of Language Teaching Research*, 1(1), 57-78.
- Kuo, M. M., & Lai, C. C. (2006). Linguistics across Cultures: The Impact of Culture on Second Language Learning. *Online Submission*, 1(1).
- Loetscher, K. (2012). *English as a lingua franca: communication and the cultural third place*. Doctoral dissertation, Wien University Retrieved from <https://core.ac.uk/download/pdf/16427763.pdf>
- Mahboob, A., & Elyas, T. (2014). English in the kingdom of Saudi Arabia. *World Englishes*, 33(1), 128-142.
- Marlina, R. (2014). The pedagogy of English as an international language (EIL): More reflections and dialogues. In *the Pedagogy of English as an International Language* (pp. 1-19). Springer International Publishing.

- McKay, S. L. (2002). *Teaching English As an International Language: Rethinking Goals and Perspectives*. New York: Oxford University Press.
- Nault, D. (2006). Going global: Rethinking culture teaching in ELT contexts. *Language, Culture and Curriculum*, 19(3), 314-328.
- Newman, I., & Benz, C. R. (1998). *Qualitative-quantitative research methodology: Exploring the interactive continuum*. SIU Press.
- Nouraldeen, A. S., & Elyas, T. (2014). Learning English in Saudi Arabia: a socio-cultural perspective. *International Journal of English Language and Linguistics Research*, 2(3), 56-78.
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific Region. *TESOL quarterly*, 37(4), 589-613.
- Oliver, D. M. (Ed.). (1998). *Innovation in the evaluation of learning technology* (pp. 5-22). Learning and Teaching Innovation and Development, University of North London.
- Önalın, O. (2005). EFL Teachers' Perceptions of the Place of Culture in ELT: A Survey Study at Four Universities in Ankara/Turkey. *Journal of Language and Linguistic Studies*, 1(2).

- Paige, R. M., Jorstad, H., Siaya, L., Klein, F., & Colby, J. (2000). Culture learning in language education: A review of the literature. In R. M. Paige, D. L. Lange & Y. A. Yeshova (Eds.), *Culture as core: Integrating culture into language curriculum* (pp. 47-113). Minneapolis, MA: University of Minnesota.
- Pennycook, A. (1989). The concept of method, interested knowledge, and the politics of language teaching. *TESOL quarterly*, 23(4), 589-618.
- Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.
- Piątkowska, K. (2015). From cultural knowledge to intercultural communicative competence: changing perspectives on the role of culture in foreign language teaching. *Intercultural Education*, 26(5), 397-408.
- Richards, J. C., & Schmidt, R. (2002). *Longman dictionary of applied linguistics and language teaching*. Harlow, UK: Longman.
- Richards, J. C., & Schmidt, R. (2002). *Longman dictionary of applied linguistics and language teaching*. Harlow, UK: Longman.
- Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.
- Robinson-Stuart, G. A. I. L., & Nocon, H. (1996). Second culture acquisition: Ethnography in the foreign language classroom. *The Modern Language Journal*, 80(4), 431-449.

- Seidl, M. (1998). Language and culture: Towards a transcultural competence in language learning. In *Forum for Modern Language Studies* (Vol. 34, No. 2, pp. 101-113). Oxford University Press.
- Shin, J., Eslami, Z. R., & Chen, W. C. (2011). Presentation of local and international culture in current international English-language teaching textbooks. *Language, Culture and Curriculum*, 24(3), 253-268.
- Swann, J., A. Deumert, T. Lillis and R. Mesthrie (2004), *A Dictionary of Sociolinguistics*. Edinburgh: Edinburgh University Press.
- Tas, S. (2010). A critical evaluation of New English File series in terms of culture teaching. *ODÜ Sosyal Bilimler Enstitüsü*, 1(2), 168-177.
- Taylor, K. J. (2010) Teaching language as culture in the foreign language classroom (Unpublished doctoral thesis). The University of Texas, Austin.
- Tözün, Z. (2012). *Global English Language and Culture Teaching in TRNC Secondary EFL Classroom: Teachers' Perceptions and Textbooks* (Doctoral dissertation, Eastern Mediterranean University (EMU)-Doğu Akdeniz Üniversitesi (DAÜ)).
- Tracy, S. J. (2012). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. John Wiley & Sons. Blackwell Publishing Ltd.

