

T.C.
ULUDAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

CULTURAL REPRESENTATION IN EFL COURSE BOOKS

M. A. THESIS

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ABSTRACT

This study is about the cultural representations of the target language in EFL course books. It also aims to investigate teachers' and students' perspectives on culture in EFL course books.

The study was carried out at Dokuz Eylül University, Turkey, School of Foreign Languages, English Department. In the first phase, the EFL course books currently being used in the department have been examined thoroughly to get information about the cultural representations. In the second phase, 335 preparation class students were given questionnaires investigating their opinions on the target language culture in EFL course books. Afterwards, some students were interviewed and this process was tape-recorded. 70 EFL teachers in the same department also received an adapted form of the questionnaire given to the students. The aim was to explore the teachers' perspectives on culture in EFL class. The teachers were interviewed as well.

During our analysis of the three EFL textbooks, we have observed cultural items of the target language and put them into categories. The findings of the study demonstrated that course book had a very important role in conveying them. In this paper, both teachers' and students' perspectives on culture and language, culture and classroom activities, culture and specific items have been presented in addition to culture and EFL course book.

It was concluded that culture and language were inseparable. Eventually, the target language cultural representations in EFL course books would exist. Knowledge and awareness of culture might be the key words in coping with the mismatches that might occur in EFL class where learners and teachers of the language were from other culture.

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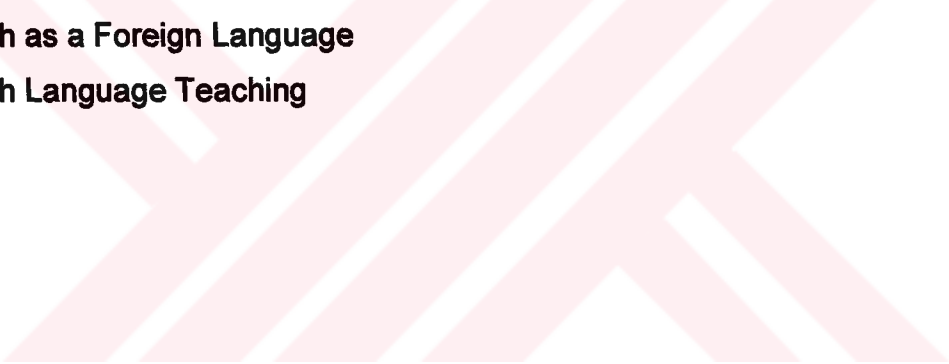


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ABBREVIATIONS

- LQ:** Learner Questionnaire
TQ: Teacher Questionnaire
LI: Learner Interview
TI: Teacher Interview
EFL: English as a Foreign Language
ELT: English Language Teaching
- 

CHAPTER 1

INTRODUCTION

Research done by anthropologists reveals that there is a close relationship between language and culture. Language and culture are inseparable. It is accepted that culture plays a prominent role in teaching and learning of foreign languages. To study a language involves studying cultural aspects tied to language. Language is a vehicle for expressing cultural models.

Differences across cultures which are directly reflected in languages constitute a problem in learning a foreign language. We should teach 'use' as well as 'meaning'. It is not enough to learn only the form of language to communicate. Many communication failures are the result of lack of cross-cultural understanding rather than lack of linguistic competence.

Communication also involves developing an awareness of the way of life and traditions of the people whose language is being studied. Thus, learning the cultural roots of a language is essential for meaningful fluency.

Materials are defined as, anything which is used to help to teach language learners. Course book seems to be the major material in teaching and learning English as a foreign language. In Turkey in EFL classes, learners confront with the foreign language culture mainly in course books. We enter the world of EFL and EFL culture via course books. Course book is the only material that always exists in EFL class unless extra materials are brought in. Introducing extra materials to the EFL students requires time and money which are not always available.

The first phase of the study has been designed to learn about the cultural representations in EFL course books. The question 'Are there any representations of culture -either of Britain or the United states- in EFL course books?' has been the starting point of this study. The question led us to find out answers of two more questions: 'What kind of cultural representations are there in EFL course books?' and 'How are they represented in the course books?'

In order to get answers to the questions, we have analysed three course books. Counting each cultural item constituted the analysing process. In the end of the analysis, we have observed many cultural representations in EFL course books. We have determined ten categories of EFL cultural items such as kinship terms, proverbs, colours, etc. We have seen cultural items presented, for example, in exercises, reading passages, dialogues, pictures.

The study of culture on teacher and student thinking has been a neglected area in foreign language teaching and learning in Turkey. The second phase of the study was designed to learn about teachers' and students' perception of culture in EFL course books.

335 students and 70 teachers were distributed questionnaires. Interviews were conducted with 20 students and 12 teachers of Turkish origin to get further information on the subjects responses to the questionnaires. Both the EFL students and the teachers expressed strong views about the inseparableness of culture and language, and the importance of course books in conveying target language culture.

In this paper, both teachers' and students' perspectives on culture and language; culture and course book; culture and classroom activities and finally, culture and specific learning/teaching items in EFL course books have been presented.

The conclusion is drawn that authors of the target language culture have inevitably spread their cultural norms to learners of the language from other cultures, however a course book should be relevant to the socio-cultural environment of learners. Learners profit most if the course book caters the needs of them. While teaching/learning a foreign language problems might arise from differences between the cultures associated with the target language and the mother tongue. However, knowledge and awareness of cultural approaches may alleviate these problems.

In addition to this introductory chapter, the study comprises the following chapters: Chapter two includes literature review on culture, culture and language, culture and EFL class, and culture and EFL course books. In chapter three, methodology of the study is described in detail. Chapter four consists of the presentation of results obtained from multiple source of data collection instruments. Discussion of results take place in the fifth chapter. Conclusion including pedagogical implications is presented in the sixth and the last chapter of this study.

CHAPTER 2

2. LITERATURE REVIEW

2.1. Culture

Culture has always been an inevitable component of language education. Culture is defined as 'widely shared ideals, values, formation and uses of categories, assumptions about life, and goal-directed activities that become unconsciously or subconsciously accepted as 'right' and 'correct' by people who identify themselves as members of a society' (Brislin 1990 cited in Starkey 1999:155).

In a word, culture refers to the total pattern of human learned behaviour transmitted from generation to generation . Culture is seen as an agreement on thoughts, beliefs and ideas shared by the members of one culture.

The other definition of culture comes from Larson and Smalley as stated in Brown (1994:163):

... a blueprint that guides the behaviour of people in a community and is incubated in family life. It governs our behaviour in groups, makes us sensitive to matters of status and helps us know what others expect of us and what will happen if we do not live up to their expectation, culture helps us know how for we can go as individuals and what our responsibility is to the group.

Larsen&Smalley (1972:39)

This clearly suggests that, culture and behaviour seem to be in close relation with each other. Culture is the representation of everyday knowledge. This knowledge governs behaviours of people in a society. The native members of the culture possess it unconsciously, but non-native members have to handle consciously.

Salzman (1993) mentions three types of culture: Mental culture (for example, world view or value orientations), behavioural culture (for example, wiping one's feet before entering house) and material culture, that is material products of behaviour (for example, a pull open beer can). Hudson (1980:74) quotes Ward Goodenough's view, taking culture as socially acquired knowledge:

As I see it, a society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members... Culture, being what people have to learn as distinct from their biological heritage, must consist of the end-product of learning ; knowledge ; knowledge, in most general... sense of the term (Goodenough 1957).

A similar view of culture is given by Alptekin (1996:53) seems to agree that culture involves socially acquired knowledge: 'This knowledge, organised in culture-specific ways which normally frame our perception of reality. Such that we largely define the world through the filter of our word view.' That is, the way one thinks is determined by the language he speaks.

We can say that culture refers to both things or cultural products and ideas based on feelings. Culture involves socially acquired knowledge, aside from its reference to the artefacts of a given community.

2.2. Culture and Language

It is accepted that language and culture cannot exist without each other. Between language and culture, there is always an interactive influence. One cannot separate the two without losing the significance of either language or culture.

Zaid (1999) gives two expressions indicating the strong relationship between culture and language: Language cannot be separated completely from the culture in which it is deeply embedded (Rivers, 1981:315); Language and culture cannot be separated (Fox and Allen, 1983:67).

We can therefore say that language simultaneously reflects culture and is influenced and shaped by it. It is also the symbolic representation of a people. Language comprises their historical and cultural backgrounds, as well as their approach to life and their ways of living and thinking. Bonvillain (1993:72) claims that 'to gain insights into people's world view or system of values, it is necessary to ascertain the cultural symbols in their words.'

Hill defines the relationship between language and culture through a 'Whorf Hypothesis':

... that the forms of meaning created in the syntactic, morphological and phonological patterns of the language can vary more or less without limit and these forms, which constitute reifications of the world are powerful mediators of human understanding, which should in its own assume a more or less unlimited range of forms.

(Hill 1990:14)

Human beings are flooded with information. Language is primary means of simplifying and categorising experience. The hypothesis implies that

differences among languages are reflected in the worldviews of their speakers. Eastman (1990:103) sums up Sapir-Whorf Hypothesis as 'that one's language determines how one segments the world.'

Accepting the indivisibility of culture and language promoted a theory of learning based upon 'Schema Theory'. According to Yule(1985:112), 'schemata are considered to be conventional knowledge structures which exist in memory and are activated, under various circumstances, in the interpretation of what we experience.' Alptekin (1990) mentions about two kinds of knowledge in language acquisition: First one is the socially acquired knowledge which is called schematic knowledge. The second one is the knowledge of formal properties of language, involving both its semantic and syntactic system. Alptekin (ibid) claims that if one cannot fully access the schematic data, one can hardly be expected to learn the systemic data with any ease. Alptekin (1996:54) gives the following example as case point: 'A learner of English who has never resided in the target-language culture will most likely experience problems in processing English systematic data if these are presented through such unfamiliar, contexts as, say, Halloween or English pubs.'

The relationship between culture and language is intimate. That is; they are inseparable. A language is a part of culture and a culture is a part of language. As language is produced in cultural contexts, it reflects culture. Culture and language represent people. Language determines the way we look at our world.

2.3. Culture and EFL Classroom

As Proudromou (1990:35) nicely expresses when he says 'The EFL classroom is a small world a community linked with the big world outside.'

Culture plays a prominent role in teaching and learning foreign languages. To study a language involves studying cultural aspects tied to language. It is impossible to learn a language by simply acquiring the forms without the content. The goal in foreign language teaching must be to develop communicative competence.

Trim's (1997:53 as cited in Starkey 1999:155) definition of communicative competence which refers to 'the ability to relativise learners own cultural beliefs, values and practises, to understand those of others, to establish a relationship between the two, and to accept difference rather than expect some universal harmony.' This obviously means that beliefs and values are relevant to the issue.

Everything that has cultural significance enters into communication. Russel (2000:4) points out the link between communication and culture by referring to Kress(1988:4-5) when he says "Communication is about the production and consumption of meaning in the actual process of communication." In a word, the process of communication takes place in a socially and culturally formed world.

People of different cultures may refer to different things while using the same language forms. Jiang (2000:329) highlights this argument by saying 'Being culturally loaded, English words and their target language translations (or vice versa) are seldom equivalents and often give rise to different associations or images.' Alptekin (1996:53) gives the following example: "While a child from the Anglo-American world will normally think of a dog as man's best friend, Middle Eastern children are likely to perceive it as dangerous and dirty ." Another striking example might be that, owl refers to wisdom in the USA but it will most probably be returning to bad luck in Turkey.

Each association of linguistic form and cultural content necessitates its own culturally based interpretation. In Turkey, children call close friends of their parents by kin terms; 'aunt' or 'uncle'. They do not call them by titles such as 'Ms' or 'Mr'. Bonvillain (1993:76) also exemplifies that in the US culture, the kinship terms 'brother' and 'sister' are used in political, social or religious contexts .

Proverbs also may tell us something about enduring cultural models of experience. Bonvillain (ibid:52) reports that cultural models may be stated overtly, as in proverbs such as 'don't cry over spilt milk' or 'the early bird catches the worm'. Proverbs represent generalised knowledge, applied to the interpretation of particular events.

Advocates of culture-oriented class seem to think that an EFL program not only help students become bilingual, it must also make them bicultural. That the culture-oriented classroom basically requires students to modify their schemata already determined by their native culture might have a negative consequence which is called culture shock. It can be defined as 'strong feelings or discomfort, fear or insecurity which a person may have when they enter another culture' (Richards, et.al. 1992:4).

Another opposing idea for culture oriented class comes from Hyde (1994): 'Culture undermines the students view of their own language and culture or leads them to adopt the defence mechanism of rejecting their own cultural values'. When students encounter with culturally alienating items in EFL class, they retreat into their inner world to defend their integrity.

Language is a system of signs. They are characterised by the fact that they are units of form and meaning. Learning a language requires acquiring the forms as well as the content. Each form and content necessitates its all culturally based interpretation. So, culture of the target language plays a very important role in EFL class.

2.4. Culture and EFL Course Books

Materials in EFL class can be defined as anything which is used to help to teach language learners. Among EFL materials, course book has an important place. Chambers(1997:29) under the title of criteria for good materials, mentions about pedagogical factors to be concerned in course book evaluation: 'Suitability for the age group, cultural appropriateness, methodology, level quality, number and type of exercises, skills, teacher's book, variety, personal involvement and problem solving.' It is essential that course books be suitable for the age group they are addressing. They are expected to cater the needs of foreign language learner. Learners profit most if they invest interest, effort and attention in the learning activity. According to Lewis (1993:182) course books should encourage and endorse helpful attitudes to language and language learning.

Tomlinson (1998:8) suggests that materials help learners to feel at ease: 'Students are more at ease with texts and illustrations that they can relate to their own culture than they are with those which are culturally exotic, and therefore potentially alien.' This might offer that a course book is expected to be relevant to the socio-cultural environment. However, Karpova (1999) claims that many course books create a climate for socially isolated learning. She

comments that the course books contain information centred on exercises such as repetition, pattern practice drills, gap filling and grammatical transformation.

It is necessary that course books promote cultural awareness. Cortazzi and Jin (1999:218) gives the definition of developing cultural awareness as follows: 'Being aware of members of an other cultural group; their behaviour, their expectations, their perspectives and values.' 'Language awareness begins with teacher awareness' (Anderson, 1996). It is expected that teachers' awareness of student be at the centre of their teaching.

According to Prodromou, entering the EFL class means entering the world of EFL course books:

Teachers often behave as if their students, on entering the little EFL world change: change utterly into little John Smiths or Janet Smiths; that coming to learn English, they leave their three-dimensional humanity outside and enter the plastic world of EFL course books; course books where language is safe and innocent, and does not say or do anything...

(Prodromou 1990:35)

Prodromou(ibid) highlights the importance of EFL course books. What he points out reveals that course book is the major material in EFL class. Course book takes its prominent place in class being consistent with the psychological and linguistic principles underlying current methods of foreign language teaching (Williams 1983:252).

Course books are expected to provide appropriate guidance for the teacher of English , who is not a native speaker of English. Course books really do not say or do anything, teachers seem to make them talk. Foreign language teachers are the ones who are involved in handling the meaning of language

within socio-cultural contexts. This might highlight the important role of them in EFL class in conveying cultural points to the students.

In the light of review of relevant literature, we can say that culture and language are strongly related with each other. Culture of the target language is presented in EFL course books. So, learners and teachers of the language from an other culture, inevitably confront with cultural representations of the target language in the course books and they are asked to play a new cultural role. As a result of this, untoward by products may result, but cultural knowledge and awareness may alleviate problems.



CHAPTER 3

3. METHODOLOGY

In this chapter, methodological procedure of the present study is described. In the first part, the background of the methodology used is explained. In the second part, the subjects participated in the study and the setting of the study are described. Then, the instruments used to collect data, how they have been collected and the statistical method used to analyse the data are presented.

3.1. Background of the Methodology

This study has a descriptive methodology within a qualitative orientation. Crowley (1995 as cited in Moonset & Zollers 1999:157) states that 'researchers using qualitative methodologies can gain in-depth understanding of an organisation and derive a comprehensive portrait of a range of human endeavours, interactions, situations and perceptions.' Descriptive methodology as explained by Seliger and Shohamy (1989:117) is useful in educational research because it provides descriptions of naturally occurring phenomena connected with language development and processing.

In this study, we used many procedures provided the researcher with insights into the subject under investigation. We tried to provide a picture of factors connected with foreign language development and cultural representation in EFL course by using many procedures typically found in qualitative research such as tapes, questionnaires, interviews.

While this study is descriptive and qualitative, it still offers quantitative characteristic as numerical values are represented through descriptive statistics.

