

Students' Opinions of the Role of 'Culture' in Learning English as a Foreign Language

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ABSTRACT

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This thesis examines the students' opinions of the role of 'culture' in learning English as a foreign language. The first aim of the thesis is to develop an instrument to investigate students' opinions. The second aim is to explore whether there are similarities and differences among high school students regarding their opinions of the role of 'culture'. In order to do this, the instrument developed by the researcher was applied to 385 senior Anatolian high school students from five different high schools in Edirne, İstanbul, and Diyarbakır in the academic year of 2005-2006.

Descriptive statistics for the responses to the questionnaire items suggested that learning English for instrumental purposes, practicing aspects and skills of language, and inclusion of international topics in English language learning process were important. The participants also stated that native English speaking teachers teach English better than Turkish teachers. However, being familiar with Turkish culture and being able to speak Turkish were regarded as important characteristics of English language teachers by the students.

Similarities and differences among different parts of Turkey were explored using analysis of variance (ANOVA) procedures. The results of the analysis suggested that the regions differed on three components extracted by Principal Component Analysis.

The responses provided by the participants to the open-ended question revealed that most of the students agreed with the idea of teaching 'target language culture' along with English. However, a considerable number of students disagreed or partially agreed with the idea.

KISA ÖZET

Yabancı Dil Olarak İngilizce Öğreniminde Öğrencilerin ‘Kültürün’ Rolü Konusundaki Görüşleri

Devrim Yılmaz

Bu tez öğrencilerin yabancı dil olarak İngilizce öğreniminde kültürün rolü konusundaki görüşlerini incelemektedir. Tezin birinci amacı, öğrencilerin görüşlerini inceleyen bir enstrüman geliştirmektir. İkinci amaç ise, lise öğrencilerinin dil öğreniminde kültürün rolü hakkındaki görüşleri arasında benzerlik ve farklılıkların olup olmadığını araştırmaktır. Bunu başarmak için, araştırmacı tarafından geliştirilen enstrüman Edirne, İstanbul ve Diyarbakır’daki toplam beş Anadolu lisesinde öğrenim gören 385 öğrenciye uygulanmıştır.

Anket sorularına verilen cevapların tanımlayıcı istatistikleri, İngilizceyi işlevsel amaçlar için öğrenmenin, dil becerileri, kelime ve gramer bilgisi, ayrıca uluslar arası konuların dil öğrenme sürecine dahil edilmesinin öğrenciler için önemli olduğunu ortaya koymuştur. Katılımcılar anadili İngilizce olan İngilizce öğretmenlerinin İngilizceyi Türk öğretmenlerden daha iyi öğrettiklerini de belirtmişlerdir. Ancak, Türk kültürüne aşina olmak ve Türkçe konuşabilmek öğrenciler tarafından İngilizce dil öğretmenlerinin önemli özellikleri olarak nitelendirilmiştir.

Bölgeler arasındaki benzerlikler ve farklılıklar çelişki analizi (ANOVA) kullanılarak araştırılmıştır. Analizin sonuçlarına göre Temel Bileşen Analizi (PCA) tarafından elde edilen bileşenlerin üç tanesinde farklılık tespit edilmiştir.

Katılımcıların açık-uçlu soruya verdikleri yanıtlar ise, katılımcıların çoğunluğunun İngilizce ile birlikte hedef kültürün de öğretilmesi gerektiği konusunda hem fikir olduklarını ortaya koymuştur. Ancak, hatırı sayılır sayıda öğrenci bu fikri karşı çıkmış ya da kısmen desteklemiştir.

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ABBREVIATIONS

ELT	English Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
EIL	English as an International Language
ELF	English as a Lingua Franca
ENL	English as a Native Language
PCA	Principal Component Analysis

CHAPTER I

INTRODUCTION

Currently, English is the most widely spoken language in the world. Due to its spread, starting with the colonization period and continuing with the economic and political power of the U.S.A., it has been used for different purposes around the world such as education, commerce, tourism, and science. People all around the world continue to learn English to reach their different aims. A critical question arises in terms of English language teaching at this point. That is, whether ‘culture’ should be taught along with English language teaching or not. The question of teaching ‘culture’ along with English has been discussed by some scholars from the fields of applied linguistics and sociolinguistics for nearly two decades.

There are four views regarding the issue. The first one states that ‘target language culture’ should be taught along with English to acculturate language learners into the ‘cultures’ of English speaking countries (Byram, 1991; Byram & Flemming, 1998). The second view was developed by scholars from the countries that were former colonies of the U.K. They state that there should not be any teaching of the ‘target language culture’ together with English in the countries where English is an institutionalized variety (Kachru, 1985, 1986; Kachru & Nelson, 1996; Canagarajah, 1999). Other two views also reject the idea of teaching ‘target language culture’ along with English. However, while one of the views supports the teaching of ‘local culture’ in English language teaching (Kramsch & Sullivan, 1996; McKay, 2002, 2003), the other view holds the position that English has become a lingua franca and it should be taught in a culture-free context (Alptekin, 2002, 2005; Jenkins, 1996, 2000, 2002, 2005; Seidlhofer, 2001). In order to explore the role of ‘culture’ in English language teaching, several empirical studies were conducted. However, most of the studies focus on English language teachers. The rationale behind conducting the current study was to

learn what Turkish English language learners think about the issue by developing an instrument. This study is believed to contribute to the field of English Language Teaching in terms of revealing the students' opinions of 'culture' teaching along with English and also developing a valid and reliable instrument to explore their opinions regarding the inclusion of 'culture' in English language teaching and learning.

The present study aims to investigate the opinions of the Turkish English language learners on the role of 'culture' in teaching English as foreign language. The study consists of two parts. The first part of the study aims to develop an instrument exploring the opinions of senior Anatolian High School students on the role of 'culture' in teaching English as a foreign language. The second part of the study explores whether there are similarities and differences regarding the opinions of high school students from three different parts of Turkey on 'culture' teaching along with English.

The study was designed to answer the following research questions regarding the instrument, and the students' opinions.

1. Instrument

- a. What are the dimensions of the construct measured by the instrument?
- b. What are the reliability indexes for each component determined by the principal component analysis (PCA)?

2. Students' Opinions

- a. Do the students from different parts of Turkey differ in terms of their opinions of each of the following issues determined by the PCA?
 - Goals for learning English
 - Characteristics of English language teachers
 - Content of English teaching materials
 - Content of English lessons

In order to answer the research questions, the questionnaire was applied to 385 senior Anatolian High School students in five different schools in Edirne, İstanbul, and Diyarbakır during the academic year of 2005-2006.

The chapters are arranged in this thesis as follows: Chapter 2 discusses the spread of English, the reasons of the spread, the current situation of English, ‘culture’ and English language teaching, and empirical studies regarding the teaching of ‘culture’. Chapter 3 examines the aim of the study, participants, research setting, procedures taken throughout the development of the instrument, and data analysis. Chapter 4 presents the descriptive statistics of students’ responses to the questionnaire, process of conducting Principal Component Analyses, the summary of comparison across different parts of Turkey, and the results of the open-ended question. The findings, pedagogical implications, and limitations of the study will be discussed in Chapter 5.

CHAPTER 2

LITERATURE REVIEW

Introduction

In this chapter, the spread of English will be discussed in terms of its different types of functions. The current situation of the ‘native speakers’ of English in the world and ‘non-native speakers’ in English language teaching profession will be presented. English language use in its wider context will be discussed in relation to the current situation of the speakers of English. The definition of ‘culture’, ‘culture’ in English language teaching and the role of English in the Turkish education system will be the following topics. The last subsection of this chapter will be devoted to empirical studies conducted on the teaching and learning of ‘culture’ in the field of English Language Teaching.

The Spread of English

The English language has penetrated into the daily lives of people all over the world from an abundance of areas, ranging from politics to entertainment and has been used by many due to its spread and current situation. The status of English is strongly related to its dissemination in the world accommodating a huge number of individuals with the need to acquire and use the language as a lingua franca. Currently, it is possible to categorize the spread of English and its functional use ranging from the use of English as a native language to the use of English as a foreign language.

Kachru (1985, p.12-13) classifies the spread of English in three circles, but with a common center. The first one is called the ‘inner circle’ and illustrates the conventional essence of English. The countries belonging to the inner circle are the USA, the UK, Canada, Australia and New Zealand, where English is the primary language. The second circle is

referred to as the 'outer circle', in which the earlier phases of the spread of English and an institutionalization of the English language in non- native contexts are observed. The countries that belong to the 'outer circle' used to be under the influence of colonization processes by the countries in the 'inner circle' for long years. The regions where these varieties are spoken form a large speech community with different features. In terms of the use of the English language, the 'outer circle' consists of the regions called 'un-English' cultural contexts; using the language intranationally and internationally with different levels of competence and the regions in which English was used in order to create a nativized literary tradition. The third one, i.e., 'the expanding circle', involves the areas where the language is used as an international language, and taught in educational institutions as a foreign language, not used for official purposes.

The categorization of the spread of English necessitates a consequential account related to the reasons of the spread. According to Kachru and Nelson (1996, p.72), the first one was a result of the immigration of a huge number of people who speak English as their mother tongue from the British Isles to Australia, New Zealand and North America. The second dispersion took place in the colonies of the British Empire in Asia and Africa. This spread resulted in the acceptance of English as the official or partially official language in countries that gained their independence in the middle of the twentieth century (Crystal 1997). The final dispersion, complementing the others as Stevans (1992) states, is associated with the use of English in various fields starting with the embracement of English in controlling air-traffic and spreading to other areas, such as the communications industry including the written, auditory and visual media, the international pop music industry, space and information as well as technology.

According to some scholars, the spread of English is associated with the notion of 'power' in terms of its privileged status and the socio-economic relations among the nations.

This is mostly managed by the language policies of the two countries chiefly responsible for the spread, Britain and the United States. According to the 'linguistic imperialism theory' put forward by Phillipson (1992), English ameliorated its supremacy over other languages as it has been bolstered by the English-speaking states as the primary means of their foreign policies. The current situation of the language is a result of the imperialist domination controlled by England and the United States. Phillipson defines the situation as a linguistic form of imperialism, suppressing and oppressing certain peoples; and replacing the native languages of those people with the English language in the areas of politics, economics and 'culture'.

Similar views have been postulated by Pennycook (1994) about the relationship between English and 'power'. The importance of exploring the spread of English in its social, cultural and ideological contexts in which the language is used is emphasized rather than investigating the language as a 'language system (English as an International Language) and its varieties (World Englishes)'. The discussion is not so much related to the linguistic differences created by various speakers in different situations, but the change in the environment by the use of English revealing itself in the community, cultural politics and the battle of representing the 'self' and 'other'. That's why, it is concluded that the spread of English is not unbiased, inartificial and advantageous as it is associated with social and economic power among the nations (Ibid., p. 5).

Nations belonging to Kachru's outer circle have started to use English as a result of the language policies imposed on them by Britain and the United States. In most of the countries belonging to the 'outer circle', English has started to become the institutionalized variety and forcing the people to acquire the language in official matters. However, the relationship between the spread of the English language and 'power' undermines the reason why the peoples in the 'outer circle' currently use English. Kachru (1986) states the

emergence of non-native varieties as a result of colonization which has changed the native varieties and created a large number of new questions in relation to the fields of sociolinguistics, linguistics and literature. The political power of British and Americans endowed the 'white man's language', which is English, a bazaar to use his power in terms of politics and economics. As a result, Indians and Africans bowed to the power imposed on them and internalized it. However, when the 'native people' (local people) started to use the 'sahib's language', especially with his accent, the 'sahib' realized that he was losing power and felt distressed. Consequently, the people in Asia and Africa started to use English, not only for communicative needs, but also for following technology, science and literature of the Europeans.

The spread of English started with the British colonization process and reached its peak through the role of the United States as the dominant economic power in the world at present. The English language is not distributed among the people of the former British colonies, but it spread among them. As Widdowson (1997) argues:

(...) English as an International language is not distributed, as a set of established encoded forms, unchanged into different domains of use, but it is spread as a virtual language. If one accepts this notion of spread, as distinct from distribution, then it is difficult to maintain the conspiracy theory that the language itself has powers of suppression, that it is the English language which colonizes, using the English people simply as medium, as a means of transmission (p. 139).

At present, the language policies put forward by Britain and the United States are not the reason why people in Asia and Africa use English. Brutt-Griffler (2002) acknowledges that

the imperial oppression utilized education and language policy in their former imperialistic states to form and maintain a socioeconomic structure. And this led the peoples of Africa and Asia to struggle against the colonizers' power that was in the form of education and the language. This situation reveals that the urge to learn English had nothing to do with the exploitation of the colonizer, but the logical and cognizant tactic of resisting the colonial dominance and the negligence of the working class. In other words, the imposition of the language of the colonizer on the people in Africa and Asia, in time, turns out to be a weapon in the hands of the local people in order to withstand the colonial power and manage the unity of the proletariat.

The Current Situation of the Native Speaker

The concept of the 'native speaker' dates back to the colonization period. Rajagopalan (1999) argues that the conceptualization of the term traces back to the foundations of the nation states in Europe during the 1500s and 1600s, and the idea formed limits according to the considerations on 'culture' and linguistics neglecting the dialects specific to geographical regions and socioeconomic classes. That is, the imposition of the use of the language of the colonizer gave little importance to the indigenous languages or the varieties of English other than the variety brought by them.

However, at present, English is widely used for communicative purposes among the nations all over the world whether they are 'native' or 'non-native' English speaking countries. The native speaker norms have started to be questioned based on the increase in English language use by the 'non-native speakers'. Kachru and Nelson (1996) and Brutt-Griffler (2002) assert the ratio of 'native speakers' of English to the non-native speakers is one to four. As it is argued by Prodromou (1997), up to 80% of communication in English takes place between 'non-native speakers'. Analogously, Thomas (1996) highlights the

percentages of e-mails in English as 75%, computer data in English as 80%, and the information abstracted and accumulated in English as 85%. Modiano (2001) asserts that the increasing number of the 'non-native speakers' of English throughout the world determines the perception of the international performance of the language itself. This change will eventually lead to the creation of a 'global culture' including cultural products such as literary texts and music by the 'non-native speakers' of English. Brutt-Griffler (2002) further states that the number of 'non-native speakers' has reached approximately two billion users.

The ratio of 'native speakers' of English to 'non-native speakers', and English being the most widely used language in information exchange were crucial factors to question the authority of the 'native speakers'. According to Kachru (1985), 'the native speakers [of English] seem to have lost the exclusive prerogative to control its standardization' (p. 30). Widdowson (1994) has similar ideas about the topic and he states that it is a relatively significant honor to be proud of one's language as the language of communication in the world. However, a language might only be considered as a means of international communication if it belongs to all the people who speak it. That is, in order to consider English as an international medium of communication, 'native speaker norms' should be abandoned.

Parallel to the questioning of the 'native speaker' control over the English language, the idea of 'nativity' cannot explain why people all around the world currently need English. Phillipson (1992) uses the term 'native speaker fallacy', referring to the idea that all English learners are expected to be familiar and get into contact with the 'target language culture' and take 'native speaker norms' for granted. In other words, 'native speaker fallacy' refers to the misbelief that 'native speakers' of English are the most competent, proficient and efficient speakers as they are the representatives of the 'culture' of English.

Rajagopalan (1997) refers to the issue of nativity as a 'myth' and the core component of linguistics. But linguists who support this concept undermine the importance of the practical value of the language use. Following this, in his more recent work Rajagopalan (1999) questions the authority of 'native speakers', as their power has been distorted due to contact with other languages throughout the world, 'the ever-growing multilingualism' and the peoples becoming more blended with one another.

The current widespread and instrumental purpose of the use of English does not necessitate the 'native speaker' norms, since a great deal of interaction in English takes place between 'non-native speakers'. As Alptekin (2002) acknowledges, under the present circumstances, people all over the world use English for purposes like business, academic matters and commerce. Much of the interaction takes place between 'non-native speakers' of English. As a result, the way the British or Americans view the world and their interaction patterns are of no use to the interactions taking place between 'non-native speakers' of English.