- Rahman, M. M., & Alhaisoni, E. (2013). Teaching English in Saudi Arabia: prospects and challenges. *Academic Research International*, 4(1), 112.
- Vrbova, L. (2006) Developing Cultural Awareness in ELT, Unpublished MA Thesis, University of Pardubice.
- Yang, X., & Chen, D. (2016). Two barriers to teaching culture in foreign language classroom. *Theory and Practice in Language Studies*, 6(5), 1128.
- Young, T. J., & Sachdev, I. (2011). Intercultural communicative competence: Exploring English language teachers' beliefs and practices. *Language awareness*, 20(2), 81-98.
- Zughoul, M. R. (2003). Globalization and EFL/ESL pedagogy in the Arab world. *Journal of Language and Learning*, 1(2). Retrieved from http://www.jllonline.co.uk/journal/jllearn/1_2/zughoul.html on June 15, 2012.

APPENDICES

Appendix A: Permission letter from ethic committee



**Eastern
Mediterranean
University**
"For Your International Career"

P.K.: 99628 Gazimağusa, KUZEY KIBRIS /
Famagusta, North Cyprus,
via Mersin-10 TURKEY
Tel: (+90) 392 630 1995
Faks/Fax: (+90) 392 630 2919
bayek@emu.edu.tr

Etik Kurulu / Ethics Committee

Reference No: ETK00-2017-0210

03.07.2017

RE: Abdullah Alkhaled Almhimed (15500348)
Department of Foreign Language Education

To Whom It May Concern,

As part of the 2016-2017 Spring Semester, pertaining to Master Thesis questionnaires EMU's Scientific Research and Publication Ethics Committee has granted Mr. Abdullah Alkhaled Almhimed (15500348), from the Department of Foreign Language Education Program, to pursue with his survey entitled **Materials Evaluation in Term of Culture: A Case Study**. This decision has been taken by the majority of votes. (Meeting number 2017/45-25)

Regards,



Assoc. Prof. Dr. Şükrü Tüzmen
Director of Ethics Committee

ŞT/sky.

www.emu.edu.tr

Appendix B: Instructors questionnaire consent form

Consent Form for the Instructors' Questionnaire

Dear Instructors,

I'm doing my MA degree in Foreign Language Education Department at Eastern Mediterranean University. The purpose of this questionnaire is to find out about your perceptions of teaching culture when teaching English. You are kindly requested to respond to the questions carefully. It will not take more than 15 minutes to complete it. Taking part in this study is completely on voluntary basis. If you choose to be in the study you can withdraw at any time without consequences of any kind. You can choose to skip any question or participate only in some tasks. Your identity of this study will be kept private.

Thank you for your cooperation.

Abdullah ALKhaled ALmhimed Assoc. Prof. Dr. Javanshir Shibliyev

E-mail: abdullah15500348@gmail.com E-mail: javanshir.shibliyev@emu.edu.tr

Department of Foreign Language Education Department of Foreign Language
Education

Faculty of Education

.....

Consent form

I have read and understood the purpose of this study and I agree to participate.

Name- Surname: _____

Date: _____

Signature: _____

Appendix C: Student questionnaire consent form

Consent Form for the Students' Questionnaire

Dear Students,

I'm doing my MA degree in Foreign Language Education Department at Eastern Mediterranean University. The purpose of this questionnaire is to find out about your perceptions of teaching culture when teaching English. You are kindly requested to respond to the questions carefully. It will not take more than 15 minutes to complete it. Taking part in this study is completely on voluntary basis. If you choose to be in the study you can withdraw at any time without consequences of any kind. You can choose to skip any question or participate only in some tasks. Your identity of this study will be kept private.