3.2. Subjects and Setting

This study was carried out at Dokuz Eylül University, School of Foreign Languages English Department in İzmir, Turkey ,during the last four weeks of the second term of the academic year after the subjects had nearly completed a two term-long English course a total of 720 hours.

335 subjects were preparation class students who came to School of Foreign Languages for two terms of 2000/2001 academic year from different departments of the university to learn English as a Foreign Language. They were all speakers of Turkish. In addition, 70 subjects who were teachers at the same school were also involved in this study. Their native language was Turkish. Students and teachers were given a questionnaire.

Learner interviews with 20 learners among 335 subjects and teacher interviews with 12 teachers among 70 teachers were carried out during the last four weeks of the second term.

3.3. Instruments

The following instruments were used in this study :

3.3.1. Textbooks

In this study, the following textbooks are used:

- English File 1, Student's Book (Oxenden Clive, Seligson Paul. Oxford University Press, Oxford, 1996.)
- Focus on Grammar- Basic(Schoenberg, Irene E. Addison-Wesley Publishing Company, NY, 1994.)
- The New Cambridge English Course Student Book 1 (Swan Michael & Walter Catherine. Cambridge University Press, London, 1990.)

Examining each book thoroughly, we determined a number of categories. These categories constituted an umbrella term for each of the cultural items in EFL course books. Apart from the researcher, three researchers examined these categories. Each researcher reported the results of his/ her analysis individually.

3.3.2. Questionnaires

In this study, a learner questionnaire and a teacher questionnaire were prepared in order to gather data to understand the subjects' views of culture on the basis of their individual experience with the EFL course books in the given context.

3.3.2.1. Piloting of Learner and Teacher Questionnaires

Learner and teacher questionnaires were thoroughly revised by two other researchers in order to check the clarity and the comprehensibility of them. After that, a pilot study was conducted. The questionnaires were distributed to fifteen students and ten teachers who did not take part in the actual study. There was no time limitation. According to the feedback from these participants, items were modified when necessary.

3.3.2.2. Learner Questionnaire

Learner questionnaire (see Appendix A and Appendix B) has two parts: Part A and Part B. Part A includes ten questions consisting two choices. These questions were formed after the analysis of mainly three EFL course books used in the present study. Some other course books were also taken into consideration while preparing these questions.

We had two aims while asking the students to answer the questions in part A: First one was to get information about the cultural awareness of the students. The second one was to prepare the students for the subsequent step of the questionnaire. That is, Part A would presumably function as a trigger to activate the students' schemata with regard to their certain experiences with the cultural elements involved in their EFL worlds.

In Part B of the learner questionnaire, there were twenty statements which the students were required to respond by using a 1-5 point Likert Scale (Strongly Agree = 5, Strongly Disagree =1). Since no developed questionnaire

could be found, the content of this section was developed by the researcher following a close inspection of many books and articles on the subject. These statements thoroughly revised by three other researchers. In this section, we aimed to get information about students' cultural awareness on language learning in general and perceptions of cultural representations in EFL course books specifically. We have determined the following four aspects:

Culture and Language (Statements 1, 2, 3)

Sample Statement:

'Language is a part of culture and culture is a part of language.'

Culture and Course Books (Statements 4, 5, 6, 7, 8, 10)

Sample Statement:

'I learn English language culture in EFL course books.'

Culture And Classroom Activities (Statements 18, 19, 20)

Sample Statement:

'Reading passages in EFL course books are useful for me in getting knowledge about culture of that language.'

Culture and Specific Learning Items (Statements 9, 12, 13, 14, 15, 16, 17)

Sample Statement

'Teacher should explain kinship terms in Turkish.'

As the subjects were native speakers of Turkish, all these sentences and the whole of the questionnaire were in Turkish. The aim of preparing the questionnaire in the mother tongue of the subjects was not to cause difficulty in understanding and not to let the target language interfere the students' comprehension.

While giving information about the degrees of agreement/ disagreement, we have used the cumulative scores indicating the tendencies towards 'Agreement ' or 'Disagreement' to ease the comprehensibility of data for the reader.

3.3.2.3. Teacher Questionnaire

Seventy teachers who had been teaching English in preparation classes received a similar questionnaire that of the learners after some necessary changes such as the omission of part A. Wording in part B was changed from the students' point of view to the teachers' (see Appendix C and D). There were ten more different statements in teacher questionnaire. These sentences were thought to be important as they referred to the teacher. Totally, there were thirty statements in the questionnaire. Items in the teacher questionnaire fall into the four main categories, namely:

Culture And Language (Statements 1, 2, 3, 9)

Sample Statement:

'As the culture of the foreign language doesn't play a role in teaching that language, cultural instruction is not necessary.'

Culture And Course Book (Statements 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16)

Sample Statement:

'In order to teach the cultural items in EFL course books, it is necessary to do research and make preparation.'

Culture And Classroom Activities (Statements 27, 28, 29, 30)

Sample Statement:

'I don't expect to see cultural features in students' speech at elementary level.'

Culture And Specific Teaching Items (Statements 17,18,19, 20, 21, 22, 23, 24, 25, 26)

Sample Statement:

'In EFL course books, when the temperature degrees are represented in degrees Fahrenheit, I don't try to explain them in detail as it's not used in Turkish standards.'

As the last item of the questionnaire to provide flexibility in responses, an open ended question was added to the teacher questionnaire. Teachers were requested to write their opinions on the subject if they would like to.

3.3.3. Interviews

In order to get a further information on the subjects responses to the questionnaires, interviews were carried out. 20 students and 12 teachers were interviewed approximately 60 minutes long.

3.3.3.1. Learner Interview

20 subjects were chosen randomly among students who had previously received the learner questionnaire. During the interview (see Appendix E and Appendix F), the learners were asked to express their views about culture and language, culture and course book, culture and classroom activities, culture and

specific learning item. The questions in this interview were prepared in accordance with the statements in the LQ, but some extra questions were also added during the natural flow of the interview. The language of the interview was Turkish since it would be easier for the interviewees to express themselves more clearly and fluently in their native language.

3.3.3.2. Teacher Interview

An interview (see Appendix E and Appendix F) was carried out with 12 teachers who had previously taken the teacher questionnaire. These teachers were chosen randomly. The teachers were asked the similar questions with the learners. Turkish was spoken during the interviews to make the conversational process much clearer and more comprehensible.

3.4. Data Collection Procedure

Whole data were collected during the last four weeks of the second term. In the first and second weeks, students were handed out Questionnaire Part A and Part B during class hours. In the classes, students were announced that they were given these questionnaires to contribute to a Master's Degree study, and the results of this study would not affect their course grades in any way. They were also requested to be as sincere as possible in their responses.

As it has already been mentioned, Part A of LQ consists of 10 multiple choice (a-b) questions aiming at activating students' awareness of cultural items in EFL course books and helping them in deciding on the items in the subsequent learner questionnaire. The students were asked to reply these

questions in terms of cultural items in EFL course books that they had been studying till that time.

In Part B of LQ, as it has been indicated before there are 20 sentences which the students were required to respond by using a 1-5 point Likert scale. They were given 50 minutes to answer Part A and Part B.

In the third and fourth weeks, 70 teachers were given the teacher questionnaire at different times. Some of them did it at school in their free times and the others did it at home and gave it back later on. No time limit was suggested.

As the second stage, in the second, third and fourth weeks, 20 students and 12 teachers who had received the questionnaires before, were interviewed for about 60 minutes. They were chosen randomly. Interviews were in Turkish. During the interviews, a tape recorder was used not to miss anything. Notes were also taken as the speech went on. Before the interviews started, subjects were informed that their names would not be publicised and requested to be sincere in their responses.

3.5. Data Analysis

As it has already been indicated, the text books, 'English File – 1(Oxenden Clive & Seligson Paul 1996)', 'Focus on Grammar –Basic (Schoenberg, Irene E. 1994)' 'The New Cambridge –1(Swan, Michael 1990)' were examined in order to form categories of cultural items represented in EFL course books. While forming the categories, the researcher analysed each book completely; each page in each book was examined by the researcher one

by one again and again. It might be necessary to tell that before focusing on these course books in terms of categorisation of culturally loaded items, many relevant articles and books on this subject were reviewed to be able to be able to get information about similar categorisations.

While studying on forming the units of analysis, three researchers were given these three textbooks and requested to make a rough identification of the categories. They reported the results of their observation individually. We took these three overlapping studies into consideration as the label of textbook analysis.

Textbook analysis took a very long time as it explained data analysis section in detail. We counted the frequency of mentioning fallen into each category we have identified previously. We quantified the portion of each category out of the total mentioning score for all categories. Final categories we have identified are presented below:

1. Cultural Specific Knowledge: This category includes the cultural representations on geography, history, tradition and religion of English language culture. Examples:

a) 'When is Labor Day in the US?' (Focus on Grammar, p.67)

b) 'Why did pilgrims come to America?'

-To practice their religion. (Focus on Grammar, p.227)

c) 'Many people in the US drink bubbly drink on New Year's Eve.' (Focus on Grammar, p. 142)

2. Kinship Terms: How the members of the same family are addressed and how they are called in the target language culture in EFL course books has been our concern of research. Example:

a) 'We've got two uncles and an aunt. Uncle George and Aunt Agnes have got three children.' (The New Cambridge, p.46)

3. Measurement: Representations on units of measurement, size, temperature, time currently used in Britain or in the US constitute this category.

Examples:

a) 'The train arrives at 6.15 p.m.' (English File, p.69)

b) 'We are going to have three to six inches of snow.' (Focus on Grammar, p.227)

4. Food: This part includes the names of food and drink in English or American culture presented in EFL course books. Examples:

a) 'I'd like garlic mushrooms, please.' (English File, p.59)

b) 'Uncle Bob likes the pumpkin curry soup.' (Focus on Grammar, p.212)

5. Grading: Expressing marks that the students' get in an examination in British or American Education System, takes place in this category. Example:

a) 'I am doing so-so in English and Math; C-.' (Focus on Grammar, p.127)

6. Proverbs: This category includes popular short sayings of the target culture with words of advice or warning in EFL course books. Example:

a) 'You can't teach an old dog new tricks.' (Focus on Grammar, p.292)

7. Exclamations: The sounds, the words or the sentences that are spoken suddenly and emphatically in order to express excitement, admiration, shock or anger in English language constitute this category. Example:

a) 'Gee, Mom!' (Focus on Grammar, p.139)

8. Colours: Different colours presented in EFL course books for which an equivalent cannot be found in Turkish language. Example:

a) 'Mom, look at that University of Michigan sweatshirt. I love blue-and-gold.' (Focus on Grammar, p.134)

9. Pictures: The ones that resemble the target language culture have been taken into account as cultural representations. Example:

a) 'The picture of George Washington.' (Focus on Grammar, p.247)

b) 'The picture of the Royal Family.' (English File, p.43.)

10. Stories: This category comprises the accounts of past or imaginary events represented in EFL course books. Example:

a) 'The story from the Bible 'The Real Mother'. (Focus on Grammar, p.228)

As we have mentioned earlier, students were asked to answer ten questions in Part A in LQ. Although this section wasn't the focus of the study, it still gave us important information about the level of students' cultural awareness. We got the chance to have information about how far the students were aware of the cultural items mostly appeared in their course books. Students' responses for each item analysed and counted whether it was right or wrong.

Considering the responses indicating the subjects' degree of agreement/disagreement, item analysis has been applied to TQ and Section B of LQ. The results were presented in the form of histograms.

The responses to open ended questions were analysed in detail. Interesting and striking points related to the given cultural items, were presented in the discussion chapter when necessary.

Audio recorded interviews were listened again and again and we tried to get a pattern of responses. Following the content analyses of the records, the interesting responses were highlighted and presented as anecdotes to support our discussion of the results.

3.6. Research Questions

The following Research Questions guided the present study:

1. Are there any cultural representations in EFL course books?
2. What kind of cultural representations are there in EFL course books?
3. How are the cultural representations are presented in EFL course books?
4. What are the learners' perspectives on the cultural items presented in their EFL course books?
5. What are the teachers' perspectives on the cultural items presented in EFL course books?

CHAPTER 4

PRESENTATION OF RESULTS

In this chapter, the data obtained from the learner questionnaire (section A&B), the teacher questionnaire and the analysis of the textbooks will be presented.

4.1. Learner Questionnaire

4.1.1. Section A

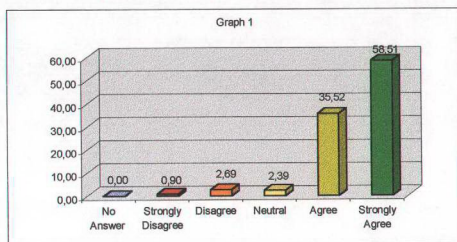
In this section, ten multiple choice questions have been asked to the 335 students to get information about the level of their cultural awareness of English language. The results show that 58,39% of the total answers are wrong whereas, 41,28% of them are right.

4.1.2. Section B

The results of the questionnaire data, obtained from 335 students, related with culture and language, culture and course book, culture and classroom activities, and culture and specific learning items in EFL course books can be represented as follows:

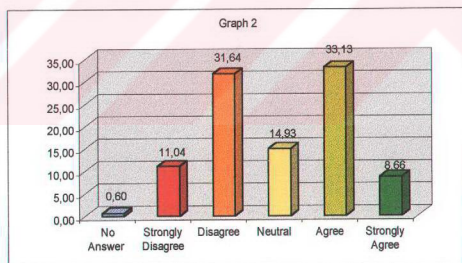
4.1.2.1. Language and Culture

Item 1: *Culture is a part of language, and language is a part of culture.*



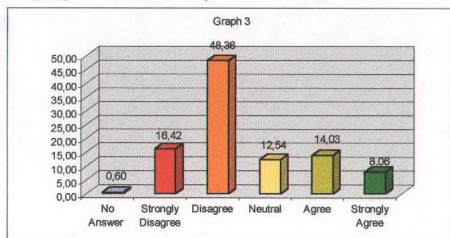
94,03% of the 335 students seem to agree that language is a part of culture and culture is a part of language. Only 3,59% of them show some disagreement with the given item. 2,39% of them seem to be neutral.

Item 2: *While learning a foreign language, there is no need to learn the culture of that language because it is learnt spontaneously.*



According to the LQ, 42,68% of the 335 students tend to believe that learning the culture of that language is necessary. However, 41,79% of them agree that there is no need as it is learnt spontaneously. 14,93% seem to be neutral.

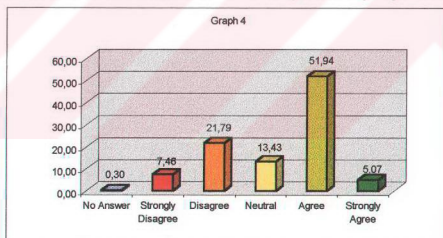
Item 3: *As the culture of a foreign language doesn't play a role in learning that language I don't strain myself to learn the culture.*



We can say that 64,78% of the 335 students tend to make effort to learn the culture of the target language as it is important . But, 22,09% seem not to try to learn it. 12,54% of them are neutral.

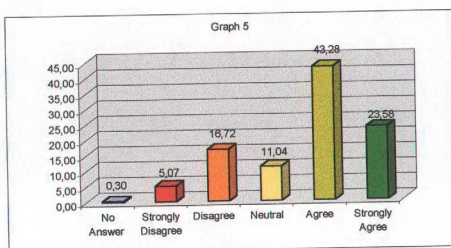
4.1.2.2. Culture and Course Book

Item 4: *In EFL course books, I learn both English Language and English Culture.*



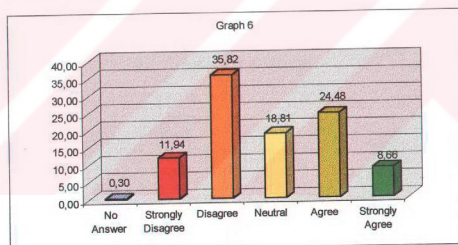
The responses to this item seem to indicate that 57,01% of the 335 students learn the cultural items of English language from course books. Whereas 29,25% of them appear to disagree with this. 13,43% seem to be neutral.

Item 5: *Teacher has a very important role in learning cultural items in EFL course books.*



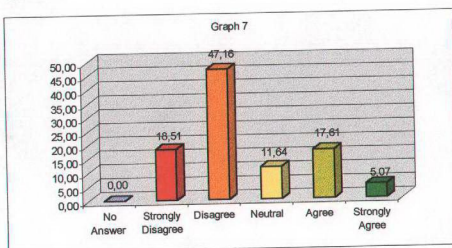
According to 66,86% of the 335 students, it can be said that teacher has a very important role in learning cultural items. On the other hand, 21,79% of them show some disagreement with this, 11,04% of them seem to be neutral.