The Current Situation of the Non-native Speaker in ELT

The current situation of the native speakers of English suggests that considerable reflections on the situation should be taken into consideration for the ELT profession. These considerations are primarily related to English language teaching practices. Kramsch and Sullivan (1996) discuss notions about the false relationship between 'modernity' and ELT. They posit that the authenticity of the English language teaching materials or teaching practices should be debated in terms of their effectiveness. Most of the non-native teachers and learners of English are familiar with concepts such as 'communicative approach', 'learner-centeredness', 'group work'. They associate these terms with 'modernity', development and a key to richness. English is being used to think of 'better worlds' by a great

majority of English learners leading them to upper socioeconomic class. However, the emergence of an appropriate communicative approach and the appropriation of the English language by teachers and students all around the world change the association between English and 'modernity'. Similarly, Cook (1999) highlights the importance of the 'non-native speaker' by stating that in terms of language teaching more concentration should be devoted to the prospective students and second language users, and the monolingual 'native speaker' should receive less attention in terms of language teaching.

The advantageous situation of the native speaker is being refused suggesting another model for ELT. As Rajagopalan (2004) states

(...) a native speaker of English is not *thereby* a privileged user of world English, an obvious follow up question we need to raise is: 'Does the native speaker continue to retain his/her former privileged status as an EFL professional?' The answer is, I think, a resounding no. For, to begin with, the native is no longer a model speaker of world English (pp. 116-7).

In other words, the growing number of the 'non-native speakers' of English causes the 'native speakers' to lose their concessive situation in terms of language use. As English has now become an international language, the 'native speakers' can no longer hold the position of an ideal English speaker.

Llurda (2004) emphasizes the change of the control of English from 'native speakers' to 'non-native speakers' by stating that there are more non-native speakers of English than its 'native speakers'. However, this huge number of people are unaware of the fact that they are actually the speakers of a global language. By the time they become aware of their status, the control of English by its 'native speakers' will shift towards the 'non-native speakers', and

thus ‘non-native speakers’ will acquire the norms of English as an international language in order to manage successful communication.

Finally, Modiano (2001) states that ELT professionals are supposed to keep the idea of ‘ecology of language’ in their schema in order to back up the integration of the ‘non-native speaker’ in terms of ‘culture’ and ‘linguistics’. Additionally, the language planners are expected to reinvestigate the conventional practices based on British or American English dominating the ELT profession and come up with an international perception of the language as a ‘lingua franca’ assisting the idea of cultural pluralism to prevail. That is to say, the ELT professionals and language planners could help the idea of multiculturalism by integrating international awareness into the English language learning and teaching process in terms of appreciating indigenous languages and local varieties of English.

There is a significant empirical study coinciding with the theoretical underpinnings discussed above. The study taking the framework of English as a Lingua Franca conducted by Jenkins (2002) focused on the need of establishing phonological norms and classroom pronunciation models for English as an International Language. The major aim of the study was intelligibility for ‘non-native speakers’ receivers. In order to argue for the phonological intelligibility for EIL speakers, the researcher collected three sets of data. The first set was from five communication breakdowns drawn from the author’s field data collected in a range of classroom and social situations to demonstrate the extent to which intelligibility in ‘non-native speaker’ – ‘non-native speaker’ interaction can breakdown as a result of problems at phonological level. The second set was from two recorded information exchange tasks to identify which specific phonological features are implicated in the breakdowns. The last set of data was drawn from three recorded information exchanges and one recorded social exchange to consider the processing of contextual cues and the use of accommodation strategies. The subjects had upper-intermediate or low advanced level of English language

proficiency according to the University of Cambridge Local Examinations Syndicate (UCLES) and from various ethnic backgrounds, i.e., Korean, Taiwanese, Japanese, Hungarian, Guatemalan and Brazilian. According to the results, the researcher claimed the data provided the basis for a phonological syllabus for EIL learners: the ‘Lingua Franca Core (LFC)’. LFC ensures EIL learners with mutual intelligibility to interact with other ‘non-native speakers’ of English concentrating on the items in LFC rather than paying attention to every detail of standard pronunciation of a ‘native speaker’.

English Language Use in its Wider Context

The spread of English throughout the world created different types of English. The reason behind the emergence of different types and functions of English was due to the spread of English in historical, social and political terms (Kachru 1985; Kachru 1986; Phillipson 1992; Strevens 1992; Pennycook 1994, Kachru & Nelson 1996, Crystal 1997; Widdowson 1997; Graddol 1999). The English that was spoken in the ‘inner circle’ countries was referred to as English as a Native Language (ENL). As a result of its spread English has begun to be used for different purposes and different terms have been used such as English as a Foreign Language (EFL), English as a Second Language (ESL), Local Forms of English (LFE), English as an International Language (EIL) and English as a Lingua Franca (ELF).

Different types and functions of English might be discussed in line with ‘three concentric circles’: ‘inner circle’, ‘outer circle’ and ‘expanding circle’ (Kachru 1985). ENL is spoken in the ‘inner circle’. According to Kachru and Nelson (1996), in the United States of America, Great Britain, Canada, Australia, and New Zealand, English is used as the first or dominant language. Despite the fact that people in these countries use different languages other than English, most of the language use in the media, government, education, and creative writing is in English. To illustrate this, the Constitution of the United States of

America does not even state an 'official language'. In the countries belonging to the 'outer circle' such as India, Nigeria, Pakistan, Singapore, South Africa, and Zambia, English is spoken as a second language (ESL). In those countries, English is used in education, governmental issues, literary creativity, and popular 'culture' due to the function of English as an institutionalized variety. The countries where English has no institutional function but is used for scientific, technical, international, and communicational purposes are defined as belonging to the 'expanding circle'. In those countries, English is spoken as a foreign language (EFL), such as in China, Brazil, Japan, Mexico, and Turkey.

In English Language Teaching terminology, ESL contexts also refer to the countries in which the speakers of languages different from English learn and speak English where English is the dominant language such as the United States of America, Great Britain, Canada, Australia and New Zealand. Jernudd (1993) emphasizes the characteristics of an ESL society in which native English language interests are dependent on 'English' as the first language of the majority of the inhabitants. The language planning policies of these countries require 'English' to be used dominantly by the speakers of other languages and the direction of the language use is intended to be in line with the native speakers of English. Jernudd (1993) also sketches the characteristics of EFL societies where English is primarily learnt in educational institutions or language courses and has no institutional value by stating there is room for interaction with the native speakers of English, but the society is not dependent on it. People want to use English as a contact language with people from other countries and finally people in EFL societies can choose different forms of English for their interaction including native speaker norms.

The differentiation of ESL and EFL has implications for language teaching in determining the teaching practices. According to Strevens (1992), the environment in which the learner acquires the language matters because this reveals facts about to what extent the

learner is familiar with the language and the achievement of the learner in terms of language acquisition. That is, learning English in a native English speaking country belonging to the 'inner circle' or in a country where English has no institutionalized value that belongs to the 'expanding circle' has different implications in terms of English language learning and teaching.

Strevens (1992) uses the term Local Forms of English to refer to the countries in the 'outer circle' having been identified and defined by their grammar, lexis, pronunciation, discourse and style, and they have great variations in an abundance of ways. 'Indian English', 'Philippine English', 'Sierra Leone English', 'Caribbean English' and 'Malaysian English' might be listed as examples of LFEs. However, Kachru and Nelson (1996) also refer to the countries in the 'outer circle' as ESL societies.

Complementing the different types of English mentioned above, the growing number of non-native English speaking people was acknowledged by some scholars from the field of language teaching (Paikeday 1985; Widdowson 1994; Rajagopalan 1999). Increasing importance of the non-native speakers of English necessitated another terminology for the field. Smith (1976) put forward the terminology 'English as an International Language' (EIL), based on the idea that English is the 'possession' of not only its native speakers but also its non-native speakers. The speakers of English need to manage effective international communication. Thus, the major argument of EIL is that non-native speakers of English do not have to accept 'native speaker' norms as a model for their English. In his later work, Smith (1983) states that the 'non-native speakers' of English do not need to have an American or British accent or adopt their behavioral patterns as English is being used internationally in various fields such as diplomacy, international trade, and tourism.

The spread of English and the discussions about its different uses have evolved into a new term for English language teaching. The end of the 20th century witnessed the coinage of

the most recent term, English as a Lingua Franca (ELF). Jenkins (1996) posits that the term English as a Foreign Language should be replaced with ELF due to its emphasis on interaction among ‘non-native speakers’ of English rather than ‘native speaker’ and ‘non-native speaker’ interaction. Seidlhofer (2001) provides a description for ELF as the English language of a large number of people:

(...) those to whom ‘English’ serves on a daily basis as a lingua franca for conducting their affairs, more often than not entirely among so-called ‘non-native’ speakers of the language, with no native speakers present at all. These are people who have learned ‘English’ as an additional language, and to whom it serves as the most useful instrument (for reasons variously interrogated, lamented or celebrated in applied linguistics) for communication that cannot be conducted in the mother tongue, be it in business, casual conversation, science or politics – in conversation, in print, on television, on the internet (p. 141).

That is, the growing number of the ‘non-native speakers’ of English increased the need for interacting in English among themselves in the absence of the ‘native speakers’ and ‘native speaker norms’ of English. The English language is the medium of communication for those people and serves as the primary instrument in carrying out daily issues that cannot be managed in the mother tongue.

Jenkins (2005) further mentions the difference between the speakers of EFL and ELF, the aim of the former is to communicate with ‘native speakers’ of English, thus accommodating ‘native speaker’ norms as a model for their English in order to understand them, be understood by them, and if possible mix with them. On the other hand, the objective of the latter is to communicate with ‘non-native speakers’ of English in non-native settings; as

a result they do not need to accept ‘native speaker norms’, as their norms for English is emerging. In other words, people who are speaking English as a Lingua Franca are the ones to determine the norms for their English since their communication aims ‘non-native speakers’ without ‘native speakers’ of English. Alptekin (2005) also emphasizes that the existing situation of the speakers of ELF stimulates a multicultural identity for its speakers, as the speakers of ELF may be unfamiliar with the native languages and ‘cultures’ of each other. That is, the speakers of ELF are open to different ‘cultures’ rather than only to cultural elements underlined by ‘native speaker norms’. Now it is worthwhile to visit the concept of ‘culture’ as it is perceived in the field of ELT.

What is ‘Culture’?

In order to understand the current status of English as an international language, we need to first define the concept of ‘culture’ and its implications in foreign language teaching. Then relate it to the fact that we need a clear conceptualization of the status of English and to what extent ‘culture’ is involved in it.

A dictionary definition revealed in New Webster’s Dictionary of the English Language clarified the term as: ‘the total of human behavior patterns and technology communicated from generation to generation’ (1984: 246). Similar to this, another definition of ‘culture’ is provided in Longman Dictionary of Applied Linguistics: ‘the total set of beliefs, attitudes, customs, behavior, social habits etc of the members of a particular society’ (1985: 70). A more general definition of ‘culture’ postulated by Lado (1986) highlighted the equivalence of ‘culture’ and the “way of people” (p. 52).

Adaskou, Britten and Fahsi (1990) categorize ‘culture’ in terms of four senses: the aesthetic sense, ‘culture’ with a capital C, including the media, cinema, literature, etc.; the sociological sense, ‘culture’ with a small c, consisting of the home and family life,

interpersonal relations, material conditions, work and leisure, customs and institutions; the semantic sense, including the conceptual system represented in the language such as food, clothes and institutions; the pragmatic or sociolinguistic sense consisting of the background knowledge, social skills, and paralinguistic skills in managing effective communication.

For Bowers (1992) 'culture' is endowed with four features. The first feature is memories which form the body of materials of social reminiscence; secondly metaphors, the components in language which are not common knowledge but a common way of perceiving various events; thirdly, maxims which have overt or covert control on a social group in their behavioral patterns and finally myths which are the legends a social group believes in. Shared knowledge, conceptions, codes of behavior and conventions reflected mostly in a language form called 'shared culture' by the members of a particular group living in a specific ambience.

Scollon and Scollon (1995) state two uses of the term 'culture' and focus on the anthropological use. The first one is 'high culture' referring to the accomplishments in art. As far as intercultural communication studies are concerned, the second usage of the term which focuses on anthropological sense is more appropriate as it reveals that:

culture is any of the customs, worldviews, language, kinship system, social organization, and other taken-for-granted day-to-day practices of a people which set that group apart as a distinctive group. By using the anthropological sense of the word "culture", we mean to consider any aspect of ideas, communications, or behaviors of a group of people which give, them a distinctive identity and which is used to organize their eternal sense of cohesion and membership (p. 127).

Kramersch's (1998) acknowledgement of the differentiation between nature and 'culture' provides an analogous understanding of the term in the anthropological sense:

one way of thinking about culture is to contrast it with nature. Nature refers to what is born and grows organically (from the Latin nascere: to be born); culture refers to what has been grown and groomed (from Latin colere: to cultivate).

The word culture evokes the traditional nature/nurture debate: are human beings mainly what nature determines them to be from birth to what culture enables them to become through socialization and schooling? (p. 4)

The above definitions of 'culture' underline the importance of its anthropological sense in intercultural studies in line with cultural elements be it art, the way of living and common behavioral patterns of a particular people and the transmission of these values from generation to generation.

Finally, I would like to state what I understand by the term 'culture'. 'Culture' includes every anthropological aspect related to 'the way of living' of a particular group of people whose ethnic roots descend back to the same ancestors. The elements of 'culture' experienced by these groups of people who have the same ethnic origin might show slight variation depending on the geographical regions. Moreover, socioeconomic classes and subcultures within the very same ethnic group living together might embody some differences in regard to the dynamic and ever-changing characteristic of 'culture'.

'Culture' in ELT

Kachru (1985) classifies 'types of English by using speech fellowships'. According to this categorization, the first category is 'norm-providing' varieties that include the countries in

the 'inner circle' and these varieties spoken by 'native speakers' of English are defined to be the models for the 'non-native speakers'. As a matter of fact, taking the 'inner circle' varieties as the model for English language teaching necessitates teaching of the 'target language culture' along with English. Byram (1990) claims teaching language and 'culture' cannot be separated from each other and refers to language as a 'key' opening the door of 'culture'. In other words 'target language culture' should be placed in language teaching practice, be it curriculum or the way language teachers present the material used in language teaching. Byram and Flemming (1998) state that:

When people interact in a language which is foreign to at least one of them, the shared meanings and values it carries for those involved cannot be taken for granted in the way they are when those involved are from the same language group. Learning a language as it is spoken by a particular group is learning the shared meanings, values and practices of that group as they are embodied in the language (p. 2).

As 'inner circle' varieties are believed to be models for foreign/second language teaching, elements of the 'target language culture' are thought to be essential for language teaching/learning practices according to the first category that represents the point of view from the 'inner circle'.

The second category that is formed by the varieties of English spoken in the 'outer circle' is defined as 'norm-developing countries' (Kachru, 1985). Kachru (1986) mentions the norms for 'non-native Englishes and adds the necessity for acceptance of the variants of English in the 'outer circle' as models for English. As for the discussion about the role of 'culture' in the expanding circle, Kachru and Nelson (1996) further argue that 'the new

culture in which English has been or is in the process of being nativized have their own necessities for politeness, apology, persuasive strategies, and so on' (p. 97). Complementing Kachru and Nelson (1996), Canagarajah (1999) rejects the idea that variants of English from the 'inner circle' that are expected to serve as models for Englishes in the 'periphery' and questions the 'native speaker fallacy' (Phillipson, 1992) in terms of English language teaching practices. In other words, English language teaching methodology based on the native speaker norms originated in the 'inner circle' and spreading into the 'outer and expanding' circles is rejected by the scholars from the 'outer circle'.

The third category called 'norm-dependent' represents the countries from the 'expanding circle' that usually structure the market for English language teaching methodologies spread from the 'inner circle' (Kachru, 1985). The 'expanding circle' still serves the needs of the English language teaching practices from the 'center'. However, in relation to the teaching of the 'target language culture' along with English, two views have appeared recently. The first view holds the position that English might be taught through the use of cultural elements from the 'local culture'. The supporters of this view reject the imposition of 'target language culture' from the 'center' to the 'periphery'. They emphasize the significance of the 'local culture' in learning English as a foreign language. However, they prefer to use the term English as an International Language (EIL) rather than English as a Foreign Language (EFL).

McKay (2003) acknowledges that English has become an international language and it has no specific connections with the native English speaking countries. Thus, in teaching EIL, native speaker based models are of no use in terms of the content of language teaching materials, the selection of teaching methodology and the concept of the ideal teacher. As a substitute for the view that stated the importance of native speaker models (Byram 1990; Byram and Flemming 1998), countries in which EIL is being taught must take prerogatives in

order to choose teaching content and methods suitable to their environment. Similarly Kramersch and Sullivan (1996) highlight the significance of an appropriate pedagogy in the teaching of English as an international language by stating:

While authentic pedagogy tries to apply native-speaker practices across multiple contexts of use, irrespective of local conditions, appropriate pedagogy tries to revise native-speaker language use and make it fulfil both global and local needs (p. 211).