Thank you for your cooperation.

Abdullah ALKhaled ALmhimed Assoc. Prof. Dr. Javanshir Shibliyev

E-mail: abdullah15500348@gmail.com E-mail: javanshir.shibliyev@emu.edu.tr

Department of Foreign Language Education Department of Foreign Language
Education

Faculty of Education

.....

Consent form

I have read and understood the purpose of this study and I agree to participate.

Name- Surname: _____

Date: _____

Signature: _____

Appendix D: Instructor questionnaire items

The Questionnaire 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.

Part One: Language and culture teaching objectives

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

		Very Interested	Interested	Undecided	Less Interested	Not Interested
Q1	Are your students interested in teaching culture(s) of English speaking countries when teaching English as a foreign language?					
Q2	Are you interested in teaching culture(s) of English speaking countries when teaching English as a foreign language?					
Q3	Which part of the 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?					

Q5	How do you perceive the objectives of English language teaching?	Very Important	Important	Undecided	Less Important	Not Important
----	--	----------------	-----------	-----------	----------------	---------------

(1)	Let students experience the learning process, acquire the learning methods of scientific research and promote awareness of cooperation.					
(2)	Raise students' awareness of openness and willingness to accept the excellent world culture.					
(3)	Develop students' long-lasting enthusiasm for learning, good learning habits and self-confidence in learning English well.					
(4)	Assist students to acquire a proficiency of English language which will enable them to meet their future needs in their learning, work and life.					
(5)	Promote students' familiarity with the culture, the civilization of the countries where the language which they are learning is spoken.					
(6)	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?	Very Important	Important	Undecided	Less Important	Not Important

(1)	Provide information about the history, geography and political system of the foreign culture(s).					
(2)	Provide information about daily life and routines.					
(3)	Provide information about shared values and beliefs.					
(4)	Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.).					
(5)	Develop attitudes of acceptance and tolerance towards other peoples and cultures.					
(6)	Promote increased understanding of students' own culture.					
(7)	Promote the ability to handle intercultural contact situations.					
(8)	Make language teaching more interesting and motivating.					
(9)	Widen students' horizons on the world.					
(10)	Promote students' ability to evaluate and their sensitivity to different cultures.					
(11)	Promote students' awareness of similarities and differences of English speaking countries.					

Part Two: Possible cultural topics

Below are some possible topics for culture teaching, please rank them in order of importance from 1-5. If you assign '1' it means very important, if you assign '2' it means second important, and so on.

Q8	What part of cultures associated with the English language you think should be taught at the middle school levels?
----	--

(1)	political system, history and geography.	
(2)	daily life and routines.	
(3)	shopping and food and drink.	
(4)	youth culture (fashion, music, etc.).	
(5)	literature and art and drama.	
(6)	school and education.	
(7)	family life and marriage life.	
(8)	film, theatre and TV programmers'.	
(9)	social and living conditions.	
(10)	festivities and customs.	
(11)	tourism and travel.	
(12)	religious life and tradition.	
(13)	gender roles and relations.	
(14)	working life and unemployment.	
(15)	environmental issues.	
(16)	our own culture and identity.	
(17)	values and beliefs.	
(18)	body language.	
(19)	international relations.	