Item 6: *I am having difficulty in learning English because of the cultural items in EFL course books.*



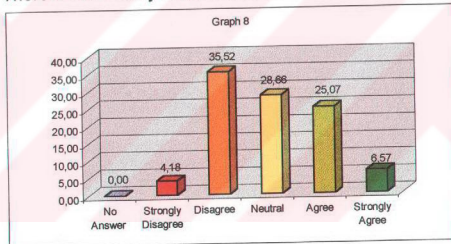
47,76% of the 335 students tend to disagree with the idea that cultural elements would make learning more difficult. 33,14% of them appear to agree with the item. 18,81% can be said to be neutral.

Item 7: *Cultural representations in EFL course books decrease my interest in the lesson.*



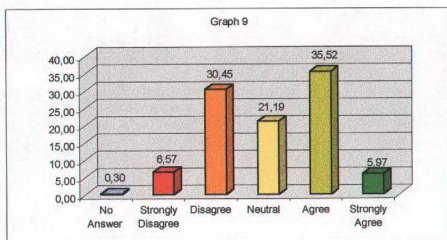
The reports seem to demonstrate that 65,67% of the 335 students disagree with this item. 22,68% of them state that the cultural elements in EFL course books decrease their motivation. 11,64% of them seem to be neutral.

Item 8: *There are too many cultural items in EFL course books.*



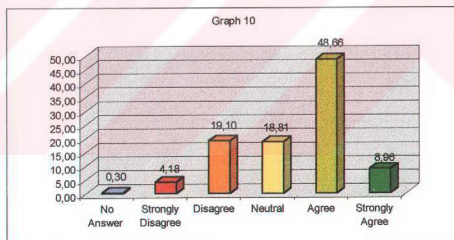
28,66% of the 335 students appear to be neutral. 39,70% of them tend not to believe that in EFL course books, there are too many cultural items. The reports show that 31,64% of the students agree with the item.

Item 9: *While I am studying English at home, I don't know what to do when I meet cultural items.*



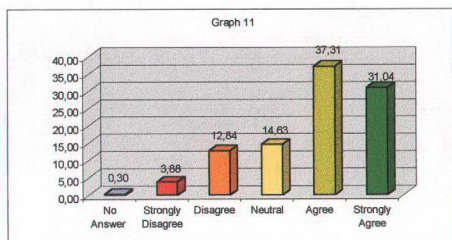
The reports show that 21,19% of the 335 students tend to be neutral for this item. 41,49% of them seem to agree that while they are studying English at home, they don't know what to do when they meet cultural items. 37,02% appear not to have any problems with these cultural items.

Item 10: *I cannot find equivalents for the cultural items that I meet while I am learning English.*



The findings seem to indicate that 57,62% of the 335 students cannot find equivalents for the cultural items they encounter with while learning English. 18,81% tend to be neutral. On the other hand, 23,28% of the students state that they disagree with this item.

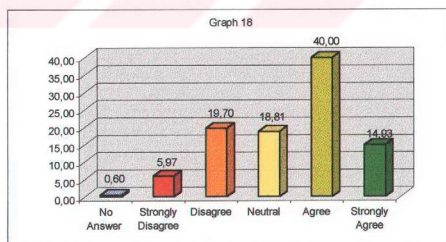
Item 11: Turkish cultural items in EFL course books would make my learning much easier.



68,35% of the 335 students seem to believe that thanks to Turkish cultural items in EFL course books, they can understand English better. 16,72% of them seem to disagree with this item. And 14,63% tend to be neutral on this subject.

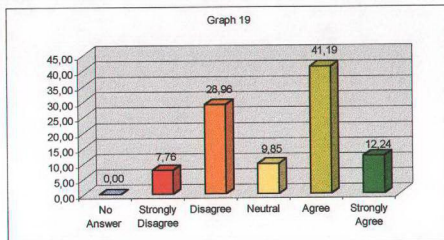
4.1.2.3. Culture and Classroom Activities

Item 18: Whenever cassette and videos containing cultural items used in EFL class, it becomes difficult for me to understand what I hear.



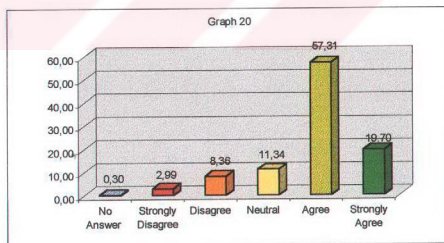
According to 54,93% of the 335 students, it is difficult to understand what they hear, whenever cassettes and videos containing cultural items are used in class. 25,67% of the students seem not to have any difficulty. 18,81% of them seem to be neutral.

Item19: *Even if I do not have any cultural information about the foreign language, grammar and vocabulary knowledge will be sufficient for me to speak that language.*



53,43% of the 335 students seem to believe that to know the grammatical and vocabulary features of a foreign language without any regard for its cultural function will be sufficient to speak that language. On the other hand, 36,72% of them appear to disagree with the item. 9,85% of them are neutral.

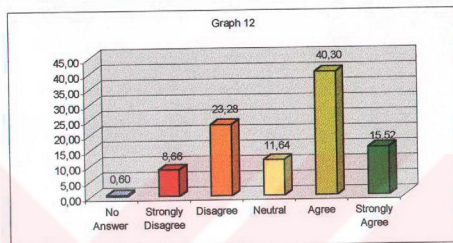
Item 20: *Reading passages in EFL course books are useful to get knowledge about the culture of that language.*



77,01% of the 335 students show strong agreement that reading passages in EFL course books are useful to get knowledge about the culture of the language. According to the reports, 11,35% of them don't think that reading passages are useful in this respect. 11,34% seem to be neutral.

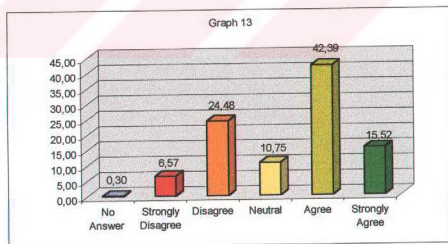
4.1.2.4. Culture and Specific Learning Items

Item 12: *Teacher should explain kinship terms in Turkish.*



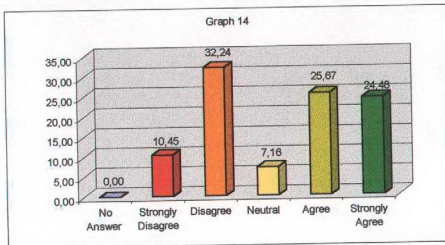
While 55,82% of the students would like their teacher to explain kinship terms in Turkish, 31,94% seem to disagree. 11,64% of them tend to be neutral.

Item 13: *It is difficult for me to imagine the British-American food presented in EFL course books.*



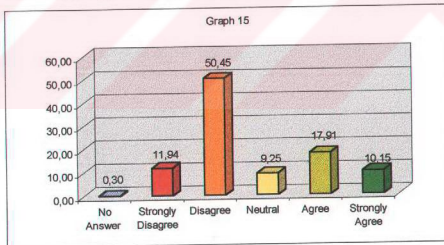
According to the reports, 57,91% of the 335 students cannot visualise foods which take place in EFL course books but it is not commonly known in Turkish culture. Whilst 30,85% seem to disagree with this, 10,75% seem to be neutral.

Item 14: *I cannot understand why I have to learn subjects such as George Washington's Birthday, Independence Day, Canada Day that comprise specific knowledge.*



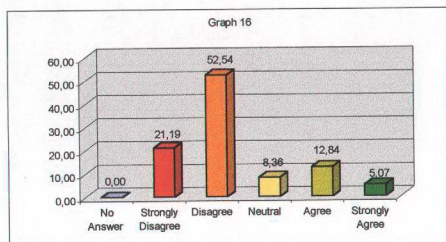
The reports show that 50,15% of the 335 students think that there is no point in learning subjects such as George Washington's Birthday, that comprise knowledge. According to 42,69% of the students, learning these seem to be meaningful. 7,16% of them prefer to be neutral.

Item15: *It is unnecessary to learn concepts such as Christmas, Thanksgiving, New Years Eve that do not exist in Turkish culture.*



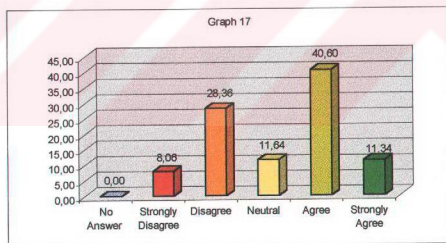
62,39% of the 335 students have tendency to believe that it is necessary to learn concepts in EFL course books such as Thanksgiving. According to 28,06% of the students , learning these concepts seem to be unnecessary. 9,25% are neutral.

Item 16: *In EFL course books, when the temperature degrees are represented in degrees Fahrenheit, I don't try to learn them as it is not used in Turkish standards.*



The results appear to reveal that 73,73% of the 335 students try to learn the degrees Fahrenheit, even if it is not used in Turkish standards. 17,91% of the students seem not to be interested in degrees Fahrenheit. 8,36% prefer to be neutral.

Item 17: *I have difficulty in understanding proverbs and sayings presented in foreign culture because I cannot make any connections with my own culture.*



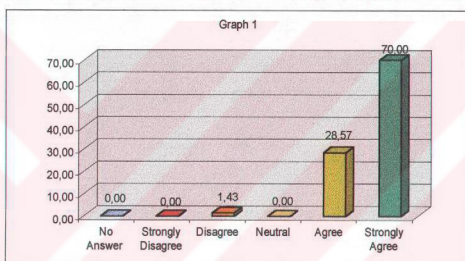
51,94% of the 335 students seem to have difficulty in understanding proverbs and sayings in EFL course books as the students cannot find a relation with Turkish culture. 36,42% of them seem to have no difficulty. 11,64% have tendency to be neutral.

4.2. Teacher Questionnaire

Presentation of the teacher questionnaire data related with culture and language, culture and course book, culture and classroom activities, and culture and specific learning items in EFL course books is as follows:

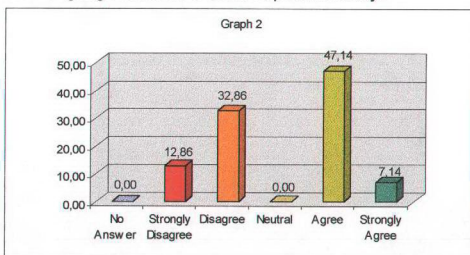
4.2.1. Culture and Language

Item 1: *Culture is a part of language and language is a part of culture.*



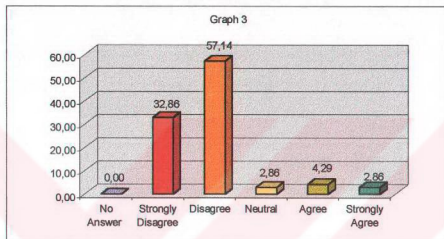
98,57% of the 70 teachers appear to agree that culture is a part of language and language is a part of culture. On the other hand, 1,43% of them seem to disagree with this statement.

Item 2: *While teaching a foreign language, there is no need to teach the culture of that language because it occurs spontaneously.*



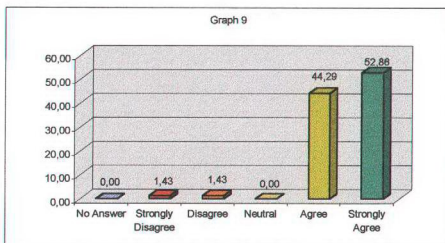
54,28% of the teachers seem to believe that while teaching a foreign language, there is no need to teach the culture of that language because it occurs spontaneously. On the contrary, 45,52% of them appear to disagree with the item.

Item 3: *As the culture of the foreign language doesn't play an important role in teaching that language, cultural instruction is not necessary.*



According to the reports, 90% of the teachers express that cultural instruction is necessary because the culture of the foreign language plays an important role in teaching that language. 7,15% of them seem not to believe in the necessity of cultural instruction, whereas 2,86% of them are neutral.

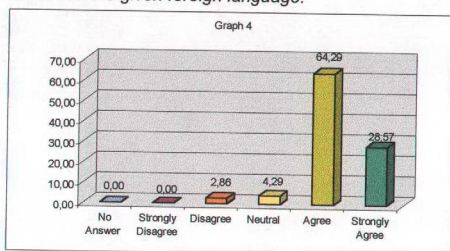
Item 9: *Language reflects culture.*



Here, we see almost full agreement among teachers. 97,15% of teachers seem to agree that language reflects culture.

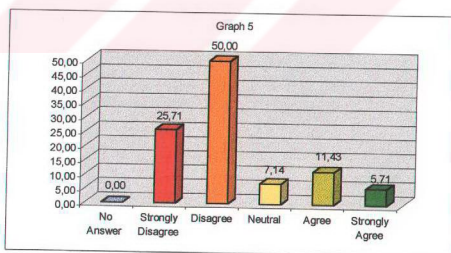
4.2.2. Culture and Course Book

Item 4: *The course book occupies an important place in learners' acquisition of the culture of the given foreign language.*



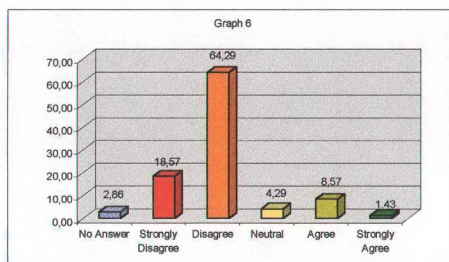
92,86% of the teachers tend to agree that the course book occupies an important place in learners' acquisition of the culture of the given foreign language. 2,86% seem not to believe in the importance of the course book related with the subject. 4,29% seem to remain neutral.

Item 5: *In EFL course books, the cultural items of that language make learning difficult.*



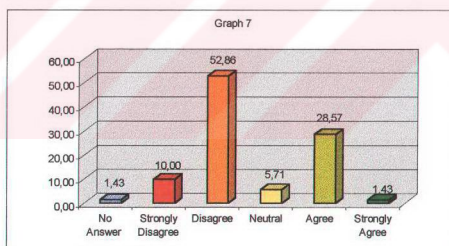
The results reveal that 75,71% of the teachers seem not to agree with the view that cultural items of that language make learning difficult. 17,14% of them agree that cultural items make learning difficult. 7,14% remain neutral.

Item 6: *Cultural representations in EFL course books, decrease student motivation*



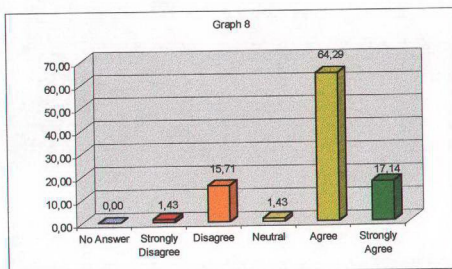
According to the results, 82,86% of the teachers don't think that cultural representations in EFL course books decrease student motivation. 10% of them think that these representations have negative effect on student motivation. 4,29% seem to prefer to be neutral.

Item 7: *In EFL course books, there are too many cultural items.*



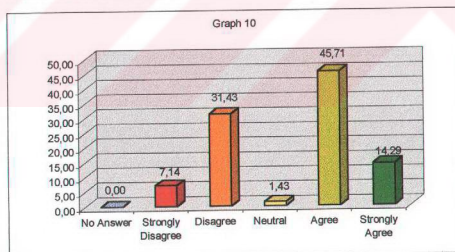
62,86% of the 70 teachers seem to believe that there aren't too many cultural items in EFL course books. 30% of them have the same point of view with the item. 5,71% appear to be neutral.

Item 8: *In order to teach the cultural items in EFL course books, it is necessary to do research and make extra preparation.*



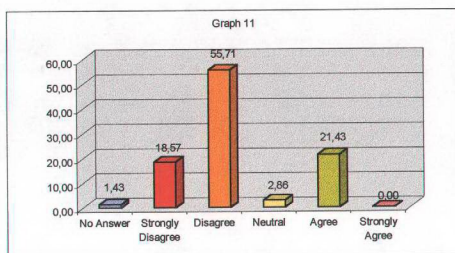
81,43% of the 70 teachers have tendency to believe in the necessity of doing research and making extra preparation, in order to teach the cultural items in EFL course books. 17,14% of them appear to oppose the idea of doing research and making preparation.