The second view appeared recently regarding the English language teaching practices in the 'expanding' circle, the supporters of English as an International Language and more recently English as a Lingua Franca (Alptekin, 2002, 2005; Jenkins, 1996, 2000, 2002, 2005; Seidlhofer, 2001) claim that the scope of ELF is different from EFL in terms of interaction patterns. The former aims 'non- native speaker' and 'non-native speaker' interaction and the latter aims 'native speaker' and 'non-native speaker' interaction. As the interaction among 'non-native speakers' of English is the desired goal for English language teaching/learning practices, using cultural elements from the varieties of English from the 'inner circle' in the language learning/teaching process does not help the 'non-native' speakers. Also structuring the language learning practices according to the 'local culture' is a laborious process as the English language teaching as a lingua franca targets 'non-native speaker' and 'non-native speaker' interactions. Thus, English should be taught in a culture-free context as 'successful bilinguals with intercultural insights and knowledge' should be the desired goal (Alptekin, 2002: 63).

The Place of English in the Turkish Education System

The first step in Turkish Educational System is the primary education consisting of the first eight years of schooling. Before the year 1997, compulsory education consisted of five years. At that time, students who completed these five years of schooling in primary schools were given primary school diploma. However, in 1997 the country witnessed a major change in its education system. Due to Act number 4306, primary education that consisted of five years was extended to eight years as compulsory primary education by Turkish Ministry of Education (cited in Bayyurt (in press), http://www.meb.gov.tr/Stats/apk2001ing/Section_4/CompulsoryEducation1.htm).

Following the passing of the act, foreign language teaching policy has also undergone a change. Before this date foreign language instruction had begun in lower secondary school following graduation from primary school. Students were to choose from three alternative foreign languages: English, French and German and they were exposed to four hours of foreign language instruction during the lower secondary school and high school education in state schools. However, in private high schools and state-owned Anatolian high schools the students were provided with one year of extensive foreign language education prior to 6th grade. Doğançay-Aktuna (1998) stated the students were exposed to English language instruction in most of the private and Anatolian high schools as English was mostly preferred and 'it is generally the wealthier, upper middle class children who enjoy access to good quality English instruction' (p.31). In other words, most of the Turkish students who belong to lower socioeconomic class are deprived of English language instruction but to attend four hours of English lessons provided in state-owned low secondary and high schools. Due to the Act 4306, foreign language instruction started in the 4th grade. As for the language teaching materials, Bayyurt (in press) stated that the materials utilized in state-owned lower secondary and high schools are designed by the Ministry of Education. However, in private and

Anatolian high schools, with intensive foreign language instruction, materials used are approved by the Ministry of Education in advance. In other words, language teaching materials from the 'center' in Kachru's terminology are used for intensive language education in private and Anatolian high schools.

In relation to the uses, functions and types of English, Turkey is located in the 'expanding circle' and represents a typical model for English as a Foreign Language society. Doğançay-Aktuna (1998) claimed that

Turkey is a good example of an EFL context in the expanding circle, where English acts as a performance variety with a restricted range of functions and characteristics quite different from the ESL contexts of the institutionalized outer circle countries. In Turkey, English is not an official language, a national lingua franca, or a second language. It is not a remnant of colonialisation or the legacy of missionaries. Though it is taught widely in the schools, it has not been institutionalised to function as the primary language of higher education (p. 30-1).

According to a recent act passed by the Turkish Ministry of Education in 2005, the length of the secondary education has been changed to four years abandoning the former foundation year intensive English language instruction (cited in Bayyurt (in press), Turkish Ministry of Education Official Gazette, The Act of Restructuring of Turkish Secondary Education, 7 June 2005, number 184). The students in these high schools are exposed to intensive foreign language instruction in the four years of their secondary education without a preparatory year. The long term results of this change will be seen four years from now only after the first group who is entitled to the new act completes their secondary education.

Empirical Studies on 'Culture' Learning and Teaching

In spite of the fact that a great amount of discussion is devoted to the inclusion of 'culture' in the field of English language education, there are few studies regarding the topic. Moreover, some of the empirical studies are concerned with the teaching of 'culture' from the view point of English language teachers (Adaskou et al., 1990; Bayyurt, in press; Duff and Uchida, 1997; Lessard-Clouston, 1996; Çamlıbel, 1998; McKay, 2003) and some of them concentrated on English language learners (Prodromou, 1992; Fahmy and Bilton, 1992), and they are considered to be milestones in regard to the issue of teaching 'culture' along with language teaching. There is also another empirical study (Fedderholdt, 2001) in the field of English language teaching in regard to the teaching of English independent from 'target language culture' involving 'non-native' speaker interactions.

Adaskou et al. (1990) applied a questionnaire consisting of three questions to English language teachers in Morocco. The questionnaire was about the cultural content of a new English course for Moroccan secondary schools. It was part of a Moroccan textbook project. Regarding the first research question 'Can the use of a foreign milieu, by inviting cultural comparisons, contribute to students' discontent with their own material culture and to the yearning for the big city and the fleshpots of Europe?' Most of the English teachers responded positively. The second question, 'Are there patterns of behaviour in an English-speaking social context that most Moroccans would prefer not to see presented as models to their young people?' was answered again positively by the language teachers. About the last question 'Will Moroccan secondary learners still be motivated to learn English if the language is not presented to them, as it has been up to now, in the context of an English-speaking country?' most of the teachers thought relating the language teaching content to the cultural characteristics of Moroccans would enhance the motivation of the secondary school students (Adaskou et al. 1990: 7). The findings of the study revealed as far as the pragmatic and

semantic senses were concerned, keeping the cultural content of English to a minimum degree in the new English course was the conclusion.

Prodromou (1992) investigated what kind of content should be used in English language learning lessons by conducting a survey in order to elicit the opinions of the students. To do this, a questionnaire was applied to 300 EFL students in Greece. The hypotheses tested were the cultural background, cultural foreground, cross-cultural understanding and multicultural diversity and English language teaching as education. The first item in the questionnaire was about whether language teachers should know 'the students' mother tongue' and the second item was whether language teachers should know about 'the local culture'. Most of the students stated that language teachers teaching English in Greece should know Greek and be familiar with the Greek culture. The third item was related to the preferences of the students on the model of English, i.e., British versus American. British English was the preferred model by most of the students. The fourth item was about whether the students would like to speak like a native speaker of English or not. More than half of the students who took part in the study responded positively to the fourth item. And the last item in the questionnaire was concerned with the preferences of the students on the content or subject matter of English lessons out of ten choices. 84% of the students stated that the content should be 'the English language', 74% favored 'Facts: science, society', 72% went for 'Social problems', 60% of the students were for 'British life, institutions', 44% was interested in 'English/American literature', 36% preferred 'Culture of other countries', 31% went for 'Political problems', 28% of the students went for 'Experiences of students', 27% favored 'Greek life, institutions' and finally 26% of the students stated that they preferred 'American life, institutions' which had the lowest ranking (Prodromou 1992: 43-6). The results of the survey revealed that the more the proficiency level of the students increases the more desire for becoming familiar with the target language

increases. That is to say, depending on the proficiency level of the learners, cultural information can or cannot be included in English language teaching.

Fahmy and Bilton (1992) conducted an empirical study at Sultan Qaboos University in the Sultanate of Oman to gather information from 74 undergraduate students in TEFL education program about their level of English, their reasons for studying English, their views about EFL language learning in Oman, and their perceptions about the miscellaneous issues in the TEFL program. The data were collected using a survey and a proficiency test. The results of the study revealed that most of the student teachers agreed on the advantages of learning and using English in Oman and did not seem to be afraid of becoming 'westernized'. In terms of the importance of various subjects in TEFL education, the student teachers further indicated that English language skills were the most important. However, 'target language culture' remained to be the least important factor. Thus, the researchers concluded the student teachers kept their cultural identity as Omani and they were not separated from their cultural heritage.

To explore the views of Chinese teachers regarding 'culture' in their EFL learning/teaching Lessard-Clouston (1996) conducted a descriptive case study. 16 Chinese teachers were interviewed about their views on 'culture' in both learning English as a foreign language (during a summer intensive EFL teacher training program) and teaching (at the middle school level). Three types of information were extracted using survey techniques and interviews: 'culture' learning in the summer program; 'culture' in each respondent's teaching methods and materials; and their views on 'culture' and its role in English language teaching. The answers provided by the participants were categorized into the senses of 'culture' developed by Adaskou et al. (1990). The results revealed that most of the teachers (81%) incorporated 'target language culture' into their teaching and many of them (69%) believed that their students would like to learn about 'English language culture'. Responses of the

participants indicated that 16 of the teachers (100%) who took part in the study accepted the role of the ‘target language culture’ as necessary and important. According to Lessard-Clouston how the teachers who took part in the study integrate the ‘target language culture’ into their teaching was not explored in this study.

Duff and Uchida (1997) conducted a six-month ethnographic study on four English language teachers about the teaching of North American culture in their EFL classrooms. Two of the teachers were ‘native speakers’ of English and two of them were ‘non-native speakers’. The data were collected using teacher/student questionnaires, teaching journals, audio or videotaped classroom observations, field notes, audiotaped postobservational interviews, life-history interviews, a review of instructional materials, and the participant-observer’s research journal. According to the research findings, none of the teachers indicated that explicit teaching of ‘North American culture’ is a necessary component of English language teaching, in spite of the fact that the course description included the teaching of ‘cultural’ content as an objective. However, the data revealed that all of the teachers transmitted ‘cultural’ content implicitly. The researchers conclude that their major aim of in-service training should be devoted to developing cultural awareness among English language teachers. The study did not aim to achieve any change in the classroom practices of the participating teachers. However, some changes were observed.

In order to investigate the role of ‘target language culture’, Çamlıbel (1998) conducted a study concerning the Turkish education system. The study was designed to explore the opinions of English language teachers on teaching the ‘target language culture’. A questionnaire was developed to answer the research questions: ‘1. What is the EFL teachers’ definition of “culture” and what role do they allocate to ‘target language culture’ in their classrooms?, 2. What are the EFL teachers’ opinions towards integrating the target language culture into their lessons?, 3. Are there any differences and/or similarities between native

speaker and non-native speaker and experienced and inexperienced EFL teachers in terms of their opinions and behaviors to the above research questions?’ (p. 50). Then, the questionnaire was applied to randomly selected English language teachers that work in high school. 33 of the teachers were experienced, 18 of them were native English speakers, and 15 of them were Turkish. 23 teachers represented the inexperienced English language teachers. While 11 of them were native speakers of English, and 12 of the inexperienced teachers were Turkish. The results indicated that all of the teachers defined ‘culture’ in the sociological sense followed by semantic, aesthetic, and pragmatic senses. Almost all of the teachers reported that they sometimes or always integrated ‘target language culture’ into their teaching and believed in the importance of the inclusion of cultural information into their teaching.

Another study regarding the role of ‘culture’ in English language teaching was conducted by McKay (2003). McKay emphasized the importance of the inclusion of topics related to the ‘local culture’, an English language teaching methodology that is appropriate for the local educational context, the strength of the bilingual teachers of English in the English language teaching as an international language. The study was conducted by using a questionnaire. The questionnaire was applied to Chilean teachers of English to answer the following research questions: ‘1. What is the cultural content of widely used ELT textbooks in Chilean primary and secondary schools? What cultural content do teachers believe is appropriate for the teaching of English?, 2. What ELT methodology is being advocated in Chilean schools? What methodology do teachers believe is most appropriate for the teaching of English?, 3. How do Chilean English teachers view their own strengths and weaknesses in relation to native English-speaking teachers?’ (p.141). The results of the questionnaire revealed that the majority of teachers preferred cultural content related to the life and ‘culture’ of various countries around the world, and some teachers also supported the inclusion of cultural content that deals with local Chilean places and people. The teachers also emphasized

the problems related to the communicative approach and the need for a more appropriate methodology for the Chilean educational context. Finally, the English language teachers who participated in the study were aware of their strengths as non-native English speaking language teachers. The author further claimed that Chile was one of the countries supporting the use of cultural content related to the 'local culture', and an appropriate pedagogy.

In terms of the teaching of 'culture' in Turkish educational context, Bayyurt (in press) conducted a study with 'non-native' English language teachers on different dimensions of 'culture' in the teaching of English as an international language. Twelve 'non-native' English speaking teachers participated in the study. The data were gathered using a semi-structured interview. The aim of the study was to elicit answers from the participating teachers on the following topics: 'the concept of 'culture, the content and context of cultural information in the EFL classrooms, the strengths and weaknesses of non-native English speaking teachers' (p. 9). The results of the study revealed that the participating teachers did not agree on the implementation of 'culture' in foreign language classrooms. However, they stated that they implement 'culture' in their teaching in terms of 'local culture', 'international culture' or 'target language culture'. All of the teachers who participated in the study accepted their familiarity with the 'local culture' as a strength for their foreign language teaching. The author further argued that it is necessary to train qualified 'non-native' English speaking teachers with insights about their strengths that are essential in terms of teaching English as an international/foreign language.

In addition to the studies discussed above that are directly related to teaching and learning 'culture', there is also an empirical study in the framework of English as a Lingua Franca. The study was conducted by Fedderholdt (2001), and it is related to 'non-native speaker' and 'non-native speaker' interaction. That is, the study is directly concerned with English language use rather than 'culture' teaching and learning. However, as ELF

framework suggests that the English language belongs to no 'culture', it is necessary to summarize these studies as well.

The study investigating 'non-native speaker' – 'non-native speaker' interaction that was conducted by Fedderholdt (2001) explored email exchanges between a group of students from a Japanese university and a group of Danish students who were preparing for university entrance examinations. The course lasted for 10 weeks and each group consisted of 19 students. The major aims of the course were: 'increase motivation for writing, give students experience in using English as a *lingua franca*, and let them see how learners in other countries write English, increase students' awareness of cultures where English is not the first language' (p. 273). The students themselves decided on the topics to write about related to their own 'cultures'. After 10 weeks of email exchange, a questionnaire in likert scale was applied to the students about different aspects of the course. Following the questionnaire, each student was interviewed to check the reliability of the instrument. The results revealed that the interest level of the students towards the course was high, and before the email exchange project neither group knew much about the other's 'culture'. However, the project caused them to become aware of the differences and similarities about each other's 'culture'. The researcher further emphasized the significance of such a project in increasing the motivation for writing, and awareness of a 'culture' different from one's own by means of 'non-native speaker' to 'non-native speaker' exchanges.

Summary

In this chapter, the spread of English in relation to its historical context was discussed. The current situation of 'native speakers' and 'non-native speakers' in English language teaching was summarized following the spread of English and its reasons. English language use in its wider context in relation to different types and uses of English was

summarized. This necessitated the discussion of the definition of ‘culture’ and ‘culture’ in English language teaching. Next, the place of English in the Turkish education system was outlined in order to provide a clear understanding for the Turkish context. Lastly, empirical studies on the teaching and learning of ‘culture’ were summarized.

To conclude, there is an abundance of theoretical underpinnings on the role of ‘culture’ in terms of foreign/second language teaching, be it the ‘local culture’, ‘target language culture’ or ‘international culture’ and the issue of ‘culture’ still remains to be a hotly debated topic. Despite the fact that there is a great deal of theoretical work on the topic, more empirical research studies are needed. The empirical studies that have been conducted so far are mainly devoted to an understanding of ‘culture’ from the eyes of English language teachers. These studies that concentrate on English language teachers mostly aim ‘non-native’ teachers of English. Exploring the preferences and opinions of English language teachers towards the role of ‘culture’ is essential. However, English language teachers are the professionals who are carrying all the theoretical baggage. That is, English language teachers, due to their academic background, are expected to be more familiar with the concepts of ‘culture’ and the teaching of ‘culture’¹ than English language learners. As all the teaching practices, methods and theoretical discussions center around the language learners, the point of view of the English language learners towards the role of ‘culture’ in English language teaching is worth exploring. That is, the recipients of information, English language learners are as important as information providers, English language teachers. In other words, there is still room for empirical research in the applications of theoretical discussions surrounding the issue of ‘culture’ from the perspective of English language learners. The current study was designed to explore the opinions of Turkish language learners on the role of ‘culture’ in foreign language teaching in Turkey since they are the main agent of the field

¹ e.g. talking about the Royal family in terms of Adaskou et. al’s (1990) ‘aesthetic culture’.

of English language teaching in Turkey. Thus, the opinions of students on the role of ‘culture’ in foreign language teaching in Turkey are highly important to evaluate English language teaching practices according to the feedback collected from the students using a questionnaire developed by the researcher. There is not a valid instrument to explore the students’ opinions of the role of ‘culture’ in learning English as a foreign language in ELT. Thus, the current study contributes to the field of ELT by developing a valid and reliable instrument to collect data from English language learners. The items of the questionnaire were generated within the framework of English as an International Language and English as a Lingua Franca and no distinction was made between the two. The results of this particular study are believed to suggest important implications for English language teaching in Turkey in terms of development of language teaching materials, classroom practices, and language teacher hiring practices.