Q9	Do you think it is necessary to have a cultural item included in the English curriculum?	Very Necessary	Necessary	Undecided	Less Necessary	Not Necessary

Q10	How often do you pass cultural information on to your pupils/ students if you are interested in teaching culture in English class?	Very Often	Often	Sometimes	Seldom	Never
(1)	I teach culture in English class based on the textbook I am using.					
(2)	I tell my students what I heard or read about the foreign country or culture.					
(3)	I ask my students to discover the aspects of the foreign culture.					
(4)	I ask my students to participate in role-play activity in which people from different culture meet.					
(5)	I ask my students to recite some dialogues.					
(6)	I focus my attention on some culture-loaded new words teaching.					
(7)	I teach them some English songs or poems to let them experience the different cultures.					
(8)	I ask my students to describe cultural phenomena which appear in textbooks or somewhere else.					
(9)	I show them film videos and discuss what they watch.					
(10)	I download some pictures or cartoons having cultural images and let them discuss them.					
(11)	I ask my students to compare their own cultures with foreign cultures.					
(12)	I ask my students to act out what they learn in terms of culture learning.					
(13)	I use audio tapes in my class and ask them to mime I ask my students to recite some dialogues.					

Part Four: English Teaching Materials

The questions below concern English teaching materials. Please tick (✓) the one that best matches your situation.

Q11	Who chooses the textbook(s) for you?	
1	Yourself.	
2	The school.	
3	The local educational administration.	
4	The provincial educational administration.	

Q12	Are you free to use additional materials you think useful for cultural teaching in your class?	
1	Yes, I can.	
2	No, I can't.	

Q13	Does the textbook you use contain information (for example texts, pictures) about English language cultures?	
1	A lot.	
2	Bits here & there.	
3	Little.	
4	Not that much.	

Q14	To what percentage is cultural knowledge included in the exams by your estimation?	
1	0%	
2	1-10%	
3	11-20%	
4	21-30%	
5	31-40%	

Q15	Do the cultural contents of the textbook(s) you use meet your expectations?	
1	Yes, very much so.	
2	Yes, up to a certain extent.	
3	No, not enough.	
4	No, not at all.	

Part Five: The cultural/intercultural dimension of FLT

	To what extent do you agree with the following?	Strongly Agree	Agree	Undecided	Disagree	I do not agree at all
(1)	In a foreign language classroom, teaching culture is as important as teaching the foreign language.					
(2)	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.					
(3)	Intercultural competence cannot be acquired at school.					
(4)	It is impossible to teach the foreign language and foreign culture in an integrated way.					
(5)	I would like to promote the intercultural competence through my teaching.					
(6)	Cultural teaching has no effect what so ever on students' attitudes.					
(7)	The more students know about the foreign culture, the more tolerant they are.					
(8)	In international contacts misunderstandings arise equally often from linguistic as from cultural differences.					
(9)	Foreign language teaching should not only touch upon foreign cultures. It should also deepen pupils' understanding of their own culture and identity.					
(10)	When you only have a limited number of teaching periods, culture teaching has to give					

	way to language teaching.					
(11)	Every subject, not just foreign language teaching, should promote the acquisition of intercultural communicative competence.					
(12)	A foreign language teacher should present a realistic image of a foreign culture, and therefore should also touch upon negative sides of the foreign culture and society.					
(13)	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.					
(14)	In the foreign language classroom students can only acquire additional cultural knowledge. They cannot acquire intercultural communicative competence.					
(15)	Only when there are ethnic minority community pupils in your classes do you have to teach intercultural competence.					
(16)	Language and culture cannot be taught in an integrated way. You have to separate the two.					
(17)	Intercultural education reinforces students' already existing stereotypes of other peoples and cultures.					
(18)	Providing additional cultural information makes students more tolerant towards other cultures and peoples.					

(19)	I consider the introduction of 'cultural awareness' into the English Curriculum as an important reform.					
(20)	My initial teacher training course didn't give me any help with teaching the cultural dimension.					
(21)	In the course of teaching methods, the section of 'how to teach culture' should be added in the text book.					

Part Six: Personal Data

17. Your age _____

18. How many years have you been teaching English?

- A. 1-5 B. 5-10 C. 10-15 D. 15-20 E. 20-25 F. over 25

19. What degree(s) did you obtain after you finished bachelor?

- A. M.A. B. Ph.D.