Item 10: *My university education is not sufficient enough in teaching the cultural items in EFL course books.*



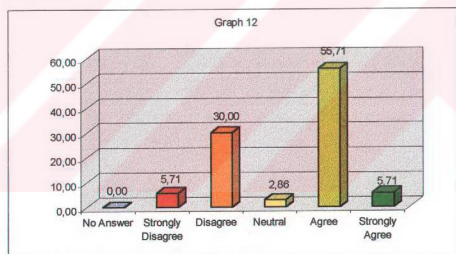
The reports appear to show that 60,0% of the 70 teachers think that their university education is not sufficient enough in teaching the cultural items. On the other hand, 38,57% of them disagree with this item and seem to think that their university education is adequate enough. 1,43% seem to be neutral.

Item 11: *When I meet cultural items in EFL course books, I don't focus much attention, I just pass over.*



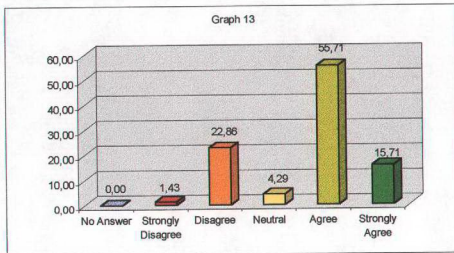
74,28% of the 70 teachers tend to focus attention on the cultural items in EFL course books. In contrast, 21,43% appear just to pass over.

Item 12: *I have difficulties in the explanation of the cultural items presented in the EFL course books.*



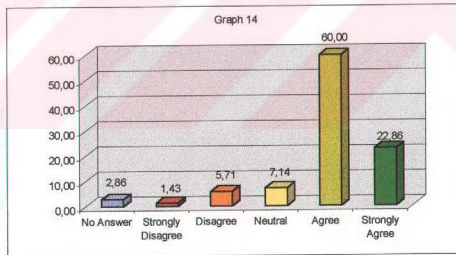
The results appear to reveal that 61,42% of the teachers seem to have difficulties in the explanation of the cultural items presented in the EFL course books, whereas 35,71% appear not to.

Item 13: *In EFL course books, cultural items of that language are represented adequately, so I do not bring any other extra materials to the class.*



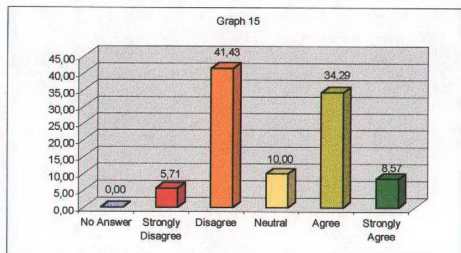
71,42% of the teachers appear not to bring any other extra materials to the class as cultural items of that language are represented adequately in EFL course books. 24,29% bring extra materials related with the cultural representations in the course books.

Item 14: *While explaining cultural points related with the foreign language culture I make comparison with the students' native culture.*



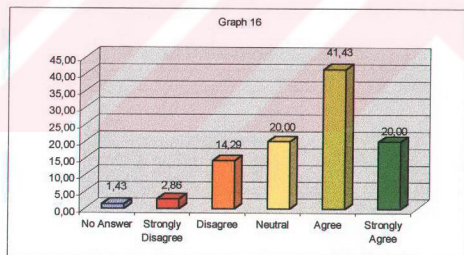
The findings indicate that 82,86% of the 70 teachers tend to make comparison with the students' native culture whereas 7,14% of them not while explaining cultural points related with the foreign language culture. 7,14% of the teachers are neutral on the issue.

Item 15: *When I need to get some extra information about the cultural items, needed to be explained, in the EFL course books, I cannot find enough resources.*



47,14% of the 70 teachers tend to disagree with this item. They seem to believe that they can find enough resources, when they need to get some extra information about the cultural items, needed to be explained, in EFL course books. 42,86% of them seem not to find enough resources.

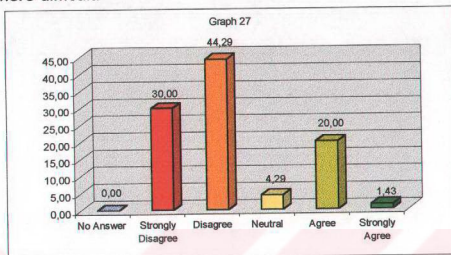
Item 16: *In EFL course books, cultural items of the students' mother tongue will make the education more efficient.*



61,43% of the 70 teachers appear to think that cultural items of the students' mother tongue in EFL course books will make the education more efficient. 20% of them seem to be neutral. 17,15% seem not to think that these items will make the education more efficient.

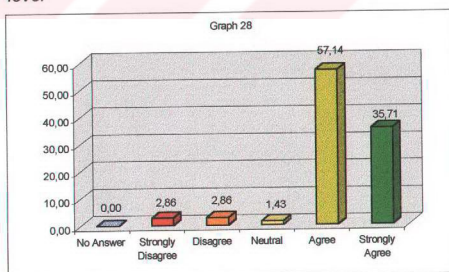
4.2.3. Culture and Classroom Activities

Item 27: *During listening–comprehension activities, I abstain from using cassettes or dialogue passages including cultural items as they make understanding more difficult.*



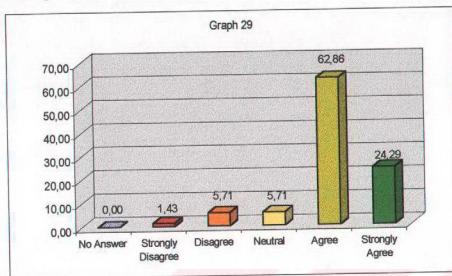
74,29% of the 70 teachers seem to use cassettes or dialogue passages including cultural items during listening-comprehension activities. The teachers appear to disagree with the fact that they make understanding more difficult. 21,43% of them seem to abstain from such cassettes or dialogue passages. 4,29% are neutral.

Item 28: *One cannot expect to see cultural features in students' speech at elementary level*



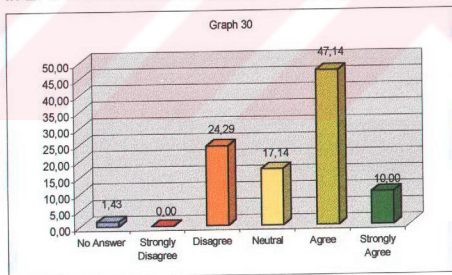
The responses to this statement show that 92,85% of the 70 teachers have tendency not to expect to see cultural features in students' speech at elementary level. 5,72% of them seem to expect their elementary students to use these features while speaking English. 1,43% can be said neutral.

Item 29: For me, reading passages in EFL course books are very useful to convey the foreign language culture.



87,15% of the 70 teachers tend to believe that reading passages in EFL course books are very useful to convey the foreign language culture. 7,14% seem to disagree with the item. 5,71% seem to be neutral.

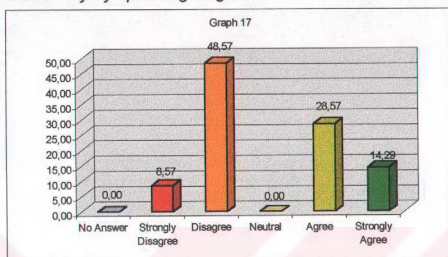
Item 30: In EFL course books cultural items targeting writing skills are not observed.



According to 57,14% of the 70 teachers, it can be said that in EFL course books, cultural items targeting writing skills are not observed. 24,29% of the teachers seem to believe that they meet such items in the course books. 17,14% appear to be neutral.

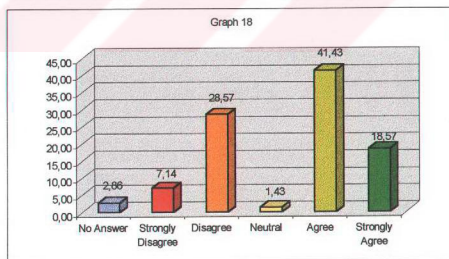
4.2.4. Culture and Specific Learning Items

Item 17: *As the kinship terms in EFL course books such as uncle, aunt, niece are expressed differently in English and Turkish, I have difficulty in teaching these only by speaking English.*



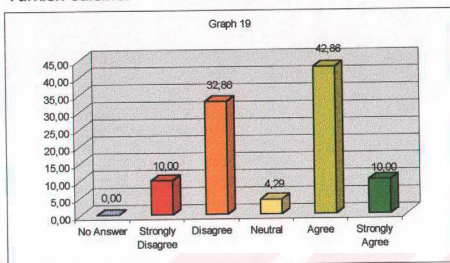
The responses to this item seem to show that 57,14% of the 70 teachers have no difficulty in teaching kinship terms only by speaking English. On the other hand, 42,86% of them tend to think that kinship terms involve problem and difficulties in teaching them only by speaking English.

Item 18: *In EFL class, when the students want to express different colour tones used in their mother tongue (e.g. cam göbeği, haki renk), I ignore and expect them to express these colours using primary colours.*



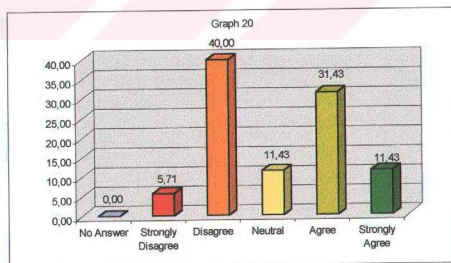
When the students in EFL course books want to express different colour tones used in Turkish (e.g. cam göbeği, haki renk), 60% of the 70 teachers seem to ignore this effort and expect them to express these colours using primary colours, 35,71% seem to disagree with the item. 1,43% appear to be neutral.

Item 19: *In EFL course books, when I meet food names which belong to the foreign language culture, I try to explain them by giving the closest examples from Turkish cuisine.*



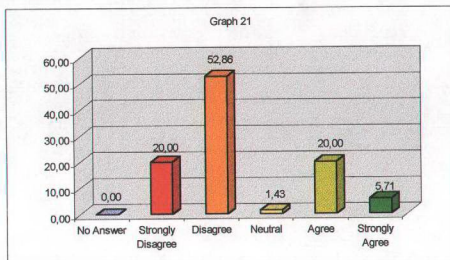
According to the figures, 52,86% of the 70 teachers have tendency to explain food names in EFL course books by giving the closest examples from Turkish cuisine. 42,86% of them seem not to explain them in this way. 4,29% seem to be neutral.

Item 20: *In EFL course books, the items such as George Washington's Birthday, Independence Day, Canada Day requiring specific knowledge, are not necessary to teach.*



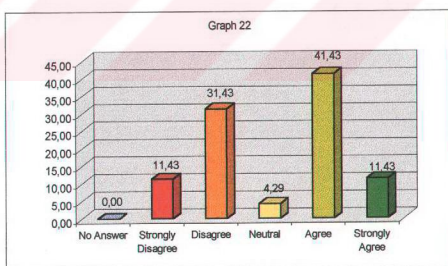
45,71% of the 70 teachers seem to believe that in EFL course books, the cultural items requiring specific knowledge (e.g. Canada Day) are necessary to teach. 42,86% of them appear to think that teaching these items is unnecessary. 11,43% are neutral.

Item 21: I briefly give the concepts such as Christmas, New Years Eve, Thanksgiving as a special day without going into detail and pass over.



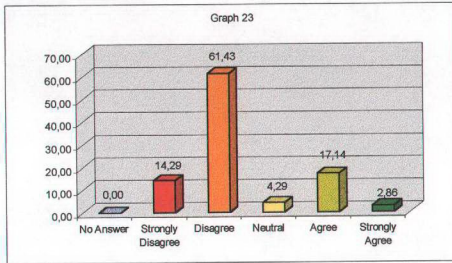
The data suggest that, 72,86% of the 70 teachers appear to take the concepts such as Christmas, into account and teach them in detail. On the contrary, 25,71% of them appear to pass over without going into detail, 1,43% seem to be neutral.

Item 22: In EFL course books, when the temperature degrees are represented in Fahrenheit, I don't try to explain them in detail as it's not used in Turkish standards.



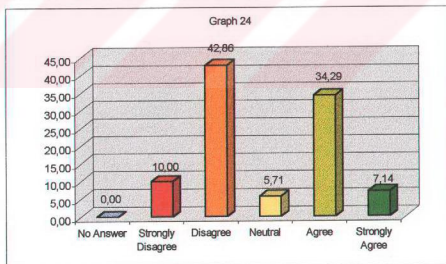
As it is obviously seen in the table, when the temperature degrees are represented in degrees Fahrenheit in EFL course books, 52,86% of the 70 teachers tend not to explain them in detail as it's not used in Turkish standards. 42,86% of them seem to explain them in detail. 4,29% of the teachers seem to be neutral.

Item 23: *There is no need to focus on the sounds and the words such as Nah, Gee, Wow, Yuck, Yeah, Brr that take place in the reading passages and dialogues in EFL course books.*



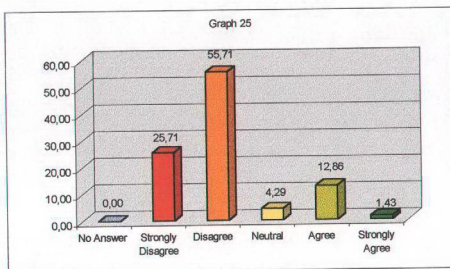
75,72% of the 70 teachers appear not to believe in the need of focusing on the sounds and the words such as Nah, Wow that take place in reading passages and dialogues in EFL course books. 20% of them seem to think that there is no need to focus such words. 4,29% of them are neutral.

Item 24: *I don't explain in detail the clothes and shoes sizes that are expressed differently in the foreign culture, as they are not used in Turkey.*



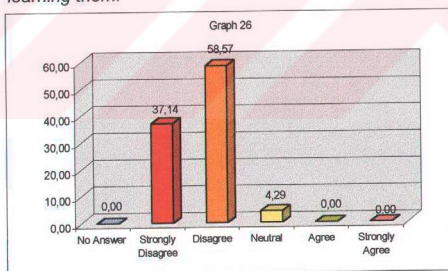
The analysis of the responses offer that 52,86% of the 70 teachers have tendency to explain in detail the clothes and shoe sizes even though they are expressed differently in the foreign language culture. 41,43% of them seem not to explain them in detail. 5,71% appear to be neutral.

Item 25: *I abstain from focusing on some words in EFL course books such as underwear clothing etc. that the students aren't accustomed to speaking in public.*



81,42% of the 70 teachers tend not to abstain from focusing on some words in EFL course books such as underwear clothing that the students aren't accustomed to speaking in public. 14,29% seem not to wish to talk about such topics. 4,29% seem to be neutral.

Item 26: *Teaching English proverbs is not useful as the students have difficulty in learning them.*



According to the TQ data, 95,71% of the 70 teachers seem to disagree that teaching English proverbs is not useful. Also they seem not to believe that students have difficulty in learning them. None of them appears to agree with the item in the questionnaire. 4,29% appear to be neutral.

4.3. The Results of Textbook Analysis

The categories and the frequencies of foreign language cultural items in the three EFL course books are as follows:

| Category | frequency |
|-----------------------------|-----------|
| cultural specific knowledge | 41.60% |
| kinship terms | 20.14% |
| Measurement | 18.45% |
| Food | 12.18% |
| Grading | 2.40% |
| Proverbs | 2.05% |
| Exclamations | 1.56% |
| Colours | 0.72% |
| Pictures | 0.60% |
| Stories | 0.24% |

Having presented the results obtained from the data, now let's turn the focus of our attention to the next chapter which includes the discussion of them .

CHAPTER 5

5. DISCUSSION

This chapter was devoted to the discussion of findings elicited from a multiple source of data. It has been divided into four sections in the framework of our study. The first one was the discussion on students' perspectives of culture in EFL course books. The second part included the discussion on teachers' perspectives of culture in EFL course books. The discussion of these two sections was presented under the following subtitles: Culture and Language, Culture and Course Book, Culture and Classroom Activities, and Culture and Specific Learning Items.

Textbook Analysis discussion was the third section in our study. In the last part, we discussed the students' answers to the questions which were asked to get information about their cultural awareness.

Interesting and illuminative responses of teacher and student interviews were presented as anecdotes to support our discussion. Interesting points in the answers of the teachers to the open ended question were placed in our discussion when necessary.

5.1. Learner Perspectives

5.1.1. Learners' Perspectives on Culture and Language

According to the LQ data results, majority of the 335 students seemed to believe that language was a part of culture and culture was a part of language.

So we can say that students tended to see a strong relation between culture and language. Among twenty students whom we interviewed, nine of them told their opinions on the subject matter.

The students, for example, 1,6, 8,12 defined this relation as follows:

' Culture and language are inseparable...' ×

Nearly half of the students appeared to think that in EFL class as the culture of a foreign language wasn't learnt spontaneously, it was crucial to make effort to learn the culture of that language.

During the interviews, three students stated that learners should endeavour to learn the English or the American culture while learning English as a foreign language. They further said that otherwise the culture couldn't be learnt.