CHAPTER 3

METHODOLOGY

Aim

The study consists of two parts. The first part of the study aims at developing an instrument to explore senior Anatolian high school students' opinions of the role of 'culture' in learning English as a foreign language. The purpose of the second part of the study is to examine similarities and differences among senior high school students from three different parts of Turkey in terms of their opinions of the role of 'culture' in English language learning. A questionnaire was developed to analyze these questions. Investigating the internal structure of the questionnaire was another aim of this study.

More specifically, the study aims to answer the following research questions:

1. What are the dimensions of the construct measured by the instrument?

It is hypothesized that the items testing similar issues will load on the same components in the principal component analysis.

2. What are the reliability indexes for each component determined by the principal component analysis?

It is hypothesized that the internal consistency reliability for each component determined by the principal component analysis is adequate.

3. Do the students from different parts of Turkey differ in terms of their opinions of each of the following issues determined by the principal component analysis?

- a. Goals for learning English
- b. Characteristics of English language teachers
- c. Content of English teaching materials
- d. Content of English lessons

It is hypothesized that the students from different parts of Turkey will differ in terms of their opinions about the issues mentioned above due to social, economic, and educational reasons.

Participants

Sampling

385 senior high school students participated in this study during the academic year of 2005-2006. The students who took part in the study were senior students in five Anatolian High Schools in three different cities in Turkey.

The high schools that were selected for the purposes of this study shared the same curriculum. However, they were selected from different parts, thus they were assumed to have different cultural backgrounds. One of the high schools was located in Diyarbakır and represented the East; two of the high schools were located in Edirne and represented the West; and finally the remaining two high schools were located in İstanbul and represented the Center due to the city's metropolitan status.

The high schools that participated in the study were determined through convenience sampling. That is to say, they were accessible to the researcher. The questionnaire was given to those students who were present during the phase of data collection, and participation was determined on a voluntary basis.

Return Rate

The number of senior high school students in three parts was approximately 700. Since the researcher aimed at reaching the highest number of participants, a total of 475 questionnaires were distributed and 385 (81%) were returned. Table 3.1 shows the number of questionnaires sent and the number returned.

Table 3.1

Number of questionnaires sent and returned

	East	Central	West	Total
Sent	75	200	200	475
Returned	73	156	156	385

Characteristics of the Respondents

The questionnaire had a section to obtain demographic information about the participants. There were a total of 197 (51.2%) female and 188 (48.8%) male students. Their ages ranged from 16 to 23 with a mean of 17.3. The number of years of English instruction they had been exposed to ranged from 4 to 13 years with a mean of 8.4. 361 (93.7%) of the students stated that their mother tongue was Turkish and 24 (6.3%) indicated that their mother tongue was different from Turkish including Kurdish, Zazaish and Arabic. The number of months spent abroad ranged from 0 to 156 with a mean of 2.73. The number of years spent in three different parts ranged from 1 to 23 with a mean of 14.9.

As for the education level of the fathers of the students, 2 (.5 %) of the fathers had no formal education, 47 (12.2%) of the fathers were primary school graduates, 30 (7.8%) of them were secondary school graduates, 124 (32.3%) of them were high school graduates, 161 (41.9%) of the fathers graduated from university and 20 (5.2%) of them held a Master's or a higher degree. A chi-square analysis suggests significant differences among the parts, $\chi^2 = 62.83$, $p < .001$; $N=384$.

The education level of the mothers of the students, 23 (6 %) of the mothers had no formal education, 79 (20.5%) of the mothers were primary school graduates, 22 (5.7%) of them were secondary school graduates, 148 (38.4%) of them were high school graduates, 101 (26.2%) of the mothers graduated from university and 12 (3.1%) of them were graduates of

Master's or higher programs. A chi-square analysis suggest significant differences among the parts, $\chi^2 = 76.20$, $p < .001$; $N=385$. More detailed information about the characteristics of the participants can be found in Appendix A.

Finally, the questionnaire revealed statements about the monthly income of the families of the students that 1 (.3%) of the families had no regular income, 21 (5.5%) of the families had less than 500 YTL, 95 (24.7%) of the families earned between 500 and 1000 YTL, 73 (19%) of the families got between 1000-1500 YTL, 78 (20.3%) of the families earned between 1500-2000 YTL and 117 (30.4%) of the families earned more than 2000 YTL. A chi-square analysis suggest significant differences among the parts, $\chi^2 = 111.61$, $p < .001$; $N=385$. More specifically, the demographic information about the students from each participating high school is as indicated in following tables in Appendix A.

Research Setting

The curricula of the five Anatolian High Schools are determined by the Turkish Ministry of Education. The students enrolled in these high schools are exposed to intensive English instruction during the first year, 24 hours of English language instruction per week. However, this number decreases in the following years. The students who participated in this study were exposed to 4 hours of English language instruction per week. The textbooks that were used in the participating high schools were well-known series in Turkish ELT market written by British writers such as 'Inside Out', and 'Opportunities'. The number of students in each high school was approximately 700, and the maximum number of the students in each classroom was 30. All the English language teachers in these high schools were Turkish, except the Welsh English language teacher in High School A.

Materials

A survey was developed by the researcher for this study. The Likert technique was used in the construction of the instrument as it provides the interval level of measurement and is believed to be more reliable than interview. Steps that were followed in the construction of the instrument are given in detail in the next section.

Generation of Items

In order to generate items for the questionnaire, a group of students were interviewed based on semi-structured questions deducted from the related literature (see Appendix B for interview questions). The interviews were conducted with ten students from Anatolian High School A in İstanbul during May, 2005 and ten students from Anatolian High School C in Edirne during July 2005. 7 students were in the foundation year, 6 students were in the ninth grade, 5 students were in the tenth grade and 2 students were in the eleventh grade (senior students). Each interview took 30 minutes on average and was recorded via a digital sound recorder. Following the interviews, the recordings were transcribed by a word processing program. The responses were coded in terms of their categories and each response from the students was tallied under the related category by the researcher. The first draft of the instrument was completed based on the related literature and the responses of the students that were interviewed. Eventually the questionnaire was sent to the judges who will be described under the subheading ‘Content Validation’ in order to obtain expert opinion regarding the wording and appropriateness of the items in written format.

The questionnaire was finalized according to the feedback received from the judges (See Appendix C). The final questionnaire consisted of six sections. The first section was about the ‘reasons why the students are learning English’, the second section was about the ‘content of English learning classes’, the third section was related to the ‘characteristics of

language teachers', the fourth section was about the 'language teaching textbooks', the fifth section was about the 'cultural elements'. The first five sections of the questionnaire aimed at investigating the preferences of the students on a five point scale (1=strongly agree, 2= agree, 3= neutral, 4= disagree, 5= strongly disagree). Finally, the last section was devoted to obtain demographic information from the participants.

Content Validation

Five judges from the fields of English Language Teaching (ELT) and/or Applied Linguistics were contacted either by e-mail or personally. All of the judges had academic positions in the ELT departments of universities, four of them were in Turkey and one of them was in the U.S. They were all Turkish.

All 5 judges contacted concurred to give feedback on the instrument. So, each of the judges was sent the questionnaire along with a letter of explanation about the purpose of the study, the methodology of the study, research questions and how they were expected to examine the questionnaire items for the reconstruction of the instrument. Furthermore, after examining each item, they were asked to decide whether the item should be omitted or retained; if retained whether the wording of the item should be revised or not. If they had any suggestions for a change in the wording of an item, they were asked to write their suggestions in the feedback form for the questionnaire (see Appendix D).

Instrument

Detailed information about the sections and items in the questionnaire is given in Table 3.2.

Table 3.2

Information about the sections and items in the questionnaire

Section no	Section label	Number of items	Scale (after reverse coding)
1	Students' reasons for learning English	18 items	1=not important at all, 5=very important
2	Content of lessons	7 items on skills and aspects of language covered in students' English classes	1=never, 5=always
3	Characteristics of language teachers	8 items on increasing effectiveness of English classes	1=strongly disagree, 5=strongly agree
		7 items on the nationality of language teachers of English	1=strongly disagree, 5=strongly agree
		4 items on the characteristics of language teachers in general	1=strongly disagree, 5=strongly agree
		5 items on the characteristics of Turkish teachers	1=strongly disagree, 5=strongly agree
		3 items on the characteristics of native English speaking teachers	1=strongly disagree, 5=strongly agree
4	Content of English learning/teaching textbooks	5 items on students' ranking of the nationality of teachers	ranking from 1 to 5 *
4	Content of English learning/teaching textbooks	14 items	1=should be never included, 5=should be definitely included
5	Cultural elements	6 items on students' ranking of cultures which they associate English with	ranking from 1 to 6 *
		6 items on topics students are interested in	1=absolutely no, 5= absolutely yes
6	Personal Information		

* Reverse coding was not applied.

Prior to the visits for data collection, the head principals of the five Anatolian high schools were contacted personally and via telephone to ask whether they would like to allow the study to be conducted in their institution, and what procedures were required of the researcher. After the head principals of the high schools accepted to allow the study to be conducted, the minimum number of participants needed in each institution was determined, and sets of questionnaires were distributed in envelope. For the purposes of data collection, except for the cooperating high school in Diyarbakır, where the data were gathered by the help of the school counselors, all of the other high schools were visited by the researcher himself. The head principals in each cooperating school assigned teachers to take the sets of questionnaires to their classes and ask the students to fill the questionnaires. After the questionnaires were completed, questionnaire sets were collected from the teachers by the researcher. In the cooperating school in Diyarbakır, the sets of questionnaires that were distributed to the teachers were collected and sent to the researcher by the guidance teacher via private mail.

Data Analysis

Data were analyzed using SPSS 11.5 version. First, the data were coded and computerized by the researcher. The computerized data were checked by a frequency analysis, and any mistakes made during the coding or entering the data were corrected. Following the replacement of the missing values with the means of the groups for each item in the questionnaire, descriptive statistics were obtained for each question. Then, the whole dataset was subjected to a Principal Component Analysis (PCA) in order to explore the internal structure of the instrument. Before finalizing the components in the questionnaire, several extraction and rotation techniques were used. PCA extraction with varimax rotation was determined to provide the best solution to reduce the number of variables as well as to

orthogonalize them for further analyses. Components with Eigenvalues over 1.0 were taken into consideration. An item was expected to load on a component with the value of .40 or above. Item loadings less than the required value were ignored. The items that loaded on different components and items that had negative values were deleted from the PCA analysis. Thus, the PCA was conducted five times in order to come up with the most comprehensible picture.

Following the PCA analyses, the reliability analysis was conducted to explore the internal consistency of each component.

To explore the differences across parts on each component factor scores were obtained, and One-way mixed ANOVA using the General Linear Model was conducted using the factor scores.

CHAPTER 4

RESULTS

In this section, the findings of the study will be reported in four parts. First, descriptive statistics for each section of the questionnaire is provided. Second, the results of the data reduction analyses are discussed and the components that constitute the questionnaire are identified. Third, the participants are compared based on the geographical grouping and whether they show differences on each component investigated. Finally, the insights obtained from the interviews that support the quantitative findings are provided.

Descriptive Statistics of Students' Responses to the Questionnaire

In the first section of the questionnaire, students were asked to rate the importance of various reasons for learning English using a 5-point Likert scale (1= not important at all, 5= very important). More detailed information about the descriptive statistics for each section can be found in Appendix E.

Among the education-related reasons, getting education in the USA or UK was rated the most important ($M=3.76$) compared to getting education in other countries where the mother tongue is English ($M=3.42$), where the official language is English ($M=3.05$) and where English is spoken as a foreign language ($M=3.08$).

As for learning English to communicate with other people, communicating with Americans and the English ($M=4.06$) and with other native English speaking people ($M=4.04$) had the highest rating. On the other hand, communicating with people from countries where English is the official language ($M=3.81$), and communicating with people from countries where English is spoken as a foreign language were also rated as important ($M=3.68$).

Instrumental reasons such as learning English to find work after graduating from university (Mean=4.74) and to use the internet were also very important for the participants (Mean=4.43).

The participants were neutral on the following four items related to the reasons of learning English to learn about the culture of the USA or UK (M=2.92), other countries where the mother tongue is English (M=2.88), countries where English is the official language (M=2.79), and countries where English is spoken as a foreign language (M=2.78). They were also neutral on the last four items regarding the reasons of learning English to learn about the literature of the USA or UK (M=2.78), other countries where the mother tongue is English (M=2.68), countries where English is spoken as a foreign language (M=2.55), and countries where English is the official language (M=2.53).

To sum up, learning English for instrumental purposes such as finding work after graduation from university and using the internet as well as communicating with native speakers of English were the most important reasons for these participants.

The second part of the questionnaire concerned aspects of language and language learning covered in the participants' English language classes. The participants reported that Grammar (M=4.11) was the most frequently covered aspect of language in the participants' English classes followed by vocabulary (M=3.67). Among the language skills, reading skills (M=3.66) were covered the most frequently while speaking (M=3.22), writing (M=3.13), and listening (M=2.82) were sometimes covered. However, the culture of the language being taught (M=1.77) was very rarely covered in class.

When the participants were asked how the effectiveness of English classes could be increased, speaking (M=4.62) was rated to be the most important language skill followed by listening (M=4.20), reading (M=4.16) and writing (M=3.79). The participants agreed that vocabulary (M=3.98), pair or group work (M=3.82) should be covered in language classes,

and they were neutral on grammar (M=3.57) and the culture of the language being taught (M=3.14).

In the third section of the questionnaire, students were asked to indicate their opinions of the characteristics of English language teachers.

About the nationality of English language teachers, the participants agreed that English language teachers should be from the U.K. (M=4.11) or the U.S.A. (M=3.81). The students were neutral about English language teachers from other countries where English is the native language (M=3.63), Turkish English language teachers (M=3.14), and English language teachers from countries where English is the official language (M=2.84). On the other hand, they disagreed that English language teachers should be from any foreign country (M=2.32). These findings suggest that the participants preferred English language teachers from the U.K. the most followed by American English language teachers.

The participants were also asked to rank their preferences of English language teachers from 1 to 5. Native English teachers who can speak Turkish were ranked in the first place (M=1.90) by the students, Turkish English language teachers who lived in countries where English is the native language were regarded in the second place (M=2.69), English language teachers whose native language is English were in the third place (M=3.06), English language teachers who are the graduates of English language teaching departments were preferred by the students in the fourth place (M=3.44), and Turkish English language teachers were ranked in the last place (M=3.73). See Appendix E for rankings of nationalities of English language teachers preferred by the students.

As for the students' opinions on the characteristics of English language teachers in general, the participants agreed that English language teachers should be able to speak Turkish (M=4.09), be familiar with the Turkish culture (M=4.06), be familiar with 'target

language culture' (M=4.23). Moreover, being a native speaker of English (M=3.79) was also rated to be important.

When asked about the characteristics of Turkish English language teachers, the participants agreed that Turkish English language teachers understand the difficulties they face while learning English better than foreign teachers (M=3.89). However, they were neutral on the following statements: Turkish English language teachers teach English better than native English teachers (M=2.74), possess enough information about 'target language culture' (M=2.75), can teach 'target language culture' contrasting it with Turkish culture (M=3.08), and inform the students about 'target language culture' (M=2.89).

The students were also asked to rate their agreement on three statements about the characteristics of native English teachers. The participants agreed that they inform the students about 'target language culture' (M=4.08), teach the 'target language culture' better than Turkish English language teachers (M=3.95), and they teach English better than Turkish English language teachers (M=3.77).

In conclusion, the participants agreed that native English teachers teach English better than Turkish English language teachers while the latter understands the difficulties they face better. In addition, they also emphasized that English language teachers should be able to speak Turkish, and be familiar with the Turkish culture.