20. Which degree are you teaching?

- A. Undergraduate students. B. Postgraduate students. C. Both.

22. How many hours do you teach per week?

- A. 6-10 B. 10-14 C. 14-18 D. 18-22 E. 22-26 F. 27+

23. Does your university have Internet?

- A. Yes. B. No.

24. If yes, how do you use it to search for the information you need in your teaching?

- A. very often B. often C. sometimes D. never

E. I don't know how to use it

25. Have you received any training on English Curriculum Standards?

- A. Yes B. No

Appendix E: Students semi-structured interview consent form

Student Semi-Structured Interview Consent Form

Dear Students,

I'm doing my MA degree in Foreign Language Education Department at Eastern Mediterranean University. The purpose of this interview is to identify your perceptions about teaching culture when teaching English. You are kindly requested to respond to the questions carefully. It will not take more than 15 minutes to complete it. Taking part in this study is completely on voluntary basis. If you choose to be in the study you can withdraw at any time without consequences of any kind. You can choose to skip any question or participate only in some tasks. There are no anticipated risks to you if you participate in this study. The records of this study will be kept private.

Thank you for your cooperation.

Abdullah ALKhaled ALmhimed Assoc. Prof. Dr. Javanshir Shibliyev

E-mail: abdullah15500348@gmail.com E-mail: javanshir.shibliyev@emu.edu.tr

Department of Foreign Language Education Department of Foreign Language
Education

Faculty of Education

.....

Consent form

I have read and understood the purpose of this study and I agree to participate.

Name- Surname: _____

Date: _____

Signature: _____

Appendix G: Student semi-structured interview questions

The Interview

PLEASE EXPLAIN YOUR ANSWERS

1. What does culture mean to you?
2. Do you think your own culture is similar to or different from the English culture?
In what way(s)? Does this situation affect your language learning? Give reasons.
3. How do you think you can learn the English culture?
4. Do you think it is necessary to learn the English culture while learning the English language? Why/Why not?
5. Are you open to learning the English culture? Why? Why not?
6. Do you think understanding the English culture would help you learn the English language more easily?

Appendix F: Student's interview transcription

Question 1

Student 1: it is mean knowing information of one society how they communicate, eat, drink, and do other social routines that make them different from others”

Student 2: “how specific societies interact with each other by using specific language, and what is the social repercussion behind them”

Student 3: “well, culture is related to the literature and history of one nation. In my situation, culture is related to our history when we lived in the desert before.”

Student 4: “by culture, I can distinguish people by their clothes, beliefs, drink, food, and the traditions they have.”

Student 5: “I think culture is the mirror that describes people behaviours how they act, wear clothes, what they believe”

Student 6: “I think culture is our life style starting with the small details to the more important things like religion, literature, history, and geographical basis”

Student 7: “it is a group of habits, traditions, and values that represents the people of one country”

Student 8: “a group of people who act similarly. And it is related to customs, traditions, and believes”

Student 9: “it is related to habits, customs, beliefs that describe one society”

Student 10: “it is a social behaviour that describes one society”

Question 2

Student 1: “it is different from my culture. It affects me in a positive way like it helps me to read books a lot, and it makes me interested in the native speakers’ people”

Student 2: “of course it is different; I do not need to know about the foreign culture because it is hindering my learning of the language”

Student 3: “different, this situation does not affect my learning of the language...culture is separate from language”

Student 4: “it is pretty different in many situations like religion, the form of the letters, social life ...etc. it affects my learning because for me culture is not related to language”

Student 5: “yes, it is different and it affects; for example, in case of sound, we do not have the sound “v” so, it is difficult to pronounce any word being with “v”.