On the other hand, the other half of the 335 students had tendency to agree that there was no need to try to learn the culture of a foreign language as it was learnt spontaneously.

According to the results of the LQ data, more than half of the 335 students seemed to think that the culture of a foreign language played a role in learning that language and students made effort to learn the culture.

The information obtained through the interview showed that seven students had parallel viewpoints. Here is what student 4 stated in the interview:

'...learning a foreign language doesn't only mean learning the grammar and the vocabulary of that language. I think also the culture of a foreign language should be learnt. In my opinion, learning the culture is the real foundation of learning a language. It is also necessary to adapt to learn a language...'

On the contrary, six students held opposing points of view during the interviews. Below are some comments on the subject.

Student 1 ✕

'... we learn the language. For us there is no need to learn the culture of that language...'

Student 8 ✕

'... while learning a language, I try to learn the subjects related with the language. If I have to learn grammar, I try to learn grammar. If it is conversation, I try to speak. To me cultural items are of no importance. I try not to focus on the cultural items. When I focus on them, I cannot understand the lesson.'

During the interviews the student 9 and the student 12 told that culture had an important role in language learning. Despite this, they emphasised that they didn't try to learn the cultural items of the foreign language. They said that the reason why they were at the Foreign Languages School was to learn the language not the culture.

Student 15

'... in my opinion in foreign language learning culture doesn't have an important role. As a result, learning grammar might be important but the

traditional days, for example, aren't very important and necessary for me. While following the course book in class, cultural items we meet make the lesson interesting for a while. We learn something different. These cultural items sound like stories to me. This is the only reason why I think positively about the role of culture in language learning, otherwise culture isn't important.'

Student 1

' ... we are here to learn the language, therefore there is no need to learn a different culture...'

We can conclude that, students see a strong relation between culture and language. However, some of them seem to believe that there is no need to learn a different culture. This might stem from the differences in students' needs and interests. Following the learners' perspectives on culture and language, we can move to learners' perspectives on culture and course book.

5.1.2. Learners' Perspectives on Culture and Course Book

As it could be seen in the results of the LQ, more than half of the students seemed to believe that they learnt both English Language and English Culture in EFL course books.

The findings of the LQ on this issue might imply that the students who were in favour of this point of view, might have tendency to be aware of the EFL course books and the cultural items in it. But were they able to overcome cultural items in their EFL course books? And how did they cope with them? We will discuss them in the subsequent parts of this section.

According to the findings obtained from LQ data and the interview data, the students tended to believe that course book had a very important place in learning a foreign language and getting knowledge about its culture. During the interviews student 7 indicated his opinion as follows:

'... the EFL course book is the most important resource in learning the language and its culture...'

When we took the interview data into consideration, we observed some interesting information on the issue. One of these was, as student 14 and 18 indicated, while learning a foreign language, in learning the culture of that language, the EFL course book on its own was not sufficient. They claimed that they couldn't understand the words or expressions that had cultural features without informative explanations within the course book. These students seemed to think that there weren't enough informative explanations about the cultural items in EFL course books.

How did they learn these words and expressions? The results of the fifth item in the LQ offered an answer for this. It might represent the second interesting information related with the subject. According to LQ results majority of the students appeared to think that teacher had a very important role in students' learning cultural items in EFL course books. The interview results seemed to support this view. Here are what the students stated:

Student 4

'... I learn English language culture in our course books; this is something like an introduction. Teacher is the person who develops the body part...'

Student 2

'... Whenever we cannot understand an cultural item in my course book, teacher is the first person to ask...'

While students were in favour of the role of teacher in learning cultural items in EFL course books, the results showed that they wished their teachers had lived abroad. They would like their teachers to teach the things, they had experienced. They seemed to hope guidance of their teachers. They tended to expect educated and also cultivated teachers. Otherwise, as the interview data indicates, they would not believe in the role of teacher in explaining cultural items in EFL course books:

Student 2

'... all of our teachers can teach us grammar, but cultural items in the course books can be taught by our teachers who have been abroad...'

Student 6

'... teacher has a role. It is ideal for us to have teachers who have been abroad.'

Student 12

'...teachers should live abroad and grow up there...'

Except for the teachers who have lived abroad, students seemed to wish to be taught the cultural items by native speakers. Native speakers appeared to be another way in overcoming cultural items in their EFL course books. But, some students during the interviews stated that they didn't have native speaker teachers at the moment. In their opinion, this seemed to be a disadvantage.

Let's have a look at how students view cultural items in EFL course books? Did these items cause difficulties while learning English? Nearly half of the 335 students appeared not to have much difficulty in learning the cultural items in EFL course books. The interview data might provide further explanation on the subject matter including opposing point of views, too:

Student 6

'... In my opinion, cultural items don't cause difficulties in learning English under the condition that the language has the priority, not the culture. Culture should come after the language...'

Student 5

'... because of the cultural items, one cannot understand what the grammar subject is...'

Student 8

'...in class while learning grammar, we focus on it, and suddenly we meet cultural items that we cannot understand. Some items sound unfamiliar. At that time, I cannot establish a connection between what we are doing and the cultural items. I cannot decide whether to learn that foreign thing or the grammar.'

The results of the LQ and the interview data showed that students seemed not to have difficulty in learning English because of the cultural items in EFL course books, under the condition that the language had the priority not the culture. They appeared to think that the existence of too many cultural items in an EFL course book created obstacles in learning the language. The previous data led the researcher to think that teachers might have a role in

students' not having difficulty with the cultural items represented in EFL course books.

33.14% of the 335 students had tendency to believe that they were having difficulty in learning English because of the cultural items in EFL course books while 18.81% of them seemed to be neutral. This might be linked to the excessive amount of the cultural items in EFL course books.

What did the students think about the amount of the cultural items in EFL course books? The LQ data for the item 8 might give further information on this. First of all, 28.66% of the 335 students tended to be neutral. What student 18 said during the interviews might be one way of explaining this result. He stated that he didn't exactly know what the whole culture of English language consisted of. Another student; student 14 stated that some course books included many cultural items, but some other course books included a few.

During the interviews, six students claimed that there were too many cultural items in EFL course books. Here are what Student 1 and Student 2 said about the subject:

'...the publishers of the course books place too many cultural elements in order to introduce their cultures to the other nations...'

'... there are too many cultural elements in EFL course books. In my opinion, while learning a foreign language at the beginning stage only grammar structures should be taught...'

The above interviews appeared to have a parallel line with the 31.64% of the 335 students who had tendency to believe that there were too many cultural items in EFL course books.

During the interviews, Student 7 seemed to have a different point of view: He stated that every student might have different opinions about the amount of cultural items. He said, opinions on the absence or the presence of the cultural items in an EFL course book depended on the interest of the learner in the culture of that language.

The LQ results revealed that 39.70% of the 335 students didn't think there were too many cultural items in EFL course books. Student 17 reported that she would like to see more cultural items in EFL course books. Student 9 stated that she couldn't see too many cultural elements in EFL course books. She claimed that culture was completely a matter of interest and she wasn't interested in it. She said she liked studying grammar.

More than half of the students, according to the LQ results, had tendency to believe that cultural representations in EFL course books did not decrease their interest in the lesson.

Some interviewees stated that while some cultural differences attracted their attentions, some sounded unnecessary to learn. They claimed that their interest in the lesson changed depending on the cultural item. On the other hand, some students, as we mentioned before, seemed to be interested in the cultural representations in EFL course books as they very much wished to know them. One of the students told that he had found drinking tea with milk interesting because in Turkey people didn't drink tea with milk. Many of the students told during the interviews that cultural representations in EFL course books increased their interests in the lesson.

On the contrary, according to the LQ results, small number of students tended to believe that cultural items decreased their interest. Some interviewees seemed to support this view. Here are what they said in the interviews:

Student 2

' ... cultural representations sometimes decrease my motivation. In class, we focus on a subject, suddenly we meet a cultural item. I start trying to learn it. At that time I forget the previous subject. So, I loose my control on the subject...'

Student 4

'... if I can find an Turkish equivalent for that cultural item, it attracts my attention...'

Student 9

'... I am not interested in the culture of English language. I don't understand cultural items. Cultural representations decrease my motivation...'

Student 19

'... as I am interested in grammar, cultural items don't attract my attention. I don't concentrate on cultural representations. I don't let cultural items decrease my motivation.'

As it could be seen obviously, cultural representations appeared to decrease the motivation of the students whose first aim was to learn grammar. Cultural items seemed to be decreasing motivation of the students who were not interested in them.

The data from the LQ indicated that more than half of the 335 students seemed not to be able to find equivalents for the cultural items that they met in EFL course books. What did they attempt to do in case they couldn't find an equivalent for a word of different culture? The Learner Interview data might cast light to this question:

Nearly most of the students reported that it was not always possible for them to find equivalents for the cultural items in EFL course books. Some of them defined this in a different way and told that they couldn't translate some cultural items into Turkish. In that case, as they stated, they looked up dictionaries. Student 1, for example, indicated that if a culturally loaded word in English had a Turkish equivalent, he didn't have any difficulty in learning that word. According to what the student interviewees said, they tried to find a Turkish word or expression that had the closest meaning.

The students told that they asked their teacher for the equivalents of the cultural items that they faced in EFL course books while learning the language. Below is what one of the students said during the interviews:

Student 13

'... I cannot always find equivalents of cultural items in my course books. But my teacher helps me in learning them. I look up the dictionary. I ask my teacher. If I cannot get any answers, I don't try to learn it. I forget it.'

Three student interviewees indicated that learners had to go abroad, join in the culture, live and see in order to find equivalents for cultural representations in EFL course books.

As it could be seen in the above discussion, students appeared to have recourse to the teachers and the dictionaries in order to learn the meanings of culturally loaded words or expressions in EFL course books. They seemed not to be able to cope with English cultural items on their own; without any help. The LQ data for the statement 9 might be linked to this insight:

According to the questionnaire results, 41.49% of the 335 students seemed to have difficulties in overcoming the cultural items while studying English at home alone. Two of the student interviewees, for example, Student 7 claimed that he didn't have the chance of learning English at home on his own. Here is what student 9 said:

'... I cannot translate a two-word English expression on my own by looking up the dictionary. Meanings are different. I don't know what to do in that case...'

We could say that not many students appeared to have no problems with the cultural items while studying at home alone. Teacher was the first person to ask for help, according to the learners.

5.1.3. Learners' Perspectives on Culture And Classroom Activities

More than half of the 335 students appeared to believe that grammar and vocabulary knowledge would be sufficient for them to speak English, even if they did not have any cultural information about that language. This might be linked to students' interests and needs. We could say that majority of the students seemed to be in favour of the relation between culture and language. In spite of this, data results showed that students would like to be involved in the culture of that language while learning the language if they were interested

in. Interests and needs of the students seemed to have a role in their giving priority to cultural items in speaking. Here is what student 9 said during the interviews:

'... without using cultural items, only grammar isn't sufficient on its own in my speaking English. But we are here to learn English for our future businesses. To me, there is no point in my learning cultural items to speak English. I think grammar and vocabulary will be sufficient for me to speak English in my job.'

What Student 5 stated might be linked to the view above:

'... we cannot be aware of the cultural knowledge of a foreign language till we meet the culture of that language. If our aim is to work with foreigners in the future, we must know the culture of that language. Grammar and vocabulary might be useful for us in passing the exams at school. In order to speak with foreigners, we need cultural knowledge of that language.'

On the other hand, 36.74% of the students appeared to have tendency to think that grammar and vocabulary knowledge alone wouldn't be sufficient for them to speak English without regard for cultural knowledge. Interview data may throw light on the subject matter:

Student 4

'... without cultural knowledge, by using grammar and vocabulary, we can speak English to Turkish people, not to the native speakers. When we go abroad, we inevitably can make mistakes in speaking...'

Student 3

'... speaking English means speaking it like our mother tongue. In order to achieve this, we must have cultural knowledge as well as grammar and vocabulary knowledge...'

According to the questionnaire results, nearly half of the 335 students seemed to have difficulty in understanding what they heard whenever cassette and videos containing cultural items used in EFL class. 18.81% of the students appeared to be neutral on the subject matter.

Some of the student interviewees stated that it was difficult for them to understand cassettes containing cultural elements of the foreign language. One student, Student 3, claimed that he couldn't even look up the dictionary, as he didn't hear the word properly. Student 4 said that he didn't have difficulties if he was taught the word before.

As for the reading activity, during the interviews many students claimed that they could learn and understand cultural items easier if they met them in a reading passage.

The learner questionnaire data revealed that majority of the students tended to believe that reading passages in EFL course were useful to get knowledge about the culture of that language. Below are what some students commented on the subject:

Student 1

'... reading passages belong to the culture of that language. The authors also belong to that culture. So, a reading passage in its nature includes cultural elements. When we meet too many cultural items in a reading passage, it

becomes very difficult to understand it. At that time, we waste time. In EFL course books, we see many passages like this...'

Student 2

'... we have learnt many things related with the culture of English in reading passages in EFL course books...'

Student 7

'... whether we think the reading passages are useful or not, we must be contented with them...'

Student 10

'... I can get cultural knowledge mostly in reading passages in EFL course books. I would rather see short exercises and some explanations following the passages...'

The LQ and the interview data showed that reading activity seemed to be an efficient way of getting knowledge about cultural items in EFL course books. However, students appeared to believe that too many cultural items in a reading passage in an EFL course book caused difficulties in understanding it. They would like the EFL course book include extra explanations related with the cultural items.

The interview data also revealed that dialogues and role plays in EFL course books seemed to be useful in students' getting knowledge about the culture of the language.

During the interviews, students stated that while writing compositions, they didn't use cultural items of English. They told that they wrote

compositions by using their own ideas. They pointed out that they wrote about social events occurring in Turkey. They claimed that they weren't be able to express the Turkish concepts in English.

Conclusion might be that, foreign language culture was conveyed most efficiently to the students by means of reading activities . Students foud it hard to use cultural features in speaking at elementary levels.

5.1.4. Learners' Perspectives on Culture and Specific Learning Items

'Kinship terms' was one of the specific learning items that the students opinions were asked in the LQ. During the interviews some students told their opinions related with the item. Student 9 told that learning kinship terms was very easy for her. She stated that students would like these terms to be explained in Turkish. Student 6 claimed that she didn't have any difficulties in learning the kinship terms. Student 5 said that as Turkish kinship terms e.g. hala, teyze were defined with one word, aunt, in English, learning them was much easier for him.

On the contrary, Student 4 expressed that defining the Turkish kinship terms amca, dayı with one word 'uncle' in English sounded contradictive to him. Students 2 and 3 stated that while learning the kinship terms, they had difficulties in understanding them.

According to the LQ results, more than half of the 335 students would like their teachers to explain kinship terms in Turkish. Where as 29.94% of them seemed not to want Turkish instruction while learning kinship terms.

The data from the LQ and the interviews seem to reveal that some of the students appeared to think that learning English kinship terms was very easy to learn. They expressed their demand that the teacher explain the kinship terms speaking in Turkish. This might lead us to think that teachers' speaking Turkish while explaining kinship terms might be a reason why they didn't have any difficulties in understanding these terms.

Foods represented in EFL course books have been another concern of our study in the section of specific learning items. The LQ data appeared to reveal that more than half of the 335 students believed that it was difficult for them to imagine the British or the American foods presented in EFL course books. Interviews with the students might throw a light on the subject on the subject matter:

Student 4

'... I don't try to keep in my the words that I have never heard before; for example food names...'

Student 2

'... I don't endeavour to learn the food names...'

Student 5

'... it was very difficult for me to keep the names of food in my mind. Because I don't know what that food is...'

Student 1

'... I cannot imagine the American or the British food in my mind. I look at its ingredients...'

Student 8

'... I cannot find the exact equivalents of food names in our course books. I simply don't understand. I want my teacher to explain these words in Turkish and by giving a similar example from the Turkish culture food...'

The learner questionnaire and the student interview data showed that many students appeared not to be able to imagine the food names of a foreign culture. They would like their teacher to explain the word by giving a similar example from the Turkish culture. They seemed to think that they couldn't imagine the food names unless they tasted them.

As it was presented in the previous chapters, we were curious about the point of views related with learning the words of social occasions of English or American culture in EFL course books. After analysing the text books, under the supervision of two researchers, we decided to divide these cultural items into two:

First group included the traditional days that comprised specific knowledge; especially history. Second group consisted of the traditional days. The LQ data, 50.12% of the 335 students had tendency to believe that there was no point in learning subjects such as George Washington's Birthday that included specific knowledge. On the other hand, 28.06% of the 335 students appeared to think that learning traditional concepts (not including specific knowledge) such as New Year's Eve was unnecessary to learn.