The fourth section of the instrument was related to the content of English language learning textbooks. The participants were asked to rate whether certain topics should be included in English learning textbooks using a 5-point Likert scale (1= should never be included, 5= should definitely be included).

Students gave the highest ratings to international topics related to sociology (M=4.14), technology (M=4.05), world history (M=3.94), and science (M=3.89). However, they were neutral on political issues (M=3.36).

The students slightly agreed on the inclusion of topics related to life and 'culture' in the U.S.A. and U.K. (M=3.79), in Turkey (M=3.73), and in other countries where English is the native language (M=3.50). However, they were neutral on life and 'culture' in countries where English is an official language (M=3.32), and in countries where English is a foreign language (M=3.24).

In terms of literatures of various countries, the participants were neutral on the inclusion of American and British literature (M=3.15), literatures of other countries where English is the native language (M=2.93), literatures of countries where English is the official language (M=2.83), and literatures of countries where English is spoken as a foreign language (M=2.73).

In conclusion, international topics were agreed to be the most important topics to be included in English language textbooks. The participants were also asked to rate their interest regarding various topics. The participants were interested in learning about the similarities and differences between the 'cultures' of English speaking countries and Turkish culture (M=3.78), how the people behave in various circumstances in English speaking countries (M=3.70), learning the history of English speaking countries in relation to Turkish history (M=3.62), and learning and understanding values of English speaking countries (M=3.59). The students were neutral on being able to get historical information about places where English is spoken (M=3.21), and geographic information about places where English is spoken (M=3.16).

The fifth section of the questionnaire was related to cultural elements in English language learning/teaching. The students were asked to rank their opinions about which 'culture' they associate English with from 1 to 6.

The British culture (M=1.44) was on top according to the students followed by American culture (M=2.19). 'Culture' of countries where English is the native language

(M=3.08) was at the third place, and the students regarded the ‘culture’ of countries where English is the official language (M=4.08) in the fourth place. ‘Culture’ of countries where English is spoken as a foreign language (M=4.76) was at the fifth place, and no culture (M=5.20) was thought to be the last item that the students associate English with (see Appendix E for rankings of the ‘cultures’ the students associated English with).

To conclude, the students showed the most interest in learning about the similarities and differences between the ‘culture’ of English speaking countries and Turkish culture.

Descriptive statistics for each section of the questionnaire provided a general picture in understanding students’ opinions and preferences about the items in the questionnaire. In order to cluster the items in different components, further analysis was required. The data reduction process is given in detail in the following section.

Principal Component Analysis

In order to reduce the number of variables for further analyses, the whole data set was submitted to Principal Component Analysis (PCA) with varimax rotation. KMO measure of sampling adequacy was .858 and Barlett’s test of sphericity was significant at .000, which suggested that the original correlation matrix was adequately reproduced. No communalities below .30 were observed. 16 components with eigenvalues higher than 1.00 were extracted and these accounted for 69 % of the total variance. See Appendix F for the rotated component matrix given in Table 4.14 in which the highest loading of the items on the components are marked in bold.

According to the first Principal Component Analysis, sixteen components were extracted. However, the first thirteen of the components provided a clear picture. The components were labeled as follows: ‘learning English to learn about the literature and culture of foreign countries’, ‘including literatures of foreign countries in English learning textbooks,

‘including topics related to the culture and the way of living in foreign countries in English learning textbooks’, ‘characteristics of Turkish English language teachers’, ‘learning English to communicate with foreigners’, ‘characteristics of native English teachers’, ‘topics the students are interested in’, ‘including international topics in English language learning textbooks’, ‘skills and aspects of language for more effective English learning classes’, ‘learning English to get education in foreign countries’, ‘characteristics of English language teachers from countries where English is not the native language’, ‘learning English for instrumental purposes’, ‘familiarity of English language teachers with the target and local cultures’.

However, item 3.7 labeled, ‘including information about target language culture for more effective English language classes’ did not load on any component and item 3.8 labeled ‘including pair or group work for more effective English language classes’ loaded on the fifteenth component on its own. For a more comprehensible picture, another PCA with varimax rotation was run by excluding items 3.7 and 3.8. 15 components with eigenvalues higher than 1.00 were extracted and these accounted for 68.44% of the total variance. See Appendix F for the rotated component matrix given in Table 4.15 in which the highest loading of the items on the components are marked in bold.

In the second PCA item 4.1 labeled ‘students’ preferences of Turkish English teachers’ had a negative loading; item 9.1 labeled ‘inclusion of life and culture in Turkey in English language learning textbooks’ loaded on the fifteenth component on its own, and item 5.1 labeled ‘being able to speak Turkish as a characteristic of English language teachers in general’ loaded on two components. Thus, in addition to items 3.7 and 3.8, items 4.1, 5.1 and 9.1 were also excluded from the analysis and PCA was run with varimax rotation the third time. 14 components with eigenvalues higher than 1.00 were extracted and these accounted

for 68.21% of the total variance. See Appendix F for the rotated component matrix given in Table 4.16 in which the highest loading of the items on the components are marked in bold.

The rotated component matrix for the third PCA showed that item 7.1 labeled ‘native English speaking teachers teaching English better than Turkish teachers’ loaded on two components, items 7.2 labeled ‘native English speaking teachers teach target language culture better than Turkish teachers’, and item 7.3 labeled ‘native English speaking teachers inform the students about their own culture’ loaded on component eleven, making the picture difficult to interpret. Consequently, in addition to items 3.7, 3.8, 4.1, 5.1, 9.1, items 7.1, 7.2 and 7.3 were excluded from the analysis and PCA was run with varimax rotation the fourth time. 13 components with eigenvalues higher than 1.00 were extracted and these accounted for 67.46% of the total variance. See Appendix F for the rotated component matrix given in Table 4.17 in which the highest loading of the items on the components are marked in bold.

The rotated component matrix for the fourth PCA showed that the item 11.5 labeled ‘learning and understanding values of English speaking countries’ loaded on two different components. Thus, in addition to items 3.7, 3.8, 4.1, 5.1, 9.1, 7.1, 7.2, 7.3, item 11.5 was also eliminated from the analysis and PCA was run with varimax rotation for the fifth time. 13 components with eigenvalues higher than 1.00 were extracted and these accounted for 67.56% of the total variance. See Appendix F for the rotated component matrix given in Table 4.18 in which the highest loading of the items on the components are marked in bold.

The last PCA provided the clearest picture for further analyses. In order to explore the internal consistency of each component, cronbach alpha coefficients for each component were obtained. Table 4.19 provides the summary of the analyses including the component number, the labels given to them, the items that loaded on each component and cronbach alpha coefficients.

Table 4.19

Summary based on the final PCA

Component	Label	items	Cronbach alpha
1	learning English to learn about literature and culture of foreign countries	Q1.11, Q1.12, Q1.13, Q1.14, Q1.15, Q1.16, Q1.17, Q1.18	.939
2	including literatures of foreign countries in English learning textbooks	Q9.11, Q9.12, Q9.13, Q9.14	.907
3	including topics related to the culture and the way of living in foreign countries in English learning textbooks	Q9.2, Q9.3, Q9.4, Q9.5	.866
4	characteristics of Turkish English language teachers	Q6.1, Q6.2, Q6.3, Q6.4, Q6.5	.819
5	learning English to communicate with foreigners	Q1.5, Q1.6, Q1.7, Q1.8	.855
6	characteristics of native English teachers	Q4.2, Q4.3, Q4.4, Q5.4	.787
7	topics the students are interested in	Q11.1, Q11.2, Q11.3, Q11.4, Q11.6	.836
8	including international topics in English language learning textbooks	Q9.6, Q9.7, Q9.8, Q9.9, Q9.10	.784
9	skills and aspects of language for more effective English learning classes	Q3.1, Q3.2, Q3.3, Q3.4, Q3.5, Q3.6	.728
10	learning English to get education in foreign countries	Q1.1, Q1.2, Q1.3, Q1.4	.779
11	characteristics of English language teachers from countries where English is not the native language	Q4.5, Q4.6, Q4.7	.565
12	learning English for instrumental purposes	Q1.9, Q1.10	.576
13	familiarity of English language teachers with the target and local cultures	Q5.2, Q5.3	.564

The results of the reliability analysis suggest that ten out of thirteen components extracted by the fifth Principal Component Analysis seem to have high internal consistency with coefficient alpha above .70. However, the last three components have low internal consistency due to the limited number of items. As these three components are believed to be useful in terms of exploring the research questions of the study, they were included in the analyses.

Comparison across Parts

The three parts were compared on the components identified with the PCA. Table 4.20 provides the means (M) and the standard deviations (SD) of three parts on thirteen components extracted by the fifth PCA according to the factor scores.

Table 4.20

Descriptive statistics for the instrument

Component	Center		West		East	
	M	SD	M	SD	M	SD
1	-.074	1.013	.046	.989	.059	.998
2	.097	1.071	-.084	.953	-.028	.931
3	-.039	1.038	-.021	1.046	.13	.796
4	-.275	1.051	.372	.847	-.207	.946
5	.084	1.071	-.121	.914	.079	1.003
6	.004	.991	-.070	1.078	.141	.823
7	-.028	1.019	-.032	1.018	.13	.917
8	.222	.927	-.302	1.058	.17	.856
9	-.002	.965	-.069	1.12	.153	.768
10	-.287	.99	.143	.994	.308	.879
11	.019	1.037	.059	.992	-.168	.927
12	-.043	1.063	.112	.953	-.147	.943
13	-.064	1.033	.13	1.019	-.141	.856

Following the last PCA, factor scores for each component were obtained by using Anderson-Rubin method. A 3 x 13 mixed design ANOVA with part as between-subjects variable and

component as within-subjects variable was conducted. Homogeneity of variance and sphericity assumptions of the ANOVA were sustained.

Table 4.21

ANOVA Summary Table

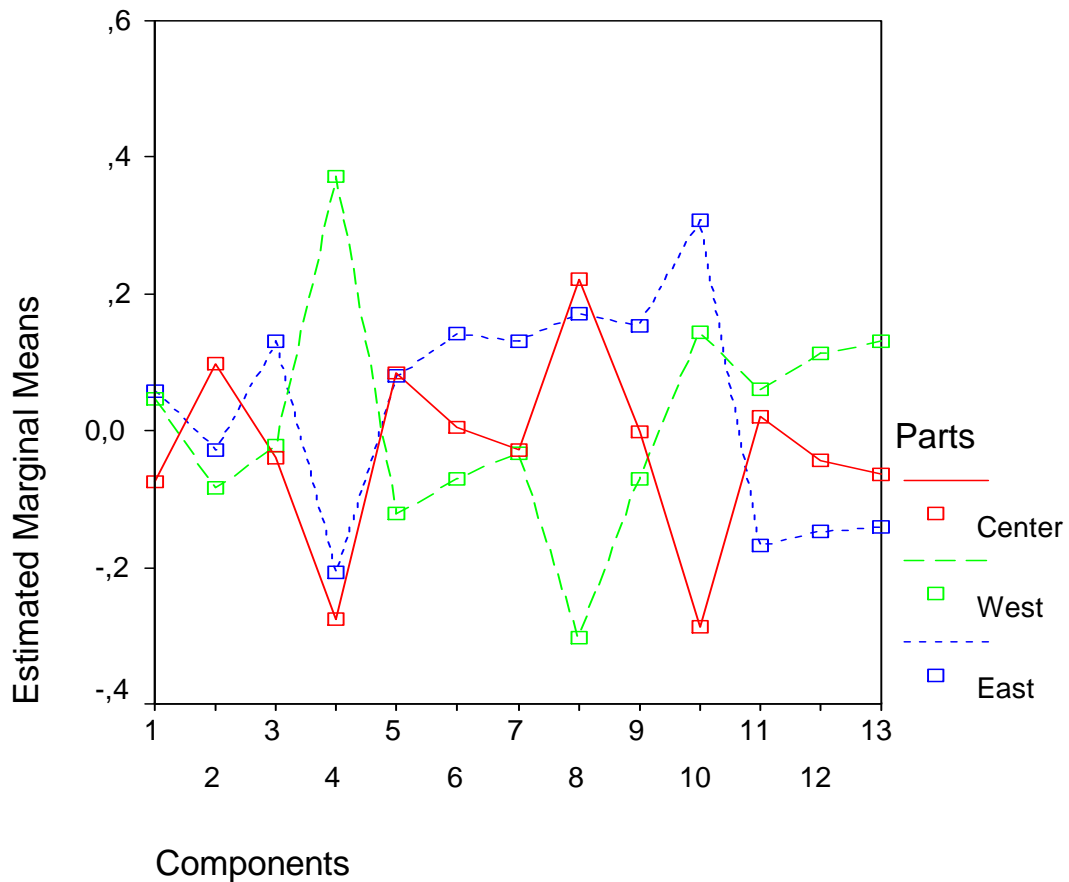
Source	df	SS	MS	F
Between Subjects				
Part	2	3,419	1,710	1,716
Error (Between)	382	380,581	.996	
Within Subjects				
Component	12	3,284	.274	.279
Component*Part	24	107,521	4,480	4,563***
Error (Within)	4584	4,500,479	.982	

*** $p < .001$

The results did not reveal a main effect for part and component. However, the interaction between the part and component was significant, $F(24, 4584) = 4.480$, $p < .001$, $\eta^2 = .144$, at .05. This suggests that differences regarding parts existed on some of the components; Figure 4.1 provides the plot of means across groups and components.

Figure 4.1

Plot of means of the parts on components



As it is shown in the plot, the means of different parts of Turkey on some components differ significantly. Univariate ANOVAs revealed that the interaction between part as between-subjects variable and component as within-subjects variable was due to the differences among parts on component 4, $F(2, 382) = 20.165, p < .001, \eta^2 = .095$, component 8, $F(2, 382) = 12.782, p < .001, \eta^2 = .063$, and component 10, $F(2, 382) = 12.222, p < .001, \eta^2 = .060$.

While means of the East and the Center seem to be similar, the mean of the West is higher than the two on the fourth component, namely 'characteristics of Turkish English language teachers'. The means of the Center and East are close to each other, but the mean of the West

seem to be lower than the other parts on the eighth component, namely ‘the inclusion of international topics in English language learning textbooks’. Finally, the means of the three parts seem to be different from each other on the tenth component, namely ‘learning English to get education in foreign countries’, the East having the highest mean followed by the West and the Center having the lowest mean.

Results of the Open-Ended Question

The participants were also asked an open ended question at the end of the questionnaire. They were asked whether the ‘target language culture’ should be taught together with the English language. The students were to answer the question by justifying their reasons. The responses collected from the students will be given in relation to the parts. The participants agreed, disagreed, and partially agreed on the question. Table 4.22 provides the responses from the students in relation to their parts.

Table 4.22

Students’ responses to the open-ended question: should the ‘target language culture’ be taught with English?

Parts	Agree		Disagree		Partially agree		No answer		Total	
	N	%	N	%	N	%	N	%	N	%
East	37	50.7	10	13.7	3	4.1	23	31.5	73	100
Center	79	50.7	34	21.8	18	11.5	25	16	156	100
West	64	41	37	23.7	8	5.1	47	30.1	156	100
Total	180	46.8	81	21	29	7.5	95	24.7	385	100

Overall, there were more respondents that showed agreement. Almost half of the responses were affirmative. On the other hand, there was a considerable number of responses that were completely negative or partially positive, moreover almost a quarter of the respondents did not answer the question.