Student 6: “I think it does not matter if it is different or similar, I need to learn the language and at the same time I think culture did not affect my learning”

Student 7: “I think it is different in many ways, and the big difference is beliefs, which relates to the religion and it affects my learning”

Student 8: “it is different and generally does not affect learning the language because culture and language are different”

Student 9: “I think it is different completely, and it affects learning the language because they are related to each other”

Student 10: “different and it affects learning the language by losing student identity if they go deep in learning the foreign culture”

Question 3

Student 1: “by watching YouTube, chatting with the native speakers, traveling to native speakers’ countries”

Student 2: “social interaction, watching movies of the foreign culture because it has rich resources regarding the culture:

Student 3: “through TV shows, movies, reading books, using internet because it has a lot of ways to find resources of the foreign culture”

Student 4: “in my experience, through movies, games, books, and reading about the literature”

Student 5: “I think by reading books, stories, and history, and by watching TV English programs and movies”

Student 6: “in my opinion, by reading about literature, books, novels, and by traveling to the foreign country”

Student 7: “through reading books, living in the countries of the related foreign language, and by watching movies”

Student 8: “by living in the native countries which is considered as the most useful way to do, then it comes watching movies, reading books, and interacting with the native speakers”

Student 9: “I think I can learn a lot about the foreign culture if I travel to their country and if I make friends who are native speakers and chat with them”

Student 10: “by watching news, programs, movies, and by traveling to their countries speaking with them and seeing how they act”

Question 4

Student 1: “no, it is not important to know English culture in order to learn the English language”

Student 2: “it is unnecessary because I learned English and use it while being ignorant of its culture”

Student 3: “no, I think students can learn the English language without learning the culture”

Student 4: “I think it is useful to learn about the foreign culture but in most cases, it is not necessary because I do not have to learn English culture in general”

Student 5: “yes, it is necessary because culture is considered as part of the language”

Student 6: “yes, it is necessary... when I started studying English language, the first interesting class for me was the novel “jane austen's pride and prejudice”and he started with the famous question of jane “it is a truth anniversary acknowledged” if someone does not know about the culture it will be difficult to interpret”

Student 7: “no, because student do not need to learn culture but they need to learn the forth skills and culture is not necessary”

Student 8: “yes, it is necessary because the language includes cultural features that need to be learned”

Student 9: “yes, it is necessary because it helps you to be more interested in learning the language”

Student 10: “yes, it is necessary because language relates to literature and the literature is related to the culture”

Question 5

Student 1: “yes, because I am interested in learning new cultures, especially American culture”

Student 2: “yes, I find that interesting and I believe somehow it will help me to have a general idea about the language”

Student 3: “no, because I think learning the language comes first, before knowing about the culture”

Student 4: “no, because learning culture is boring also, it is considered not to be beneficial in learning language”

Student 5: “yes, since I am learning English language I should be open to learning the culture as well”

Student 6: “yes I think I am, and at the same time I’m still learning it through the courses we have for example literature and novels.”

Student 7: “yes, because I am interested in exploring other cultures and specially the one that relates to English language.”

Student 8: “yes, because I think culture helps in learning the language itself”

Student 9: “yes, because it helps me to be more excited to learn English language”

Student 10: “yes, firstly, because I am interested in learning it and secondly, because it is considered to be easy and useful thing to do”

Question 6

Student 1: “actually I am not sure about that but it might help”

Student 2: “I am not sure about that but we have some courses about the foreign culture”

Student 3: “no, because I think studying the language first helps me to understand the culture”

Student 4: “yes, because language and culture are related to each other”

Student 5: “I think yes, because in some courses we have topics related to culture”

Student 6: “yes of course, I think learning culture is considered important for learning the language”

Student 7: “yes, I think it is useful to understand the foreign culture and it helps in learning the language”

Student 8: “yes, it is, because understanding the foreign culture will be very useful to learn more about the language”

Student 9: “yes, I think it helps you to learn easily because if you know the foreign culture, you will have more information in understanding their language”

Student 10: “yes it helps in learning the language easily because language is part of the culture