These two results seemed to be remarkable to the researcher because of the difference in the percentages. We can say that half of the students seemed not to be interested in cultural items in EFL course books concerning with the traditions that comprised specific knowledge. Whereas 28.06% of the

335 students seemed not to be interested in the cultural representations related with the traditional occasions that did not include specific knowledge.

While 42.69% of the students seemed to be in favour of learning the concepts such as George Washington's Birthday, 62.39% had tendency to believe that it was necessary to learn the concepts such as New Year's Eve . Here are what the student interviewees stated during the interviews:

Student 1

'... for example 'Christmas', in my opinion this word frequently takes place in course books. I sometimes think I am forced to learn it...'

Student 2

'... let's take the word 'Christmas' , in class it was taught as a 'special day' by the teacher... We'd better see them visually. Videos can be used while teaching these items...'

Student 3

'...If a person is interested in, then the words Christmas, Thanksgiving, Canada Day will attract learners attention. I don't endeavour to learn these cultural items. I am not very interested in them. In class, I understand better, when the teacher speaks Turkish in explaining them. I cannot find the explanations of these concepts in dictionaries. I would like to see explanations in book related with them..'

Student 4

'... historical concept is indeed important but it is not necessary to learn them in detail...'

Student 6

'... these traditional concepts don't attract my attention. I cannot understand when and what happened...'

Student 7

'...they are necessary to learn....'

Student 9

'... I cannot understand why I have to learn these concepts...'

To sum up, during the interviews some students stated that EFL course books included too many culturally loaded concepts. They further said there was no point in learning them. Some said they were necessary to learn. The LQ and the interview data might imply that the desire to learn the words such as Canada Day, New Year's Eve might depend on learners' interest on the subject.

Proverbs and sayings have been the other concern of this study. The LQ data results indicated that nearly half of the 335 students appeared to have difficulty in understanding proverbs and sayings represented in EFL course books as they seemed not to be able to establish connections with the Turkish culture. 11.64% of them tended to be neutral.

During the interviews for example, Students 4,5,17 claimed that they had difficulty in understanding the proverbs in EFL course books. Student 1 pointed out that teachers helped if he didn't understand a proverb. He said teachers taught the proverbs by explaining their meaning or telling their Turkish equivalents.

As we could see, nearly half of the students had difficulties while learning proverbs and sayings that they met in EFL course books, whereas 36.42% of the 335 students seemed to have no problems with learning them. They had tendency to think that teachers had an important role in their understanding these items. They appeared to learn them by explanations. Also, Turkish proverbs that might have the same meanings with the English proverbs seemed to be told in class.

After having discussed the issues regarding students' perspectives on culture in EFL course books, let's direct the discussion towards teachers' perspectives on the same issue.

5.2. Teacher Perspectives

5.2.1. Teachers' Perspectives on Culture and Language

The data obtained from the teacher questionnaire data revealed that nearly all of the 70 teachers seemed to believe that culture was a part of language and language was a part of culture. The answers given to the third item in the TQ appeared to support this view: Majority of the teachers tended to think that cultural instruction was necessary because the culture of the foreign language played an important role in teaching that language. During the interviews, most of the teacher interviewees emphasised the role of English or American culture in teaching English.

According to the TQ, majority of the 70 teachers appeared to see cultural instruction crucial in teaching English as a foreign language. The data for item two offered some interesting information on the issue: More than half of the teachers also tended to believe that as teaching the culture of English

language occurred spontaneously, while teaching English there was no need to teach English culture. 45.52% of the 70 teachers seemed to disagree with this and consider teaching the culture of that language important.

To sum up, according to the TQ nearly all the teachers tended to see a relation between culture and language. They seemed to believe in the role of culture in foreign language teaching and consider cultural instruction to be necessary. In contrast, more than half of the teachers seemed not to make special point of teaching the culture of that language as it occurs spontaneously. What might be the cause for this? We might get further information on the subject in the subsequent parts of the discussion.

5.2.2. Teachers' Perspectives on Culture and Course Book

The TQ revealed that nearly all the 70 teachers tended to agree that the course book had an important place in learners' acquisition of the culture of the given foreign language. What might cause the majority of the teachers to think like that? Below are some explanatory extracts quoted from the interviews with the teachers:

Teacher 5

'... course book has an important role in teaching the English culture while teaching English in class. We don't have any other choices different from the course books in introducing that culture. We just try to teach cultural items in the course books. We do not bring any other materials to class to give information about the English culture.'

Teacher 11

'... in class students do not have any other materials related with English culture except for the course book. So, EFL course books have an important place in students' acquiring the culture of the language...'

Teacher 12

'... in English language teaching, the only materials the students can see in class are course books and cassettes. If the students are at the beginning level, they won't be able to understand the other resources except for the course books.'

Teacher 3

'... course book introduces the students with the culture of English language. It has an important role...'

The reason why the majority of the 70 teachers seemed to believe in the importance of course book in teaching culture in foreign language teaching might be linked with the views above. It could be seen that EFL course book seemed to be the major material in EFL class in students' acquiring the culture of that language.

The data elicited through TQ reflected that the majority of the teachers appeared not to agree with the view that the cultural representations in EFL course books, decreased student motivation. That these representations made learning difficult was another fact that most teachers appeared to hold opposing point of view.

The teacher interview data might throw light on the concept of motivation related with the cultural items in EFL course books. During the interviews,

some of the teachers stated that emergence of cultural items in EFL course books in class might decrease or increase students' motivation in accordance with their interests and needs. They said if the students were interested in the culture of the given language, then cultural items in EFL course book would increase their motivation.

Some teachers pointed out that teacher awareness on the cultural items might also have a role in students' motivation on cultural items in EFL course books. Teacher 1, for example, told that a teacher should be aware that he was the resource of knowledge both for English language and culture.

The teacher interview data showed that some teachers seemed to believe that the existence of too many cultural items might decrease student motivation. What did the teachers think about the amount of cultural items in EFL course books? The answer to this question might come from the TQ data for the seventh item.

The data revealed that more than half of the 70 teachers had tendency to believe that there weren't too many cultural items in EFL course books. On the other hand, 30% of the 70 teachers seemed to be opposed to this idea. This result might indicate that how teachers viewed the amount of cultural items in EFL course books could be linked with the content of the course book.

As we have witnessed during our textbook analysis, one course book might comprise too many cultural items, but the other might not. During the interviews, teachers' view on the subject seemed to be divided into three. One group stated that there were too many cultural items in EFL course books. The other group claimed there weren't too many cultural items in EFL course books. The third group said that they found cultural items in EFL course books in

moderate amount. That the course books they had been teaching were different might be the reason for these 3 different views.

According to the TQ data, majority of the 70 teachers had tendency to do research and make extra preparation in order to teach the cultural items in EFL course books. Interview results showed that the native speaker colloquies were asked to help them in explaining the cultural items.

Some of the teacher interviewees said that they applied dictionaries to get knowledge about the cultural representations. Some teachers stated that they wished to use the internet, the cable TV to go to the British Council, libraries. The interview data seemed to reveal a problem from teachers' perspective while doing research and making extra preparation. Here is what one of the teachers said:

Teacher 10

'...a teacher should read a lot, do research, use the internet. But , honestly I do not have chance to make extra preparation or to focus on the cultural items. The reason is that I do not have enough time. I am teaching too many classes. And I am a member of the writing committee here, at school...'

Teachers seemed to believe in the necessity of doing extra preparation to explain the cultural items in EFL course books. Some of them appeared to come face to face with a problem; that was the lack of time to make preparation. This might be the reason why some of the teachers seemed to disagree with the item.

Some explanation came from the open ended question in the TQ : *'I believe that the culture of a nation can only be truly learnt through experience.'*

We can reflect some of this into the classroom. However, this would need time and effort and pre-preparation. '

The TQ data for the item ten might be an explanation of why the majority of the teachers appeared to find it necessary to do research and make extra preparation in order to teach cultural items in EFL course books. According to the TQ, more than half of the 70 teachers had tendency to think that their university education was not sufficient enough in teaching the cultural items in EFL course books. And this might also be an answer why more than half of the teachers tended to have difficulty in the explanation of the cultural items presented in the EFL course books. The interview data also provided a wider perspective on the above issues. Below are some extracts quoted from the interviews with the teachers:

Teacher 3

'... sometimes I am not efficient in explaining the cultural items in EFL course books...'

Teacher 8

'... I have difficulty in explaining the cultural items. There are a lot of words that we do not know. If we, a teachers, do not know, it is not very meaningful to expect our students to know these cultural items...'

Teacher 2

'... I have difficulty in explaining the cultural items in EFL course books, as I haven't been abroad...'

Teacher 4

'... I do not know 'Halloween'. For this reason I cannot explain it to the students very well...'

Teacher 7

'... in EFL course books, there are cultural items whose equivalents I do not know. Sometimes, it is very hard for me to explain them to the students. At that time, I just pass over...'

As the TQ and the interview data revealed that more than half of the teachers seemed to think they were not efficient in explaining the cultural items in EFL course books. This might imply that their university education wasn't sufficient enough in terms of acquiring the cultural items of English or American culture. As the interview data showed, the reason why the teachers considered themselves inefficient in teaching the cultural items might be that they hadn't been abroad.

Although more than half of the 70 teachers seemed to have difficulty in the explanation of the cultural items, presented in EFL course books, 21.43% of them seemed not to focus much attention and just pass over. In contrast, most of the teachers appeared to take them seriously, and focus attention.

During the interviews, many teachers stated that they made comparison with the students' native culture, while explaining the cultural points related with the English Language. Views of the interviewee teachers seemed to support the TQ data. The TQ data showed that 7.14% of the 70 teachers had tendency not to make such a comparison. While 7.14% seemed to be neutral on the subject, the rest, the majority, of the teachers appeared to make a comparison with the students' native culture, which was Turkish. What the teacher said during the interviews can be seen below:

Teacher 1

'... when I meet a cultural item of English culture, I do research to find out whether that item exists in our native culture...'

Teacher 9

'... I explain the cultural items in EFL course books to the students by giving a close example of the cultural item that exists in Turkish culture...'

Teacher 10

'... I prefer to explain English or American cultural item in EFL course books by using Turkish culture...'

Teacher 11

'... when I do not know the cultural item, I ask its meaning to a native speaker. In my opinion, he is inefficient in explaining that English cultural item to me because he cannot tell me what that English cultural item means in Turkish culture. I cannot get the Turkish equivalent...'

As it could be seen, let alone teaching these items to the students by making comparison with the Turkish culture in class, teachers seemed to look for their Turkish equivalents before entering the class while making preparation for the lesson. Could searching for the Turkish equivalents result in speaking Turkish in EFL class? Interview data showed that most teachers spoke Turkish in EFL class while explaining the cultural items to the students.

Interview data revealed that teachers book, native speaker colleagues, dictionaries, teacher colleagues, the internet appeared to be the resources the teachers had. Most teacher interviewees regretted that they didn't have enough resources to explain the cultural items in EFL course books.

According to the TQ, nearly half of the 70 teachers seemed to believe that they could find enough resources when they needed to get some extra information about the cultural items in EFL course books. On the contrary, nearly half of them seemed not to agree with them

5.2.3. Teachers' Perspectives on Culture and Classroom Activities

During the interviews, teachers told their opinions about classroom activities connected with the cultural items in EFL course books. They stated that comparisons with Turkish culture, role plays, games, dialogues, translation might be efficient in students' learning English or American cultural items in the course books. One of the teachers, teacher 12, stated that role play seemed to be the best way to teach cultural items:

'... students become Mr. Brown, Mrs. Brown in class. They feel very relaxed and happy...'

Some teachers told that they expected the students predict the cultural item first. They said after the students' prediction, they explained what that cultural item meant. Teachers seemed to speak Turkish or translate if they had difficulty in explaining them to the students.

The responses during the interviews showed that reading activity seemed to be the most efficient way in teaching the cultural items in EFL course books to the students. These views appeared to support the TQ data. It revealed that majority of the 70 teachers tended to believe that reading

passages in EFL course books were very useful to convey English Language culture.

According to the TQ data, majority of the teachers appeared not to expect the students at elementary level use cultural items while speaking English.

As for the listening activity, TQ revealed that most of the teachers appeared to disagree with the fact that cassettes or dialogues including cultural items made comprehension difficult. 21.43% of them tended not to wish to use them in class. During the interviews, two teachers pointed out how difficult it was to teach the cultural items during listening comprehension activity. The teachers stated that they found the activity not very useful as the students might not notice the cultural item while listening.

Both the TQ and the interview data revealed that although games, role plays, dialogues seemed to be ways of conveying English language culture, reading passages appeared to have an important and special place for the EFL teachers.

5.2.4. Teachers' Perspectives on Culture and Specific Learning Items

We wished to learn the teachers' opinions related with culture and specific learning items in EFL course books. 'Kinship terms' was one of them. That the kinship terms in English such as uncle, aunt, niece were expressed differently in English and Turkish was our starting point. The responses to the

teacher questionnaire showed that more than half of the 70 teachers tended to have no difficulty in teaching kinship terms only by speaking English. On the contrary, 42.86% seemed to have difficulties while teaching kinship terms to the students. Below are some of the teacher interviewees comments on the question of why they seemed to have difficulties in teaching kinship terms:

Teacher 4

' ... the students don't endeavour to understand why uncle in English has two meanings, amca and dayı, in Turkish. They always ask the reason for this. I draw diagrams or explain it speaking Turkish...'

Teacher 11

' ...the students ask the reason why kinship terms are expressed differently in English. I just answer saying, it is English language and different from ours...'

According to the teacher questionnaire, when the students in EFL class want to express different colour tones used in Turkish , e.g yavruağzı, more than half of the 70 teachers seemed to ignore this. They tended to expect the students to express these colours using primary colours.

The food names in EFL course books were another specific learning item that the teachers appeared to have difficulty while teaching. The TQ data showed that more than half of the 70 teachers explained them by giving the closest examples from Turkish. Here is what one of the teachers said during the interviews on the issue.

Teacher 12

'... while teaching English food names, I make comparison with Turkish food...'

On the other hand, 42.86% of the 70 teachers seemed not to explain them by giving such examples. So, how might they be teaching food names to the EFL students. Interview data might throw light on this:

Teacher 4

'... I told the students that food names cannot be translated. I try to explain by giving ingredients of the food...'

Teacher 6

'... I don't make comparison with the Turkish cuisine, I give them the ingredients of the meal...'

Teacher 7

'... I just say- it is a kind of food-...'

It could be obviously seen in the TQ and the interviews that teachers while teaching the labels for food in EFL course books used the closest example in Turkish language for the given food or gave the ingredients. It could also be said that they had tendency to explain them only by saying 'a kind of food'.

According to the TQ data 45.71% of the 70 teachers had tendency to believe that the cultural items requiring specific knowledge as George Washington's Birthday was necessary to teach. On the other hand, as for the concepts such as Thanksgiving, 72.86% of the teachers appeared to teach them in detail. Cultural items such as George Washington's Birthday seemed

to be unnecessary to teach for the 42.86% of the 70 EFL teachers. The interview data might provide further information related with the above concepts.

Teacher 4

'... while teaching special occasions in EFL course books, I explain them as- it is a special day-...'

Teacher 5

'... I think, it is unnecessary to teach historical events...'

Teacher 7

'... I tell the students as- it is a kind of festival-...'

Teacher 8

'... for example, I say -this event is something like our bayrams and it is a special day in that country-...'

Teacher 11

'... I don't think the students are interested in learning the importance of thanksgiving in American culture...'

In the light of the data, some teachers seemed to think that these events might not attract students' attraction. Some teachers seemed to make comparison with the special occasions in Turkish culture. Although majority of the teachers seemed to teach special occasions of that country in detail, some of them appeared to explain them as 'a special day' in that country.

During the interviews, some of the teachers stated that they had difficulty in keeping in mind some specific items related to the country in which the course book had been published. These seemed to be the representations which comprise numbers such as Fahrenheit degree, clothes and shoe sizes, units of measurement. Below are what two teacher interviewees said:

Teacher 8

'... I cannot keep in my mind the items in EFL course books that comprise numbers...'

Teacher 5

'...I do not give the exact equivalent of the Fahrenheit degree in centigrade degree in class, I don't try to teach the students its exact equivalents, I just pass over...'

Teacher 3

' I do not know the exact values in Turkish metric system of the units of measurement in EFL course books. For example ; 5 feet. I tell the students that I do not know it in cm. when they ask me. I tell them to look up either the appendix of the course books or dictionaries. I expect them to do research on their own.'