The common reasons provided by the participants for their agreement on target language teaching along with English language teaching were as follows; language and ‘culture’ cannot be separated from each other, learning about ‘target language culture’ is essential to have enough information about native English speaking countries and compare it with Turkish culture, and interest and motivation towards learning English might increase by learning about the ‘target language culture’. Some of the participants wrote:

- Yes, the language represents the culture. (Informant 38)
- Yes, language is an element of culture. (Informant 45)
- Learning a language means learning a culture. (Informant 95)
- Yes, it is important to learn about world cultures. (Informant 120)
- In order to understand the language better. (Informant 165)
- Yes, to compare and contrast the cultures of native English speaking countries with ours. (Informant 262)
- If I know about the culture it is easier for me to learn the language. (Informant 340)

As for the reasons why the participants disagreed on the teaching of the ‘target language culture’, the students stated ‘cultural imperialism’ and the importance of preserving their own identity and ‘culture’ as the major reasons for their disagreement. Some of the students said that:

- No. Cultural imperialism is something disgusting. (Informant 55)
- No. In order not to experience cultural corruption. (Informant 61)
- No, because if the youth does not know their culture completely, they might lose their cultural identity. (Informant 69)
- No to cultural imperialism! (Informant 72)
- No. I am Turk and I speak Turkish English. It is wrong to adopt the culture of English. (Informant 154)
- No. They are corrupting our culture. (Informant 230)

Some of the participants partially agreed on the teaching of ‘target language culture’ along with English language teaching. Their common reasons were; ‘target language culture’ should be taught generally without going into details without imposing it and influencing the students’ own cultural values. Some of the participants stated:

Yes, but a little without imposing it. (Informant 5)

Yes, but without making the Turkish youth admirers of Americans and the British. (Informant 35)

Yes, but without imposing it on us. Our identity is important. (Informant 148)

Two participants from the East who agreed on the teaching of ‘target language culture’ along with English addressed the difficulties they were experiencing in the East. These students were enrolled in the language department in their high school and, they wrote:

I know that I am luckier than other students in Diyarbakır, as I am a student in Anatolian high school. But I think we lack the opportunities that the students in other regions possess regarding foreign language. I suppose this place is a far corner in Turkey. Even if there are new developments in English language teaching and learning, Diyarbakır will remain passive and behind. (Informant 329)

I would like to thank you because you are conducting the survey here. Because, I will have a chance to spread my thoughts by answering the questionnaire even if my chances are low. It is advantageous to get education in Diyarbakır Anatolian High School. But we live in Turkey and we will be compared to other students in Turkey in university entrance examination or other areas. Every student will teach in different parts of the country as English language teachers in the future. Isn’t it true that educating our future students with our limited knowledge and cultural insights regarding English language teaching will lead to a lack of awareness among them? This situation is not true for some schools, but what about others? (Informant 330)

To sum up, most of the students stated that they agreed on the teaching of the ‘target language culture’ along with English, as they believed ‘culture’ and language complement each other. However, a considerable number of students disagreed or partially agreed with the idea of teaching ‘target language culture’ in English language classes, because they thought

that the direct teaching of 'culture' in English language classes could turn into cultural imposition and cause the loss of their own cultural identity.

In this chapter, firstly descriptive statistics for each section in the questionnaire was provided. Learning English for instrumental purposes such as finding work after graduation from university and using the internet were the most important reasons for the participants. They stated that grammar was the most covered language aspect in their English language classes; however, they preferred speaking, listening, reading, writing, vocabulary and pair or group work to be covered more frequently for more effective English language classes. As for language teachers, the participants preferred English teachers from the U.K. the most, followed by the U.S.A., and agreed that native English speaking English language teachers teach English better than Turkish teachers. However, they highlighted that English language teachers should be able to speak Turkish and be familiar with Turkish culture. The participants were also asked about their opinions on the inclusion of various topics in English language learning/teaching textbooks. The inclusion of international topics related to sociology, technology, world history, and science were the most important ones for the students. The inclusion of life and 'culture' in the U.S.A. and the U.K., Turkey, and in other countries where English is the native language was also important. The participants associated English with the British culture the most followed by the American culture. They indicated that learning about the similarities and differences between English speaking countries and Turkish culture was the most interesting topic for the students. In the second section of the chapter, details of data reduction analysis were given. Principal component analysis was conducted five times in order to attain the most comprehensible picture. The fifth PCA extracted thirteen meaningful components for the following analysis that was the comparison of the different parts of Turkey on the components. The third section of the chapter provided comparisons across different parts of Turkey on the Principal Component Analysis revealing

an interaction between part and components. Univariate analyses of variance for each component suggested the interaction was due to component 4, namely ‘characteristics of Turkish English language teachers’; component 8, namely ‘the inclusion of international topics in English language learning textbooks’ and, component 10, namely ‘learning English to get education in foreign countries’. The last section of the chapter provided the results of the participants’ responses to the open-ended question, whether the ‘target language culture’ should be taught along with English. Most of the students agreed on the teaching of ‘target language culture’. However, a respectable number of the participants disagreed or partially agreed on the item.

CHAPTER 5

DISCUSSION AND CONCLUSION

This study aimed to investigate the opinions of high school students on the role of ‘culture’ in English language teaching. In order to manage this, a questionnaire was developed and applied to 385 Anatolian High School students in Turkey. Most of the previous studies in the ELT field have targeted English language teachers, and the voice of language learners remains to be weak in terms of their opinions and preferences about cultural elements in English language learning/teaching. The purpose of this study was to listen to the voice of the language learners and amplify it by reporting in academia. In the literature, the most similar study to the current study is Prodromou’s (1992). In Prodromou’s (1992) study, language learners in Greece were asked five questions about their ideas regarding the role of ‘culture’. The study was a milestone as it was related to the opinions of English language learners. However, the current study is more detailed than Prodromou’s and its significance lies in the development of a questionnaire investigating learners’ opinions of the role of ‘culture’ in learning English as a foreign language. In the following paragraphs, the findings of the study will be discussed in regard to the analyses conducted and the related literature.

Descriptive statistics for the questionnaire items revealed students’ opinions on English language learning, specifically their reasons for learning English, content of English language learning classes, characteristics of English language teachers, content of English language learning/teaching textbooks, and cultural elements in English language learning.

The most important reasons for learning English were instrumental purposes such as finding work after graduation after university and using the internet for the participants. Following these, communication with foreigners was the second important reason. These findings coincide with the theoretical underpinnings of Kachru (1990) and Strevens (1992), as

they emphasized the communicational and instrumental purposes in learning English as crucial motives for English language learners. The third important reason for the participants in learning English was to get education abroad, and it might be related to instrumental purposes as well, since the objective of getting education abroad may lead to better job opportunities in Turkey.

As for the content of participants' English classes, grammar was the most frequently covered language aspect. However, the participants' responses revealed that they would like language skills such as speaking, listening, reading, writing, and language aspects such as vocabulary and pair or group activities to be covered more frequently in English classes. The importance of language skills for the participants most probably stem from the importance of the instrumental and communicational purposes as discussed above. The students' opinions regarding the implementation of pair or group work more frequently might also be related to instrumental purposes, as the participants believed that pair or group work would lead to more opportunities for language use in class. On the other hand, the idea of having more pair or group work might be related to the participants' association of these activities with 'modernity' spreading from the 'center' to the 'periphery' as stated by Kramsch & Sullivan (1996). In other words, the students might relate pair or group work activities to more modern techniques in language teaching or it might be a single reaction to grammar as the most frequently covered aspect of language in their English classes.

The findings for the characteristics of English language teachers suggested that the participants preferred English language teachers from the U.K. in the first place followed by language teachers from the U.S.A. These findings were similar to the results of Prodromou's (1992) study, as the Greek English language learners preferred firstly British English followed by American English as a model for English. Moreover, the participants were asked to rank English language teachers according to their characteristics and nationality. Native English

speaking teachers who can also speak Turkish were ranked at top, followed by Turkish English language teachers who have lived in native English speaking countries. As for the characteristics of language teachers, the participants agreed that English language teachers should be able to speak Turkish and be familiar with Turkish culture. These findings supported the idea of the importance of ‘non-native speakers’ (Cook, 1999; Llurda, 2004; Rajagopalan, 2004) and the necessity of inclusion of the ‘local culture’ in English language learning process (Kramsch & Sullivan, 1996; McKay, 2003).

The last section of the questionnaire was devoted to cultural elements. The most important cultural elements to be included in English language learning/teaching textbooks were international topics. These findings bolster the importance of the inclusion of ‘international contexts’ (Alptekin, 2002) and ‘global culture’ (Modiano, 2001) in English language learning and teaching. As for the participants’ preferences on which ‘culture’ should be included in textbooks, British culture was in the first place, then American culture followed by Turkish culture. They further stated that they would like to learn about the similarities and differences between the cultures of native English speaking countries and Turkish culture (see Chapter 4, the last section).

The responses given to the open-ended question complement the quantitative findings regarding the section about cultural elements. Most of the students agreed that ‘target language culture’ should be taught along with English. However, a considerable number of the participants disagreed or partially agreed with the idea. These students who partially agreed or disagreed with the idea of teaching ‘target language culture’ along with English were aware of the importance of the ‘local culture’, and these findings support the necessity of the inclusion of the ‘local culture’ in English language teaching/learning process (Kramsch & Sullivan, 1996; McKay, 2003). As for teaching the ‘target language culture’, the participants emphasized the necessity of ‘target language culture’, supporting the ideas of

Byram (1991) and Byram and Flemming (1998) in terms of the inclusion of 'target language culture' in English language learning/teaching process. On the other hand, the responses from a considerable number of students who disagreed or partially agreed on the teaching of 'target language culture' support the views that exclude the 'target language culture' from the language learning/teaching process (McKay, 2003; Kramsch and Sullivan, 1996; Alptekin, 2002, 2005; Jenkins, 1996, 2000, 2002; Seidlhofer, 2001).

Comparisons across different parts of Turkey revealed that differences among the parts existed with regard to the characteristics of Turkish English language teachers, the inclusion of international topics in English language learning textbooks, and learning English to get education in foreign countries. The findings suggest that the social and cultural characteristics of the students from the three parts were different from each other on three components as mentioned above.

Pedagogical Implications

The current study suggests several implications for the field of English language teaching. The findings of the study underline the importance of 'non-native' English speaking language teachers, and the 'local culture'. Thus, the implications are related to material development, classroom practices, and language teacher hiring practices in Turkey.

The responses obtained from the participants suggest that elements or topics related to Turkish culture should be included in English language teaching/learning textbooks. In most of the educational institutions in Turkey, textbooks written by British writers are used. In other words, the English language teaching/learning materials are imported from the 'center'. The findings of the current study might suggest well-known textbook publishers to prepare textbooks related to the needs and demands of English language learners in Turkey, and

material development units of educational institutions to design 'local culture' related materials more frequently.

The findings also suggest that the students also regarded the 'local culture' as an important element in language teaching. In other words, classroom practices aiming the inclusion of the 'local culture' into English language teaching process is another pedagogical implication of the current study.

In most of the educational institutions, native English speaking English language teachers are preferred without considering their educational background in Turkey, and they are advantageous in terms of working conditions and the salary offered by the administrators of educational institutions. However, the participants who took part in the current study emphasized the importance of being familiar with the 'local culture' and being able to speak Turkish as a characteristic of English language teachers. This suggests the strength possessed by Turkish English language teachers. In other words, being a native English speaking language teacher does not necessarily mean being effective English language teachers.

Limitations

The current study also has several limitations. The study was conducted on the students from Anatolian high schools, and the results are only generalizable to the population of the Anatolian high schools in three parts. The study should be replicated with different populations in order to ensure the consistency of the findings.

The last three components extracted by the PCA analysis had internal consistency coefficients lower than the adequate level, because three items loaded on the eleventh, and two items loaded on the twelfth and thirteenth components. While developing the questionnaire, generating more items for those components could increase the internal consistency of the components, and this might result in different results.

In the current study, convenience sampling was used. The schools accessible to the researcher were visited. In other words, the selected schools are not truly representative of the three parts of Turkey.

Another limitation of the study is that surveys are only valid for the time they are implemented. Replication at a different time with the same population is also needed.

Finally, the students from different parts of Turkey differed on three components extracted by the PCA analysis. Conducting interviews to probe the qualitative findings is necessary.

APPENDIX A

Demographic Information about the Participants

Table 3.2

Demographic Information about the Participants

	East	Center	West	Total
Female (%)	13.7	38	48.3	100
Male (%)	24.5	43.1	32.4	100
Age (mean)	17.5	17	17.5	17.3
Years of English Ins. (mean)	7.6	8.6	8.6	8.4
Mother Tongue: Turkish (%)	100	100	67	93.7
Time spent Abroad in months (mean)	2	4	2.6	2.7
Time spent In 3 cities in years (mean)	15.7	14.2	15.2	14.9

Table 3.3

Distribution of the Level of Education of the Respondents' Fathers

	East (%)	Center (%)	West (%)	Total (%)
No formal Education	2.7	-	-	.5
Primary School	12.3	2.6	21.9	12.2
Secondary School	12.3	2.6	11	7.8
High School	27.4	26.3	38	32.3
University	35.6	58.3	28.4	41.9
Postgraduate or Higher	4.1	10.3	.7	5.2

Table 3.4

Distribution of the Level of Education of the Respondents' Mothers

	East (%)	Center (%)	West (%)	Total (%)
No formal Education	31.5	-	-	6
Primary School	19.2	8.3	33.3	20.5
Secondary School	9.6	1.3	8.3	5.7
High School	26	44.9	37.8	38.4
University	12.3	39.1	19.9	26.2
Postgraduate or Higher	1.3	6.4	.8	3.1

Table 3.5

Distribution of the Family Budget Income

	East (%)	Center (%)	West (%)	Total (%)
No regular Income	1.3	-	-	.3
Less than 500 YTL	6.8	.6	9.6	5.5
Between 500-1000 YTL	35.6	5.8	38.5	24.7
Between 1000-1500 YTL	23.3	14.1	21.8	19
Between 1500-2000 YTL	21.9	23.7	16	20.3
More than 2000 YTL	11	55.8	14.1	30.4

APPENDIX B

Interview Questions

Demographic Information

Gender: female _____ male _____

Native Language: Turkish _____.

English _____.

Other _____.

Age: _____

Name of the high school: _____

Grade: _____

Department: _____

Name of the English textbook: _____

Level of English :

Beginners: _____.

Elementary: _____.

Pre-intermediate: _____.

Intermediate: _____.

Upper-intermediate: _____.

Advanced: _____.

Questions

1. How long have you been learning English?
2. Why do you learn English?
3. Have you ever been abroad? If yes, how long?
4. What do you do in English language classes? Please explain.
5. What else should be done in English language classes? Please explain.
6. What is culture for you? Please explain.
7. Which culture do you associate English with? Why?
8. What is the role and importance of your English learning textbooks in learning English? Please explain.
9. Is there a relationship between language and culture? Please explain.
10. Should culture be taught along with language? Why?
11. How should language teaching be like? Please explain.

12. How should culture teaching be like? Please explain.
13. Should English teaching/learning text book include cultural elements? What kind of cultural elements? Why?
14. Do you prefer the following to be included in English learning textbooks or English language classes?
 - a. Cultural elements related to the life and culture in Turkey. Why? What are the advantages and disadvantages?
 - b. Cultural elements related to the life and culture in the U.S.A. or U.K. Why? What are the advantages and disadvantages?
 - c. Cultural elements related to the life and culture in various countries around the world. Why? What are the advantages and disadvantages?
 - d. Cultural elements related to scientific and popular culture around the world. Why? What are the advantages and disadvantages?
15. Are there cultural elements in your English learning textbook that you do not understand? What do you feel and do in this situation?
16. What do the following terms mean to you?
 - a. English language culture
 - b. English speaking cultures
 - c. English culture
17. Do you work in pairs or groups in English classes?

If yes, how frequently do you work in pairs or groups?

 - a. Every class
 - b. Sometimes
 - c. Rarely
 - d. Never
18. Do you like pair of group work? Why?
19. Does your English language teacher encourage you in participating in pair or group work?
20. Do you prefer to speak in English or Turkish with your friends in pair or group work? Why?
21. What are the strengths of Turkish English language teachers in Turkey? What about their weaknesses? Please explain.
22. What are the strengths of native English teachers in Turkey? What about their weaknesses? Please explain.

23. If you were able to select the language teachers for your school, would you prefer Turkish or native English language teachers? Why?
24. Would you like to be taught by a native English teacher? Why?
25. Do your language teachers speak Turkish? When?
26. Would you prefer Turkish English language teachers to speak English in the classes all the time? Why?
27. Do you agree that Turkish English language teachers should speak Turkish in the class? Why?

APPENDIX C

The Questionnaire

Sevgili Öğrenciler,

Boğaziçi Üniversitesi Yabancı Diller Eğitimi Bölümü'nde yüksek lisans yapmaktayım. Öğrencilerin İngilizce öğrenme konusundaki görüşlerini içeren bir yüksek lisans tezi yazıyorum. Bu yüzden belirteceğiniz görüşleriniz tezimin konusuyla doğrudan ilgilidir.

Elinizdeki bu anket çalışması toplam altı bölümden oluşmaktadır. İlk beş bölüm sizin İngilizce öğrenme konusundaki görüşleriniz, son bölüm ise kişisel bilgilerinizle ilgilidir.

Bu ankette yer alacak görüşleriniz ve kişisel bilgileriniz kesinlikle gizli kalacak, sadece tez çalışmam için kullanılacaktır.

Sorulara samimi ve dürüst olarak cevap vermeniz çok önemlidir. Lütfen anketteki bütün sorulara cevap veriniz. Zaman ayırıp anket çalışmasında yer alarak bana yardım ettiğiniz için çok teşekkür ederim.

Devrim Yılmaz
Boğaziçi Üniversitesi
Eğitim Fakültesi

İNGİLİZCE ÖĞRENİMİNDE KÜLTÜRÜN ROLÜ KONUSUNDA ÖĞRENCİLERİN GÖRÜŞLERİ

Cevaplayacağınız ölçekte kullanılan bazı terimlerin açıklamaları aşağıda verilmiştir:

1. Anadili İngilizce olan diğer ülkeler: Kanada, Avustralya ve Yeni Zelanda gibi ülkeler
2. Resmi dili İngilizce olan ülkeler: Nijerya, Hindistan, Malezya ve Singapur gibi ülkeler
3. İngilizce'nin yabancı dil olarak konuşulduğu ülkeler: Türkiye, İspanya, Yunanistan gibi ülkeler

A. İNGİLİZCE ÖĞRENME SEBEPLERİ

1. Aşağıdaki İngilizce öğrenme sebeplerinin sizin için önem derecesini belirtiniz.

	Çok önemli	Önemli	Ne önemli ne önemsiz	Önemli değil	Hiç önemli değil
A.B.D. ya da İngiltere'de eğitim	1	2	3	4	5
Anadili İngilizce olan diğer ülkelerde eğitim	1	2	3	4	5
Resmi dili İngilizce olan ülkelerde eğitim	1	2	3	4	5
İngilizce'nin yabancı dil olarak konuşulduğu ülkelerde eğitim	1	2	3	4	5
Amerikalı ya da İngilizlerle iletişim kurabilmek	1	2	3	4	5
Anadili İngilizce olan diğer ülkelerdeki insanlarla iletişim kurabilmek	1	2	3	4	5
Resmi dili İngilizce olan ülkelerdeki insanlarla iletişim kurabilmek	1	2	3	4	5
İngilizce'nin yabancı dil olarak konuşulduğu ülkelerdeki insanlarla iletişim kurabilmek	1	2	3	4	5
Mezuniyet sonrası iş bulabilmek	1	2	3	4	5
İnternet kullanabilmek	1	2	3	4	5
Amerikan ya da İngiliz kültürü hakkında bilgi edinebilmek	1	2	3	4	5
Anadili İngilizce olan diğer ülkelerin kültürleri hakkında bilgi edinebilmek	1	2	3	4	5
Resmi dili İngilizce olan ülkelerin kültürleri hakkında bilgi edinebilmek	1	2	3	4	5
İngilizce'nin yabancı dil olarak konuşulduğu ülkelerin kültürleri hakkında bilgi edinebilmek	1	2	3	4	5
Amerikan ve İngiliz edebiyatı hakkında bilgi edinebilmek	1	2	3	4	5
Anadili İngilizce olan diğer ülkelerin edebiyatı hakkında bilgi edinebilmek	1	2	3	4	5
Resmi dili İngilizce olan ülkelerin edebiyatı hakkında bilgi edinebilmek	1	2	3	4	5
İngilizce'nin yabancı dil olarak konuşulduğu ülkelerin edebiyatı hakkında bilgi edinebilmek	1	2	3	4	5

Diğer (lütfen belirtiniz):

B. DERSLERİN İÇERİĞİ

2. Aşağıdaki dil bilgi ve becerileri İngilizce derslerinizde hangi sıklıkla yer alır?

	Her zaman	Sıklıkla	Ara sıra	Nadiren	Hiçbir zaman
Dilbilgisi (Gramer)	1	2	3	4	5
Okuma	1	2	3	4	5
Dinleme	1	2	3	4	5
Yazma	1	2	3	4	5
Konuşma	1	2	3	4	5
Kelime bilgisi	1	2	3	4	5
Dilin kültürü	1	2	3	4	5

Diğer (lütfen belirtiniz):

3. İngilizce derslerinizin daha etkili geçmesi için neler yapılmalı?

	Kesinlikle katılıyorum	Katılıyorum	Emin değilim	Katılmıyorum	Kesinlikle katılmıyorum
Dilbilgisine (Gramere) önem verilmeli.	1	2	3	4	5
Konuşmaya yönelik etkinlikler yapılmalı.	1	2	3	4	5
Dinleme alıştırmaları yapılmalı.	1	2	3	4	5
Okumaya önem verilmeli.	1	2	3	4	5
Kelime bilgisi alıştırmaları yapılmalı.	1	2	3	4	5
Yazmaya yönelik etkinlikler yapılmalı.	1	2	3	4	5
Öğrendiğimiz dilin kültürü hakkında bilgi verilmeli.	1	2	3	4	5
İkili ya da grup çalışmalarına yer verilmeli.	1	2	3	4	5

Diğer (lütfen belirtiniz):

C. ÖĞRETMENLERİN ÖZELLİKLERİ

4. İngilizce öğretmeninizin hangi ülkeden olmasını istersiniz?

	Kesinlikle katılıyorum	Katılıyorum	Emin değilim	Katılmıyorum	Kesinlikle katılmıyorum
Türkiye	1	2	3	4	5
A.B.D.	1	2	3	4	5
İngiltere	1	2	3	4	5
İngilizce'nin anadil olarak konuşulduğu ülkeler (Kanada, Avustralya, Yeni Zelanda gibi)	1	2	3	4	5
İngilizce'nin resmi dil olduğu ülkeler (Hindistan, Nijerya gibi)	1	2	3	4	5
Herhangi bir yabancı ülke (Hollanda, Japonya, Macaristan gibi)	1	2	3	4	5
Türkiye ya da başka bir ülke fark etmez.	1	2	3	4	5

Diğer (lütfen belirtiniz):

5. İngilizce öğretmenleri hakkında aşağıdaki görüşlere katılıyor musunuz?

	Kesinlikle katılıyorum	Katılıyorum	Emin değilim	Katılmıyorum	Kesinlikle katılmıyorum
Türkçe konuşabilmeli.	1	2	3	4	5
Türk kültürü hakkında bilgiye sahip olmalı.	1	2	3	4	5
Öğrendiğimiz dilin kültürü hakkında bilgiye sahip olmalı.	1	2	3	4	5
Anadili İngilizce olmalı.	1	2	3	4	5

Diğer (lütfen belirtiniz):

6. Türk İngilizce öğretmenleri hakkında aşağıdaki görüşlere katılıyor musunuz?

	Kesinlikle katılıyorum	Katılıyorum	Emin değilim	Katılmıyorum	Kesinlikle katılmıyorum
Dil öğrenirken karşılaştığımız zorlukları yabancı öğretmenlerden daha iyi anlarlar.	1	2	3	4	5
İngilizce'yi yabancı öğretmenlerden daha iyi öğretirler.	1	2	3	4	5
Öğrendiğimiz dilin kültürü hakkında bilgileri yeterlidir.	1	2	3	4	5
Öğrendiğimiz dilin kültürünü Türk kültürü ile karşılaştırarak anlatırlar.	1	2	3	4	5
Öğrendiğimiz dilin kültürü hakkında bizi bilgilendirirler.	1	2	3	4	5

Diğer (lütfen belirtiniz):

7. Anadili İngilizce olan yabancı İngilizce öğretmenleri hakkında aşağıdaki görüşlere katılıyor musunuz?

	Kesinlikle katılıyorum	Katılıyorum	Emin değilim	Katılmıyorum	Kesinlikle katılmıyorum
İngilizce'yi Türk öğretmenlerden daha iyi öğretirler.	1	2	3	4	5
Öğrendiğimiz dilin kültürünü Türk öğretmenlerden daha iyi öğretirler	1	2	3	4	5
Kendi kültürleri hakkında bizi bilgilendirirler.	1	2	3	4	5

Diğer (lütfen belirtiniz):

8. Okuldaki İngilizce öğretmenlerini siz seçebilseydiniz hangi öğretmenleri tercih ederdiniz? (İlk seçiminiz '1' olmak üzere 1'den 5'e kadar sıralayınız.)

_____ Anadili İngilizce olan yabancı öğretmenler.

_____ Türk öğretmenler.

_____ Anadili İngilizce olan yabancı ama Türkçe bilen öğretmenler.

_____ Türk ama İngilizce'nin anadil olarak konuşulduğu ülkelerde yaşamış olan öğretmenler.

_____ Anadili İngilizce olan yabancı ama İngilizce öğretmenliği mezunu öğretmenler.

_____ Diğer (lütfen belirtiniz):

D. DERS KİTAPLARI

9. İngilizce kitaplarında aşağıdaki öğeler yer almalı mı?

	Kesinlikle yer almalı	Yer almalı	Emin değilim	Yer almamalı	Kesinlikle yer almamalı
Türkiye'deki yaşam ve kültür	1	2	3	4	5
A.B.D. ve İngiltere'deki yaşam ve kültür	1	2	3	4	5
Anadili İngilizce olan diğer ülkelerdeki yaşam ve kültür	1	2	3	4	5
Resmi dili İngilizce olan ülkelerdeki yaşam ve kültür	1	2	3	4	5
İngilizce'nin yabancı dil olarak konuşulduğu ülkelerdeki yaşam ve kültür	1	2	3	4	5
Bilimsel konular	1	2	3	4	5
Teknoloji ile ilgili konular	1	2	3	4	5
Toplumsal konular	1	2	3	4	5
Politik konular	1	2	3	4	5
Dünya tarihi	1	2	3	4	5
Amerikan ve İngiliz edebiyatı	1	2	3	4	5
Anadili İngilizce olan diğer ülkelerin edebiyatı	1	2	3	4	5
Resmi dili İngilizce olan ülkelerin edebiyatı	1	2	3	4	5
İngilizce'nin yabancı dil olarak konuşulduğu ülkelerin edebiyatı	1	2	3	4	5

Diğer (lütfen belirtiniz):

E. KÜLTÜREL ÖGELER

10. İngilizce denince aklınıza hangi kültür geliyor? (İlk seçiminiz '1' olmak üzere 1'den 6'ya kadar sıralayınız.)

- _____ Amerikan kültürü
_____ İngiliz kültürü
_____ Anadili İngilizce olan diğer ülkelerin kültürü (Kanada, Avustralya, Yeni Zelanda, vs.)
_____ Resmi dili İngilizce olan ülkelerin kültürü (Hindistan, Nijerya, Malezya, Hong Kong, vs.)
_____ İngilizce'nin yabancı dil olarak konuşulduğu ülkelerin kültürü (Türkiye, İspanya, Yunanistan, vs.)
_____ Hiçbir kültür
_____ Diğer (lütfen belirtiniz):

11. Aşağıdaki konular ilginizi çekiyor mu?

	Kesinlikle evet	Evet	Emin değilim	Hayır	Kesinlikle hayır
İngilizce'nin konuşulduğu yerler hakkında coğrafi bilgi edinmek	1	2	3	4	5
İngilizce'nin konuşulduğu yerler hakkında tarihsel bilgi edinmek	1	2	3	4	5
İngilizce'nin konuşulduğu ülkelerin tarihini bizim tarihimize bağlantılı öğrenmek	1	2	3	4	5
İngilizce'nin konuşulduğu ülkelerin kültürleri ve bizim kültürümüz arasındaki farklılıkları ve benzerlikleri öğrenmek	1	2	3	4	5
İngilizce'nin konuşulduğu ülkelerdeki değer yargılarını öğrenmek ve anlamak	1	2	3	4	5
İngilizce'nin konuşulduğu ülkelerdeki insanların çeşitli durumlarda nasıl davrandıklarını öğrenmek	1	2	3	4	5

Diğer (lütfen belirtiniz):

12. Sizce İngilizce öğretilirken bu dilin kültürü de öğretilmeli midir? Lütfen açıklayınız.

F. KİŞİSEL BİLGİLER

Yaş:

Sınıf:

Cinsiyet: Kız _____ Erkek _____

Anadil: Türkçe _____ İngilizce _____ Diğer (lütfen belirtiniz): _____

Kaç yıldır İngilizce öğreniyorsunuz?

Yurt dışında hiç yaşadınız mı? Cevabınız 'Evet' ise ne kadar?

Doğum yeri:

Kaç yıldır Edirne/İstanbul/Diyarbakır'da yaşıyorsunuz?

Babanızın mesleği:

Babanızın doğum yeri:

Babanızın eğitim düzeyi:

Annenizin mesleği:

Annenizin doğum yeri:

Annenizin eğitim düzeyi:

Ailenin toplam aylık geliri (uygun seçeneği işaretleyiniz):

- 500 YTL'den düşük
- 500 YTL – 1 000 YTL arası
- 1 000 YTL – 1 500 YTL arası
- 1 500 YTL – 2 000 YTL arası
- 2 000 YTL üstü

APPENDIX D

Questionnaire Evaluation Form

Dear

This questionnaire aims to investigate the opinions of senior high school students' regarding the role of 'culture' in English language teaching. The questionnaire will be conducted in Edirne Anatolian High School, Keşan Anatolian High School, İstanbul Kabataş High School, İstanbul Beşiktaş Atatürk Anatolian High School, and Diyarbakır Anatolian High School.

The questionnaire consists of six sections, namely the reasons for learning English, the content of English classes, the characteristics of English language teachers, textbooks, cultural elements, and demographic information about the participants. Please state your opinions on whether the items are consistent with the related section, and are easy to comprehend.

Devrim Yılmaz
Boğaziçi University
Faculty of Education

QUESTIONNAIRE EVALUATION FORM

1. Is the format of the questionnaire appropriate? Please state suggestions for inappropriate parts.
2. Is the aim of the questionnaire clearly stated on the cover page?
3. Are the items related to the sections they belong? Please give your suggestions for problematic items.
4. Is the wording of the items clear? Please give your suggestions for problematic items.

APPENDIX E

Descriptive Statistics for the items in the Questionnaire

Table 4.1
Descriptive statistics for reasons for learning English (N=385)

Items	M	SD	Median	Mode
(Q1.1) Education in the U.K. or U.S.	3.76	1.11	4	4
(Q1.2) Education in other countries where English is the native language	3.42	1.10	4	4
(Q1.3) Education in countries where English is the official language	3.05	1.13	3	3
(Q1.4) Education in countries where English is a foreign language	3.08	1.10	3	3
(Q1.5) To communicate with Americans or the English	4.06	1.04	4	5
(Q1.6) To communicate with people from other countries where English is the native language	4.04	.92	4	4
(Q1.7) To communicate with people from countries where English is the official language	3.81	1.00	4	4
(Q1.8) To communicate with people from countries where English is a foreign language	3.68	1.04	4	4
(Q1.9) To find work after graduation	4.74	.67	5	5
(Q1.10) To use the internet	4.43	.89	5	5
(Q1.11) To get informed about American or British culture	2.92	1.17	3	3
(Q1.12) To get informed about the culture of other countries where English is the native language	2.88	1.13	3	3
(Q1.13) To get informed about the culture of countries where English is the official language	2.79	1.09	3	3
(Q1.14) To get informed about the culture of countries where English is spoken as a foreign language	2.78	1.12	3	3
(Q1.15) To get informed about American or British literature	2.78	1.18	3	3
(Q1.16) To get informed about the literatures of other countries where English is the native language	2.68	1.14	3	3
(Q1.17) To get informed about the literatures of countries where English is the official language	2.53	1.10	3	3
(Q1.18) To get informed about the literatures of countries where English is spoken as a foreign language	2.55	1.16	3	3

Table 4.2

Descriptive statistics for the items regarding the skills and aspects of language covered in English language classes (N=385)

Items	M	SD	Median	Mode
(Q2.1) Grammar	4.11	.99	4	5
(Q2.2) Reading	3.66	1.07	4	4
(Q2.3) Listening	2.82	1.20	3	3
(Q2.4) Writing	3.13	1.24	3	3
(Q2.5) Speaking	3.22	1.18	3	4
(Q2.6) Vocabulary	3.67	1.08	4	4
(Q2.7) Culture of the language	1.77	.97	1	1

Table 4.3

Descriptive statistics for the items regarding suggestions for more effective English language learning classes (N=385)

Items	M	SD	Median	Mode
(Q3.1) Grammar	3.57	1.22	4	4
(Q3.2) Speaking activities	4.62	.68	5	5
(Q3.3) Listening activities	4.20	.94	4	5
(Q3.4) Reading	4.16	.93	4	5
(Q3.5) Vocabulary exercises	3.98	.98	4	4
(Q3.6) Writing activities	3.79	1.01	4	4
(Q3.7) Information about target language culture	3.14	1.24	3	3
(Q3.8) Pair or group work	3.82	1.06	4	4