The views above might be a clue for why more than half of the teachers tended not to explain Fahrenheit degrees in detail. And that 41.43% of the 70 teachers appeared not to explain clothes and shoe sizes in EFL course books in detail could be due to lack of knowledge. On the other hand, one teacher interviewee stated that she had no difficulty in teaching numerical items in EFL course books. Here is what she said:

Teacher 1

'... I haven't had difficulty in teaching shoe sizes or the units of measurement. The reason might be that I haven't met too many of them in EFL course books.'

Keeping in mind the items that consisted numbers used in the country where the EFL course book was published seemed to be difficult for more than half of the teachers. They seemed to be difficult for more than half of the teachers. In that case, teachers seemed to pass over without giving their exact values. They seemed to have tendency to expect their students to look up the dictionaries or the appendix of the course books.

As for the English or the American proverbs and sayings, according to the teacher questionnaire data, nearly all of the teachers had tendency to have a common point of view: They seemed to believe that teaching the proverbs was useful and not difficult to learn for the students. None of the teachers seemed to have an opposing point of view on the issue.

Sounds and the words such as Gee, Wow in EFL course books were of concern to the researcher as specific learning item. Majority of the teachers seemed to focus on them.

During the interviews some students told their opinions about meeting some concepts in EFL course books that they weren't accustomed to speaking in public. Here are students' comments:

Student 8

'... when we meet the words 'sex' or 'homo' in course books in class, the room buzzes with laughter. While our teacher was teaching us the underwear clothing, we giggled a lot.'

Student 7

'... when the word 'sex' is heard in class, some of us laugh. A story of an old lady falling in love was interesting for me. I liked that. Learning different things is nice and necessary.'

What are the teachers' attitudes toward teaching such concepts? We might get some information from the open ended question in the TQ : *' learning a different culture, helps people to have different points of view of life. We might ignore concepts such as religion, sexuality in class, but having knowledge about different cultures is crucial when we consider mother-daughter relation, relations among different people and relations among societies.'*

The TQ data showed that majority of the 70 teachers seemed to teach these concepts like any other items comfortably. That the students have desire to learn the concepts from different points of view might function as a trigger for the teachers.

In this section, discussion of outstanding points on teachers' perspectives of culture in EFL course books have been presented. As it can obviously be seen, EFL teachers seem to have a lot to tell on the subject. We've tried to convey their opinions on problems that might occur while teaching cultural items, and the possible solutions.

5.3. Textbook Analysis Discussion

Analysis of the target language cultural representations in the three EFL course books; English File-1(ibid), Focus on Grammar-Basic(ibid), The New Cambridge-1(ibid) took very long time. Each item was considered to have cultural features of the target language was counted one by one, again and again by the researcher. This process led us confront cultural items of the target language in the course books. We determined ten categories of EFL cultural items.

The majority of the cultural items represented in EFL course books seemed to be related with cultural specific knowledge. 20.14% of the representations in three of the EFL course books seemed to be related with the kinship terms. Measurement constituted 18.45% of them. These appeared to be the top high ratios in the frequency of the cultural items during our analysis. Learning the units of measurement in EFL course books might not mean much to a Turkish learner in Turkey . But when he went to the USA, for example, in order to understand the weather forecast or to do shopping, he had to know them. In that sense, cultural representations seemed to have importance in using the language communicatively.

The results of the analysis seemed to be in parallel line with the fact that authors placed emphasis on the cultural items of their nations. Alptekin (1996) claimed that the White House seemed to be favourite topic with the American textbook and British Royal Family appeared to be a popular topic with British EFL writers. Could this tendency of EFL course book writers cause any problems in an EFL class? Although to study a foreign language involved studying cultural aspects tied to that language, too many cultural items in an EFL course book might give rise to some negative effects, such as culture shock and learner defensiveness in relation to his/her language ego.

During our study, we met some cultural items in the course books related with the British Royal Family. The British Royal Family seemed to be mostly presented mostly in the pictures. Pictures in EFL course books representing culture, constituted one of our categories of textbook analysis. 0.60% of the cultural seemed to be presented in the pictures.

We couldn't say firmly that 0.60% was a low ratio. If a student was interested in the Royal Family, he would enjoy learning it. If he was not, he would ignore it. Or such a culturally loaded item in EFL course book would lead a learner to adopt the defence mechanism of rejecting his own cultural values. As a result of this, it might not attract his attention.

Could there be a solution in order to eliminate these negative effects? An idea seemed to come from an answer to the open ended question in the teacher questionnaire addressing the authors of the textbooks: *' Before the course books are printed, research should be done on the cultures of the countries where these books will be taught. Representations in EFL course books should be different for each country.'*

It could obviously be seen that cultural items of the target language in the three of the EFL textbooks existed. Without cultural background of the target language, activities in EFL class tended to turn into a time consuming experience. On the other hand, exposure to too many culturally loaded items in EFL class atmosphere might cause problems. Yet, the amount seemed to have no importance alone, unless the students and the teachers were aware of them. The key word seemed to be 'cultural awareness' determining the degree of influence over the individuals using these course books.

5.4. Discussion on Students' Cultural Awareness

The learner questionnaire data for Part A, seemed to throw light on the cultural awareness of the students. The answers given by the 335 students to ten multiple choice questions in LQ Part A, showed that 58.39% of the total responses were wrong. This result might imply that more than half of the students appeared not to be aware of the cultural items presented in EFL course books.

According to the LQ Part A results, among 335 students, 81,49% of them seemed not to be able to answer the questions correctly related with shoe and cloth sizes. A size thirteen shoe seemed to make them think of small feet whereas this size of shoe was supposed to make them think of big feet. This is something about the learner schematic background knowledge.

LQ Part A results showed that 75,22% of the 335 students had tendency to think 'Boston Scrod' (which was a kind of fish dish) as a dessert. What might be the reason that led 75,22% of them gave wrong answer to this question? An answer to this question might be hidden in what one of the student interviewees said :

'... there is no problem in understanding food names in English that are also known in Turkey. However, I cannot keep in my mind the names of food that I have never seen or tasted. It is like a music piece. Keeping the name of a song in your mind is easier if you listened to it before...'

That the students hadn't tasted or seen the food 'Boston Scrod' might be the reason for why they seemed not to be able to remember it.

On the other hand, 23,88% of the students among 335 seemed not to know apple cider. There appeared to be a big difference in the number of the students who tended to give the right answers to these two questions. What could be the cause for that? The reason that the students seemed to know 'Apple Cider' might be linked to apple cider sales in Turkish markets.

On the other hand, 41.28% of the ten multiple choice (a-b) questions appeared to be answered correctly by the students. The most correctly answered question among ten questions seemed to be the one related with the temperature. 76,71% of the 335 students had tendency to know that 32 F stood for the cold weather. This result corresponded with the LQ data results; majority of the students tended to learn degrees Fahrenheit even if it wasn't used in Turkish standards.

The answers given to the ten questions by the 335 students revealed that more than half of the students seemed not to be aware of the cultural representations in EFL course books. This situation was likely to stem from the interests and needs of the students. The students had tendency to be aware of the cultural items, if they believed in the need of learning them. For example, they were supposed to be unfamiliar with degrees Fahrenheit in Turkey. But they appeared to try to have knowledge on this subject. Besides, the students tended to be aware of cultural items, if they were able to imagine them in their minds.

Having discussed the results of the data obtained from different sources mentioned above, we can continue with the conclusions of the study.

CHAPTER 6

CONCLUSION

In this study, our first aim has been to find an answer to the question of 'What are the cultural representations in EFL course books?'. Our second starting point has been to throw light into the relation between the cultural representations in EFL course books and the educational context. We have compiled the data from different sources through various instruments. In the light of our comprehensive research, we can draw the following conclusions:

6.1. Conclusion

In EFL course books, there are cultural representations. The authors place emphasis on the cultural items of their nations. While some of the course books comprise too many cultural items, some of them don't have many. As language and culture are inseparable, it is quite natural to see cultural items in EFL course books.

Course book has an important place in students' acquisition of English culture. In Turkey, in EFL classes course book is the major material in learning the language and the culture.

Course book on its own don't mean much to the students. They need help in learning the cultural items in EFL course books. The help seems to come primarily from the teacher. Students want the guidance of teachers who are educated, cultivated, intelligent and aware of the cultural items in EFL course books. They would like to have teachers who have been abroad.

The EFL course book and teacher might not always bring about the expected results while teaching the cultural items in EFL course books to the students unless the students are interested in these items. Students' individual interests and needs are of importance in acquiring them at a great extent.

It is not always possible for both teachers and students to find an exact equivalent for an English cultural item in EFL course books. In that case, they try to find a Turkish word or expression that holds the closest meaning. But, still, for example, Thanksgiving in American culture cannot be explained by Kurban Bayramı in Turkish culture.

Students want to see, touch, taste, feel, hear the cultural items that they meet in EFL course books, otherwise, they do not try to keep the words in mind.

At the beginning levels, exposure to English cultural items seem to decrease student motivation of learning the language. Although students are interested in learning cultural items, they don't want to face the items at the beginning level. According to their own reports, at this level they are affected negatively.

Many teachers focus much attention and try to teach the cultural items in EFL course books to the students. They have to do research and make extra preparation. The higher the quality of the teachers' university education especially in terms of EFL cultural items, the less research they have to do. In case the teachers don't know the cultural item and cannot find an explanation for it, they direct their students to use dictionaries or the appendices of the course books. Surely, this might not always be satisfactory.

Cultural knowledge in EFL course books, appears to be presented the best and the most efficiently in reading passages. EFL students aren't expected to use cultural features in their speech at the beginning level. Both teachers and students are aware that in order to use the language communicatively, using cultural items is necessary sooner or later. They know that they will have difficulty in communicating with a native speaker of that language without any satisfactory knowledge of the cultural concepts existing within the foreign language.

6.2. Pedagogical Implications

Course books appear to be the major material in EFL class in Turkey. It seems to be very important that before course books are printed, authors should do research on the cultures of the countries where these books will be taught. Representations in EFL course books should be revised again for each country. In EFL course books, there may be less culturally loaded items at the very beginning levels not to put the students to the defensive position. But, surely, students meeting with the cultural items, should not be postponed too much.

Teachers are the bridges between the students and the cultural items in EFL course books. It appears that they are not efficient enough in teaching cultural items. They seem to do extra preparation on the cultural elements very much. Many ELT teachers are not the native speakers of English, and most were themselves ELT students at one time. The origin of the problem lies mainly in the fact that general curriculum and instruction issues are seldom included in English Language Teaching training courses. So, we can say that

Education Faculties should include teacher culture education courses in their programmes.

Teachers must go abroad and teach students their experiences, not just the words in course books. They should take students' needs and interests into account and be aware of the cultural items in EFL course books.

The students learn better the cultural concepts that they have experienced, but it's surely not always possible to go abroad. Then, while teaching cultural items, visual aids may be used. Videos might bring the other world into our class.

While passing over the ocean of learning English as a Foreign Language, it appears that we have to be hand in hand with the culture of that language in order not to get lost on the way. We can conclude saying again that language and culture cannot exist without each other.

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QUESTIONNAIRE

Name Surname :

High School :

Class :

This questionnaire is about the cultural items of the given language in your present EFL course books. Please answer all of the questions in the questionnaire openly and carefully. The results of this questionnaire will be accessible only to the researcher. Thanks for your contributions

A. In this part, read the questions carefully and choose the most suitable answers:

1. Owl represents
 - a) bad luck
 - b) wisdom
2. My brother wears size 13 shoe. His feet are
 - a) small
 - b) large
3. Your girl friend wears size 22 dress. She is
 - a) thin
 - b) fat
4. Boston Scrod is delicious
 - a) fish
 - b) dessert
5. I like.....which I drank last night.
 - a) kimsche
 - b) apple cider
6. People say“.....” when they are surprised or excited.
 - a) Gee
 - b) Yuck
7. Tomorrow it will be 32° F according to the weather forecast on TV, I must wear a
 - a) coat
 - b) t-shirt
8. On the 22 nd February, is celebrated.
 - a) Thanksgiving
 - b) George Washington’s birthday
9. He is asas a mouse.
 - a) calm
 - b) active
10. He’s a(n)person. His words are as precious as gold.
 - a) honest
 - b) wise

APPENDIX A

B. In this part, tick only one of the options, after reading carefully.

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|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly disagree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1. Culture is a part of language, and language is a part of culture.....

2. While learning a foreign language, there is no need to learn the culture of that language because it is learnt spontaneously.....

3.As the culture of a foreign language doesn't play a role in learning that language, I don't strain myself to learn the culture.....

4. In EFL course books, I learn both English Language and English culture.....

5. Teacher has a very important role in learning cultural items in EFL course books.....

6.I am having difficulty in learning English because of the cultural items in EFL course books.....

7. Cultural representations in EFL course books decreases my interest in the lesson.....

8. There are too many cultural items in EFL course books.....

9 While I am studying English at home, I don't know what to do when I meet cultural items.....

10.I cannot find equivalents for the cultural items that I meet while I am learning English.....

11.Turkish cultural items in EFL course books would make my learning much easier.....

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| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
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12. Teacher should explain kinship terms in Turkish.....

13. It is difficult for me to imagine the British-American foods presented in EFL course books.....

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14. I cannot understand why I have to learn subjects such as George Washington's Birthday, Independence Day, Canada Day that comprise specific knowledge.....

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15. It is unnecessary to learn concepts such as Christmas, Thanksgiving, New Years Eve that do not exist in Turkish culture.....

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16. In EFL course books, when the temperature degrees are represented in degrees Fahrenheit, I don't try to learn them as it is not used in Turkish standards.....

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17. I have difficulty in understanding proverbs and sayings presented in foreign culture because I cannot make any connections with my own culture.....

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18. Whenever cassette and videos containing cultural items used in EFL class, it becomes difficult for me to understand what I hear.....

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19. Even if I do not have any cultural information about the foreign language, grammar and vocabulary knowledge will be sufficient for me to speak that language.....

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20. Reading passages in EFL course books are useful to get knowledge about the culture of that language.....

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APPENDIX B

ANKET

Adı Soyadı :
Sınıf :

Mezun olduğunuz okul:

Bu Anket İngilizce dersinde kullanılmakta olan ders kitabımızdaki, o dile ait kültürel öğelerin yer alması ile ilgilidir. Bu konudaki görüşlerinizi lütfen belirtiniz. Anketteki soruları düşünerek cevaplayınız ve lütfen boş bırakmayınız. Anket sadece araştırmacı tarafından incelenecektir. Katkılarınız için şimdiden teşekkür ederim.

A. Bu bölümdeki ifadeleri dikkatlice okuyarak uygun olan seçeneği işaretleyiniz.

1. Baykuş bir hayvandır.
a) uğursuz b) bilge
2. Erkek kardeşim 13 numara ayakkabı giyer. Onun ayakları
a) küçüktür b) büyüktür
3. Kız arkadaşın 22 beden elbise giyer. O
a) zayıftır b) şişmandır
4. Boston Scrod çok lezzetli bir
a) balıktır b) tatlıdır
5. Dün akşam içtiğim çok hoşuma gitti.
a) kimsche b) apple cider
6. İnsanlar şaşırıldıklarında yada heyecanlandıklarında “.....” derler.
a) Gee b) Yuck
7. TV’deki hava tahmin raporuna göre yarın sıcaklık 32 F° olacak giymeliyim.
a) Palto b) T-shirt
8. 22 Şubatta kutlanır.
a) Şükran günü b) George Washington’ın doğum günü
9. O fare gibi
a) sessizdir b) hareketlidir
10. O bir insandır. Onun her sözü altın gibidir.
a) dürüst b) akıllı

B. Bu bölümdeki ifadeleri dikkatlice okuyarak size en uygun olan sadece bir seçeneği işaretleyiniz.

APPENDIX B

1. Dil kültürün, kültür dilin bir parçasıdır.....

| Tamamen katılıyorum | Katılıyorum | Bir fikrim yok | Katılmıyorum | Kesinlikle katılmıyorum |
|---------------------|-------------|----------------|--------------|-------------------------|
| | | | | |

2. Yabancı dil öğreniminde, o dilin kültürünü de öğrenmek için çaba sarfetmek gerekmez, çünkü bu kendiliğinden olur...

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3. Dil öğreniminde o dilin kültürünün önemli bir rolü olmayacağından, kültürü öğrenmek için özel bir çaba sarfetmem.....

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4. Ders kitabından İngiliz dilinin kültürünü de öğrenirim.....

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5. Ders kitaplarındaki kültürel öğeleri öğrenmemde öğretmenin önemli bir rolü olduğunu düşünüyorum.....

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6. İngilizce ders kitaplarındaki bu dilin kültürüne ait öğeler dili öğrenmemi zorlaştırır.....

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7. Ders kitaplarındaki İngilizceye ait kültürel sunumlar derse olan ilgimi azaltır.....

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8. Genelde ders kitaplarında yabancı dilin kültürel öğelerine gereğinden fazla yer verilmektedir.....

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9. Evde İngilizce dersime çalışırken kültürel öğelerle karşılaştığımda ne yapacağımı şaşırıyorum.....

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10. İngilizce öğrenirken kitabımda karşılaştığım kültürle ilgili bilmediğim şeylere karşılık bulamıyorum.....

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11. Yabancı dil ders kitaplarında Türk kültürüne ait öğeler bulunmuş olması anlamamı kolaylaştıracaktır.....

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APPENDIX B

| | Tamamen katılıyorum | katılıyorum | Bir fikrim yok | katılmıyorum | Kesinlikle katılmıyorum |
|---|---------------------|-------------|----------------|--------------|-------------------------|
| 12. Akrabalık terimlerini öğretmen Türkçe olarak açıklamalı. | | | | | |
| 13. İngilizce ders kitaplarında geçen ve Türk kültüründe yer almayan yiyecekleri kafamda canlandırmak benim için zor oluyor, anlayamıyorum..... | | | | | |
| 14. İngilizce ders kitaplarında geçen George Washington'ın doğum günü, Independence Day, Kanada Day gibi bilgiye dayalı konuları neden öğrenmem gerektiğini anlamıyorum. | | | | | |
| 15. İngilizce ders kitaplarındaki Türk kültüründe yer almayan Christmas, Thanksgiving, New Years Eve gibi kavramları öğrenmeyi gereksiz buluyorum..... | | | | | |
| 16. İngilizce ders kitaplarında sıcaklık dereceleri Fahrenheit olarak verildiğinde Türkiye standartlarında kullanılmadığı için öğrenmeye çalışmam..... | | | | | |
| 17. Kitaplarda karşılaştığım atasözlerini ve deyimleri Türk kültürüyle bağdaştıramayıp anlamakta zorluk çekiyorum..... | | | | | |
| 18. Kültürel öge içeren kaset ya da video kullandığımda duyduğumu anlamam zorlaşır..... | | | | | |
| 19. Dilin Kültürel kullanımını bilmesem de gramer ve kelime bilgim varsa bunun konuşmam için yeterli olacağını düşünüyorum..... | | | | | |
| 20. İngilizce ders kitaplarındaki okuma parçalarını o dilin kültürüne ait bilgi edinme açısından yararlı buluyorum..... | | | | | |

APPENDIX C

QUESTIONNAIRE

Mr. () Ms. ()

Teaching Experience: () month () year

This questionnaire is about the cultural items of the given language in your present EFL course books. Please answer all of the questions in the questionnaire openly and carefully. The results of this questionnaire will be accessible only to the researcher. Thanks for your contributions

| | | | | |
|----------------|-------|---------|----------|-------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----------------|-------|---------|----------|-------------------|

1. Culture is a part of language and language is a part of culture.....

| | | | | |
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2. While teaching a foreign language, there is no need to teach the culture of that language because it occurs spontaneously.....

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3. As the culture of the foreign language doesn't play an important role in teaching that language, cultural instruction is not necessary.....

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4. The course book occupies an important place in learners' acquisition of the culture of the given foreign language.....

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5. In EFL course books, the cultural items of that language make learning difficult..

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6. Cultural representations in EFL course books, decrease student motivation.....

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7. In EFL course books there are too many cultural items.....

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8. In order to teach the cultural items in EFL course books, it is necessary to do research and make extra preparation.....

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9. Language reflects culture.....

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APPENDIX C

10. My university education is not sufficient enough in teaching the cultural items in EFL course books

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|-------------------|--|--|--|--|--|
| Strongly Agree | | | | | |
| Agree | | | | | |
| Neutral | | | | | |
| Disagree | | | | | |
| Strongly Disagree | | | | | |

11. When I meet cultural items in EFL course books, I don't focus much attention, I just pass over.....

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12. I have difficulties in the explanation of the cultural items presented in the EFL course books.....

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13. In EFL course books, cultural items of that language are represented adequately, so I do not bring any other extra materials to the class.....

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14. While explaining cultural points related with the foreign language culture I make comparison with the students' native culture.....

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15. When I need to get some extra information about the cultural items, needed to be explained, in the EFL course books, I cannot find enough resources.....

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16. In EFL course books, cultural items of the students' mother tongue will make the education more efficient.....

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17. As the kinship terms in EFL course books such as uncle, aunt, niece are expressed differently in English and Turkish, I have difficulty in teaching these only by speaking English.....

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18. In EFL class, when the students want to express different colour tones used in their mother tongue (e.g. cam göbeği, haki renk), I ignore and expect them to express these colours using primary colours.....

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19. In EFL course books, when I meet food names belonging to the foreign culture, I try to explain them by giving the closest examples from Turkish cuisine.....

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APPENDIX C

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| 20. In EFL course books, the items such as George Washington’s Birthday, Independence Day , Canada Day requiring specific knowledge , is not necessary to teach..... | | | | | |
| 21. I briefly give the concepts such as Christmas, New Years Eve, Thanksgiving as a special day without going into detail and pass over..... | | | | | |
| 22. In EFL course books, when the temperature degrees are represented in degrees Fahrenheit, I don’t try to explain them in detail as it’s not used in Turkish standards... | | | | | |
| 23. There is no need to focus on the sounds and the words such as Nah, Gee; Wow, Yuck, Yeah, Brr that take place in the reading passages and dialogues in EFL course books..... | | | | | |
| 24.I don’t explain in detail the clothes and shoes sizes that are expressed differently, in the foreign culture, as they are not used in Turkey..... | | | | | |
| 25. I abstain from focusing on some words in EFL course books such as underwear clothing etc. that the students aren’t accustomed to speaking in public..... | | | | | |
| 26. Teaching English proverbs is not useful as the students are having difficulty in understanding them..... | | | | | |
| 27. During listening-comprehension activities, I abstain from using cassettes or dialogue passages including cultural items as they make understanding more difficult. | | | | | |
| 28. One cannot expect to see cultural features in students’ speech at elementary level.. | | | | | |
| 29. Reading passages in EFL course books are very useful to convey the foreign language culture..... | | | | | |
| 30. In EFL course books cultural items targeting writing skills are not observed. | | | | | |

Please write your opinions and suggestions you would like to add related with the issue.

APPENDIX D

ANKET

Bay () Bayan ()

Öğretmenlik deneyimi (ay/yıl olarak)

Bu Anket İngilizce dersinde kullanılmakta olan ders kitabınızdaki, o dile ait kültürel öğelerin yer alması ile ilgilidir. Bu konudaki görüşlerinizi lütfen belirtiniz. Anketteki soruları düşünerek cevaplayınız ve lütfen boş bırakmayınız. Anket sadece araştırmacı tarafından incelenecektir. Katkılarınız için şimdiden teşekkür ederim.

| Tamamen katılmıyorum | Katılıyorum | Bir fikrim yok | Katılmıyorum | Kesinlikle katılmıyorum |
|----------------------|-------------|----------------|--------------|-------------------------|
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1. Dil kültürün kültür dilin bir parçasıdır.....

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2. Yabancı dil eğitiminde, o dilin kültürünü de vermek için çaba sarfetmek gerekmez, çünkü bu kendiliğinden olur.....

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3. Dil eğitiminde o dilin kültürünün önemli bir rolü olmayacağından, kültürel öğreti gerekmez.....

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4. Öğrencilerin yabancı dilin kültürüne ait kazanımlarında, ders kitabının önemli bir yeri vardır.....

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5. İngilizce ders kitaplarındaki o dilin kültürüne ait öğeler, öğrenmeyi zorlaştırır.....

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6. İngilizce ders kitaplarındaki o dilin kültürüne ait kültürel sunumlar, öğrencilerin motivasyonunu azaltır.....

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7. İngilizce ders kitaplarında yabancı dilin kültürel öğelerine, gereğinden fazla yer verilmektedir.....

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8. İngilizce ders kitaplarında karşılaşılan kültürel öğeleri öğrencilere öğretmek için önceden araştırma yapıp hazırlanmak gerekir.....

APPENDIX D

| | Tamamen katılıyorum | Katılıyorum | Bir fikrim yok | Katılmıyorum | Kesinlikle katılmıyorum |
|---|---------------------|-------------|----------------|--------------|-------------------------|
| 9. Dil kültürün aynasıdır..... | | | | | |
| 10. Üniversitede aldığım eğitimin, İngilizce ders kitaplarında karşılaştığım kültürel öğeleri, öğrencilere açıklamada yeterli olmadığını düşünüyorum.... | | | | | |
| 11. İngilizce ders kitabında kültürel öğe ile karşılaştığımda üzerinde çok fazla durmayı gereksiz görüp, atlarım..... | | | | | |
| 12. Yabancı dil ders kitaplarındaki o dilin kültürüne ilişkin bazı noktaları açıklamakta zorlandığım oluyor..... | | | | | |
| 13. İngilizce ders kitaplarında yabancı dile ait kültürel öğelerin yeterince verilmiş olacağını düşünerek, bu anlamda sınıfa başka malzeme getirmeye gerek duymuyorum | | | | | |
| 14. Yabancı dile ait kültürel kavramları açıklamada kendi kültürümüzle karşılaştırma yoluna gidiyorum..... | | | | | |
| 15. Ders kitaplarında karşılaştığım kültürel öğelere ilişkin bilgi edinmem gerektiğinde yeterli kaynak bulamıyorum..... | | | | | |
| 16. Yabancı dil ders kitaplarında, ana dil kültürüne ait öğeler eğitimi daha etkili hale getirecektir..... | | | | | |
| 17. İngilizce ders kitaplarında geçen amca, dayı, hala, teyze, yeğen gibi akrabalık terimleri her iki dilde farklı şekilde ifade edildiğinden, sadece İngilizce konuşarak öğrencilere açıklamakta güçlük çekiyorum | | | | | |
| 18. Öğrenciler Türkçe’de bildikleri farklı renk tonlarını (cam göbeği, haki renk gibi) sınıfta İngilizce olarak ifade etmek istediklerinde bunun üzerinde durmam. İngilizce’deki ana renklerle ifade etmelerini beklerim... | | | | | |
| 19. İngilizce ders kitaplarında geçen yemek isimlerini, benzer bir Türk yemeğiyle açıklamaya çalışırım..... | | | | | |

APPENDIX D

20. İngilizce ders kitaplarında geçen George Washington'ın doğum günü, Independence Day, Canada Day gibi bilgiye dayalı konuların, pek de kültürle ilgili olduğunu düşünmeyerek, gereksiz bulurum.....

| Tamamen katılmıyorum | Katılmıyorum | Bir fikrim yok | Katılıyorum | Kesinlikle katılıyorum |
|----------------------|--------------|----------------|-------------|------------------------|
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21. İngilizce ders kitaplarındaki Türk kültüründe yer almayan Christmas, New Years Eve, Thanksgiving gibi kavramları detaylarına girmeden, ' özel bir gün' diye açıklama yaparak geçerim.....

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22. Türkiye standartlarında sıcaklık ölçümünde Centigrade kullanıldığından, İngilizce ders kitaplarında sıcaklık dereceleri Fahrenheit olarak verildiğinde üzerinde fazla durmam, detaylı bir açıklama yoluna gitmem.....

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23. İngilizce ders kitaplarında yer alan, okuma parçalarında ya da sınıfta yaptığımız diyaloglarda Nah, Gee, Wow, Yuck, Yeah, Brr gibi bizim dilimizde olmayan sesler ve kelimeler geçtiğinde bunların üzerinde durmak gerekmez.....

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24. Türkiye'de kullanımı olmayacağını düşünerek, farklı ifade edilen elbise bedenleri ve ayakkabı numaraları üzerinde durmam.....

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25. İngilizce ders kitaplarında, iç çamaşırı, v.s. gibi öğrencilerin toplum içinde ifade etmeye alışık olmadıkları kelimeler geçtiğinde sınıfta bunların üzerinde durmaya çekinirim.....

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26. İngilizce ders kitaplarında geçen İngilizce atasözlerini öğrenciler anlamakta zorluk çektiğinden, öğretmeyi pek yararlı bulmuyorum.....

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27. Kültürel öğe içeren kaset ya da diyalog metinleri anlamayı zorlaştıracağından, dinleme-anlama aktivitelerinde bu tür malzemelerden kaçınıyorum.....

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28. Başlangıç seviyesinde öğrencilerin konuşmalarında kültürel motifleri görmeyi beklemem.....

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29. Kültürü en rahat İngilizce ders kitaplarındaki okuma anlama parçaları vasıtasıyla verdiğimi düşünürüm.....

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30. İngilizce ders kitaplarında genellikle yazma becerisine yönelik kültürel öğelere az rastlanır.....

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Lütfen konu ile ilgili eklemek istediğiniz görüş ve önerilerinizi belirtiniz:

APPENDIX E

Teacher Interview Questions

- 1) Does culture have a role in teaching English as a foreign language?
- 2) How would you define the place of EFL course book with regard to language and culture?
- 3) How would you qualify the amount of foreign language cultural items in your EFL course books?
- 4) Do cultural representations in EFL course books have an effect on classroom motivation?
- 5) Does teacher have a role in teaching cultural items in EFL course books?
- 6) Can you always find equivalents of cultural representations in EFL course books?
- 7) Which cultural items have caused difficulties in teaching during your teaching experience up to now?
- 8) In your opinion, what is the most efficient activity in teaching cultural items in EFL course books?

Student Interview Questions

- 1) Does culture have a role in learning English as a foreign language?
- 2) How would you define the place of EFL course book with regard to language and culture?
- 3) How would you qualify the amount of foreign language cultural items in your EFL course books?
- 4) Do cultural representations in EFL course books have an effect on your motivation?
- 5) Does teacher have a role in your learning cultural items in EFL course books?
- 6) Can you always find equivalents of cultural representations in EFL course books?
- 7) Which cultural items have been difficult for you to learn up to now?
- 8) In your opinion, what is the most efficient activity in learning cultural items in EFL course books?

APPENDIX F

Öğretmen Görüşme Soruları

- 1) İngilizcenin yabancı dil olarak öğretilmesinde o dilin kültürünün bir önemi var mıdır?
- 2) Dil ve kültür ilişkisine bağlı olarak İngilizce ders kitabının yerini tanımlar mısınız?
- 3) İngilizce ders kitaplarında o dile ait kültürel öğelere az mı çok mu yer veriliyor?
- 4) İngilizce ders kitaplarındaki o dile ait kültürel sunumlar sınıfıçi motivasyonu etkiliyor mu?
- 5) İngilizce ders kitaplarındaki o dile ait kültürel sunumların iletilmesinde öğretmenin rolü var mıdır?
- 6) İngilizce ders kitaplarında karşılaştığınız o dile ait kültürel öğelere her zaman karşılık bulabiliyor musunuz?
- 7) Bu zamana kadarki öğretmenlik tecrübenizde, İngilizce ders kitaplarında yer alan o dile ait hangi kültürel öğeyi öğretmekte zorlandınız?
- 8) İngilizce ders kitaplarındaki o dile ait kültürel öğeleri, hangi aktiviteyi yaparken en iyi öğrettiğinizi düşünüyorsunuz?

Öğrenci Görüşme Soruları

- 1) İngilizcenin yabancı dil olarak öğrenilmesinde o dilin kültürünün bir önemi var mıdır?
- 2) Dil ve kültür ilişkisine bağlı olarak İngilizce ders kitabının yerini tanımlar mısınız?
- 3) İngilizce ders kitaplarında o dile ait kültürel öğelere az mı çok mu yer veriliyor?
- 4) İngilizce ders kitaplarındaki o dile ait kültürel sunumlar motivasyonunuzu etkiliyor mu?
- 5) İngilizce ders kitaplarındaki o dile ait kültürel sunumların size iletilmesinde öğretmenin rolü var mıdır?
- 6) İngilizce ders kitaplarında karşılaştığınız o dile ait kültürel öğelere her zaman karşılık bulabiliyor musunuz?
- 7) Bu zamana kadarki İngilizce eğitiminizde, İngilizce ders kitaplarında yer alan o dile ait hangi kültürel öğeyi öğrenmekte zorlandınız?
- 8) İngilizce ders kitaplarındaki o dile ait kültürel öğeleri, hangi aktiviteyi yaparken en iyi öğrendiğinizi düşünüyorsunuz?