Table 4.4

Descriptive statistics for the items regarding students' opinions about the nationality of English language teachers (N=385)

Items	M	SD	Median	Mode
(Q4.1) Turkey	3.14	1.26	3	3
(Q4.2) U.S.A.	3.81	1.22	4	5
(Q4.3) U.K.	4.11	1.16	5	5
(Q4.4) From other countries where English is the native language	3.63	1.15	4	4
(Q4.5) From countries where English is the official language	2.84	1.18	3	3
(Q4.6) From any foreign country	2.32	1.08	2	2
(Q4.7) From either Turkey or a foreign country	2.26	1.19	2	1

Table 4.5

Descriptive statistics for the items regarding students' opinions about English language teachers (N=385)

Items	M	SD	Median	Mode
(Q5.1) To be able to speak Turkish	4.09	1.05	4	5
(Q5.2) To be familiar with Turkish culture	4.06	.99	4	4
(Q5.3) To be familiar with target language culture	4.23	1.03	5	5
(Q5.4) To be a native speaker of English	3.79	1.22	4	5

Table 4.6

Descriptive statistics for the items regarding students' opinions about Turkish English language teachers (N=385)

Items	M	SD	Median	Mode
(Q6.1) They understand the difficulties we face while learning English better than native English teachers	3.89	1.11	4	5
(Q6.2) They teach English better than native English teachers	2.74	1.12	3	3
(Q6.3) They have enough information about target language culture	2.75	1.06	3	3
(Q6.4) They can teach target language culture with contrasting it with Turkish culture	3.08	1.22	3	4
(Q6.5) They inform us about target language culture	2.89	1.18	3	3

Table 4.7

Descriptive statistics for the items regarding students' opinions about native English speaking language teachers (N=385)

Items	M	SD	Median	Mode
(Q7.1) They teach English better than Turkish English language teachers	3.77	1.19	4	5
(Q7.2) They teach target language culture better than Turkish English language teachers	3.95	1.16	4	5
(Q7.3) They inform us about their own culture	4.08	1.04	4	5

Table 4.8

Descriptive statistics for the items regarding students' preferences about the nationality of English language teachers

Items	N	M	SD	Median	Mode
(Q8.1) English language teachers whose native language is English	381	3.06	1.37	3	4
(Q8.2) Turkish English language teachers	382	3.73	1.45	4	5
(Q8.3) English language teachers whose native language is English and who can speak Turkish	383	1.90	1.00	2	1
(Q8.4) Turkish English language teachers who lived in countries where English is the native language	382	2.69	1.12	3	2
(Q8.5) English language teachers who are the graduates of English language teaching departments	381	3.44	1.34	4	5

Table 4.9

Frequencies for students' ranking of nationalities of English teachers

Item	Rank 1		Rank 2		Rank 3		Rank 4		Rank 5	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
(Q8.1)	67	17.6	75	19.7	80	21.0	87	22.8	72	18.9
(Q8.2)	47	12.3	42	11.0	60	15.7	53	13.9	180	47.1
(Q8.3)	172	44.9	112	29.2	70	18.3	23	6.0	6	1.6
(Q8.4)	65	17.0	113	29.6	87	22.8	110	28.8	7	1.8
(Q8.5)	47	12.3	47	12.3	84	22.0	98	25.7	105	27.6

Table 4.10

Descriptive statistics for the items regarding students' opinions on content of English language textbooks (N=385)

Items	M	SD	Median	Mode
(Q9.1) Life and culture in Turkey	3.73	1.41	4	4
(Q9.2) Life and culture in the U.S.A. and U.K.	3.79	1.06	4	4
(Q9.3) Life and culture in other countries where English is the native language	3.50	1.05	4	4
(Q9.4) Life and culture in countries where English is an official language	3.32	1.03	3	4
(Q9.5) Life and culture in countries where English is a foreign language	3.24	1.07	3	3
(Q9.6) Issues related to science	3.85	1.05	4	4
(Q9.7) Issues related to technology	4.05	.96	4	4
(Q9.8) Issues related to societies	4.14	.95	4	4
(Q9.9) Issues related to politics	3.36	1.26	4	4
(Q9.10) Issues related to world history	3.94	1.10	4	4
(Q9.11) American and British literature	3.15	1.21	3	3
(Q9.12) Literatures of other countries where English is the native language	2.93	1.17	3	3
(Q9.13) Literatures of countries where English is the official language	2.83	1.12	3	3
(Q9.14) Literatures of countries where English is spoken as a foreign language	2.73	1.12	3	3

Table 4.11

Descriptive statistics for the items regarding which culture the students associate English with

Items	N	M	SD	Median	Mode
(Q10.1) American culture	373	2.19	1.04	2	2
(Q10.2) British culture	372	1.44	.83	1	1
(Q10.3) Culture of countries where English is the native language	368	3.08	.72	3	3
(Q10.4) Culture of countries where English is the official language	367	4.08	.77	4	4
(Q10.5) Culture of countries where English is spoken as a foreign language	366	4.76	.83	5	5
(Q10.6) No culture	358	5.20	1.70	6	6

Table 4.12

Frequencies for students' ranking of 'cultures' associated with English

Item	Rank 1		Rank 2		Rank 3		Rank 4		Rank 5		Rank 6	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
(Q10.1)	70	18.8	229	61.4	39	10.5	13	3.5	14	3.8	8	2.1
(Q10.2)	258	69.4	88	23.7	14	3.8	5	1.3	4	1.1	3	.8
(Q10.3)	12	3.3	30	8.2	256	69.6	58	15.8	10	2.7	2	.5
(Q10.4)	2	.5	11	3	38	10.4	231	62.9	74	20.2	11	3.0
(Q10.5)	3	.8	7	1.9	20	5.5	49	13.4	253	69.1	34	9.3
(Q10.6)	43	12.0	2	.6	12	3.4	7	2.0	14	3.9	280	78.2

Table 4.13

Descriptive statistics for the items regarding students' opinions about various topics (N=385)

Items	M	SD	Median	Mode
(Q11.1) To be able get geographic information about places where English is spoken	3.16	1.25	3	4
(Q11.2) To be able get historical information About places where English is spoken	3.21	1.25	3	4
(Q11.3) To learn the history of the countries where English is spoken as compared to Turkish history	3.62	1.24	4	4
(Q11.4) To learn about the similarities and differences between the cultures of countries where English is spoken and Turkish culture	3.78	1.15	4	4
(Q11.5) To learn and understand values of countries where English is spoken	3.59	1.22	4	4
(Q11.6) To learn about how the people behave in various circumstances in countries where English is spoken	3.70	1.24	4	4

APPENDIX F
Rotated Component Matrices for the PCA Analyses

Table 4.14
Rotated component matrix: The instrument – whole set

	Component															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Q1.1	,159	,297	,019	,105	-,006	-,020	,197	-,070	,006	,654	-,121	-,065	-,002	,156	,077	,009
Q1.2	,119	,139	,097	,093	-,034	-,027	,111	,005	-,001	,830	,011	-,015	-,027	,064	,002	,001
Q1.3	,094	,093	-,079	,037	,081	,017	,131	-,032	,043	,785	,202	-,017	,042	-,082	-,023	-,022
Q1.4	,133	,033	-,016	-,037	,106	-,024	,218	,045	,057	,516	,312	,100	,065	-,009	-,258	-,008
Q1.5	,138	,261	,105	,103	-,016	,015	,716	-,019	-,013	,144	-,075	-,062	,051	,223	,134	,085
Q1.6	,167	,074	,150	,045	,049	-,007	,783	,022	,034	,286	-,075	-,135	,058	,088	,127	,093
Q1.7	,158	,044	,012	,093	,123	,055	,837	-,010	,074	,164	,075	-,015	-,002	,101	,032	,011
Q1.8	,174	,005	,098	,002	,029	,071	,743	,010	,106	,031	,116	,042	-,079	-,019	-,250	-,064
Q1.9	-,078	,104	,229	-,036	,077	,016	,301	,056	,157	,127	-,088	,113	,038	,651	-,074	-,081
Q1.10	,054	,085	-,038	-,142	,004	-,005	,112	,129	-,039	-,001	,007	,024	-,030	,816	,058	-,013
Q1.11	,727	,164	,119	,189	,078	-,070	,111	,034	,045	,152	-,037	-,020	,029	,151	,122	,338
Q1.12	,839	,090	,141	,139	,040	-,039	,103	,061	,049	,129	,004	-,011	,002	,035	,100	,235
Q1.13	,847	,040	,050	,121	,023	,038	,141	,048	,071	,076	,082	,000	-,048	,013	,021	,113
Q1.14	,808	,056	,093	,128	,061	,020	,077	,094	,022	,034	,140	-,005	-,058	,031	-,037	-,002
Q1.15	,764	,165	,150	,049	,275	-,037	,074	,070	,087	,073	-,082	,039	,059	-,046	,049	,029
Q1.16	,796	,082	,140	,078	,272	-,015	,073	,052	,104	,095	-,017	,091	,084	-,092	-,006	-,076
Q1.17	,780	,068	,145	,038	,271	,048	,116	,036	,114	,079	,093	,072	,022	-,041	-,062	-,234
Q1.18	,727	,027	,147	,043	,231	,028	,075	-,010	,142	-,005	,108	,113	,022	,008	-,088	-,313
Q3.1	,155	,077	,060	,183	,101	,034	,005	,021	,356	,344	-,046	-,036	,446	-,033	,025	-,015
Q3.2	-,006	,088	,050	-,020	,018	-,147	,197	,045	,589	-,008	,045	,232	,041	-,088	,317	,045
Q3.3	,099	,125	,096	-,023	,040	-,008	,159	,132	,635	,032	,088	,102	-,107	-,067	,219	,037
Q3.4	,129	,112	,070	,075	-,002	,107	,110	,114	,736	-,031	,067	,071	,026	-,020	-,106	,053
Q3.5	,122	-,005	,186	,043	,058	,024	-,069	,020	,683	,007	-,023	-,053	,176	,147	-,066	-,004
Q3.6	,109	,019	,132	,072	,203	,102	-,090	,127	,634	,110	-,063	-,114	-,046	,072	,045	-,089
Q3.7	,395	,048	,184	,299	,184	,067	-,050	,092	,213	,013	,035	,296	-,158	,051	,276	,273
Q3.8	,066	,143	,163	,005	,001	,116	-,017	,199	,187	-,113	,025	,148	,070	,033	,541	-,038
Q4.1	-,045	-,520	,013	-,045	-,094	,387	-,007	-,037	,011	-,101	,155	-,040	,352	,134	-,070	,028
Q4.2	,072	,663	-,035	,128	,067	,084	,139	-,002	,014	,271	,143	-,140	-,048	,125	,189	,017
Q4.3	,069	,734	,128	,059	,048	,049	-,001	,052	,077	,231	,075	-,093	-,017	,138	,200	-,036
Q4.4	,092	,428	,117	,118	,074	-,079	,115	-,011	,135	,189	,442	-,071	-,107	,051	,372	,039
Q4.5	,047	,183	,008	,146	,097	,017	,082	-,001	,085	,204	,680	,027	-,052	-,060	,163	,028
Q4.6	,056	,065	,006	,235	,035	-,015	,012	,068	-,008	,036	,697	,008	-,050	-,082	,010	-,087
Q4.7	,090	-,177	,022	,025	,056	,124	-,095	,088	-,030	-,039	,593	-,024	,193	,108	-,212	,154
Q5.1	-,019	-,301	,053	-,104	,012	,116	-,006	-,043	-,041	-,013	,017	,392	,635	-,020	,035	-,133
Q5.2	,083	-,097	,053	-,081	,061	,163	-,100	,041	,016	-,080	,035	,796	,082	,057	,041	-,119
Q5.3	,214	,126	,184	,269	,083	,062	-,020	,076	,208	,100	-,072	,593	-,031	,094	,094	,300
Q5.4	,117	,621	,013	,051	,175	-,181	,086	,076	,135	,014	-,109	-,068	-,031	-,048	,282	-,020
Q6.1	-,009	-,053	-,016	-,104	-,061	,466	,043	,091	,083	,021	,004	-,087	,636	-,008	-,003	-,040
Q6.2	,020	-,397	,014	-,081	-,004	,631	-,036	-,010	-,017	-,064	,040	-,067	,266	,044	,071	-,070
Q6.3	-,036	-,207	,013	-,060	,024	,803	-,001	,031	-,010	,039	,033	,002	,070	-,029	,026	,037
Q6.4	,016	-,034	,008	,050	-,042	,793	,095	,014	,035	-,098	-,032	,146	,041	,047	,051	-,120
Q6.5	,035	-,023	,057	,100	,092	,841	,036	,065	,101	,087	,028	,124	-,021	-,051	-,053	,046
Q7.1	,123	,707	,070	,059	-,020	-,306	,109	,010	,072	,122	,093	,037	-,158	-,079	-,055	,102
Q7.2	,081	,667	,106	,198	-,107	-,229	,072	,045	,063	-,060	,010	,122	,111	,063	-,284	,162
Q7.3	,184	,624	,188	,217	-,010	-,093	,020	-,001	,072	,038	,064	,092	,053	,142	-,179	,083
Q9.1	-,059	-,296	-,013	,120	-,095	,137	-,132	,102	-,011	,054	-,104	,041	,185	,163	,090	-,533
Q9.2	,171	,290	,209	,698	,068	,003	,027	,110	-,015	,097	-,091	-,048	,049	-,086	,079	,122
Q9.3	,193	,148	,147	,785	,138	-,063	,106	-,010	,034	,087	,152	,006	,037	-,113	,057	,031
Q9.4	,160	,108	,127	,775	,178	,009	,073	,033	,063	,098	,233	,015	-,084	-,036	-,010	-,059
Q9.5	,138	,040	,113	,722	,172	,080	,010	,061	,074	,021	,258	,007	-,125	-,021	-,109	-,151
Q9.6	,059	-,069	,044	,085	,034	-,004	,034	,788	,159	,090	,038	-,122	,001	-,052	,159	-,128
Q9.7	,031	,044	,109	,054	-,043	,077	,035	,803	,084	,117	-,001	-,050	,025	,001	,089	-,179
Q9.8	-,008	,187	,110	,067	-,014	,055	,031	,701	,174	-,065	,049	,191	,025	,125	-,087	,071
Q9.9	,123	-,055	-,011	-,052	,127	-,045	-,078	,600	-,092	-,195	,186	,037	,025	,075	-,010	,069
Q9.10	,135	,047	,196	,037	,212	,049	-,016	,678	,107	-,037	-,111	,084	-,036	,082	,001	,182
Q9.11	,316	,180	,135	,155	,706	,024	,035	,077	,104	,033	-,058	,022	,019	,013	,083	,316
Q9.12	,259	,071	,124	,150	,812	-,011	,062	,109	,064	,047	,057	,014	-,005	,019	,051	,140
Q9.13	,260	-,012	,163	,155	,843	,005	,083	,084	,050	,086	,098	,057	-,001	-,028	,001	-,066
Q9.14	,259	-,024	,097	,149	,793	,042	,040	,028	,118	-,029	,143	,047	-,024	,072	-,069	-,164
Q11.1	,174	,094	,730	,097	,078	,040	,076	-,017	,171	,166	,033	-,016	-,131	-,127	-,014	-,067
Q11.2	,290	-,035	,779	,088	,097	,070	,038	,148	,052	,006	,026	-,012	-,085	-,019	,010	,082
Q11.3	,119	,026	,766	,016	,083	,046	,093	,176	,098	-,034	,040	,071	,041	,114	,116	-,050
Q11.4	,128	,183	,690	,279	,119	-,012	,011	,083	,165	-,031	-,021	,099	,178	,106	,021	,003
Q11.5	,185	,141	,553	,362	,244	-,073	,127	,074	,195	-,089	-,029	,069	,168	,101	,055	,245
Q11.6	,165	,222	,496	,360	,130	-,075	,268	,086	,082	-,034	,002	,109	,075	,068	,048	,030

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 13 iterations.

Table 4.15

Rotated component matrix: items 3.7 and 3.8 were excluded

	Component														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Q1.1	,160	,374	,032	-,038	,082	-,007	,238	-,054	-,019	,603	-,160	,063	-,027	,054	,058
Q1.2	,117	,189	,104	-,027	,078	-,029	,137	,014	-,023	,818	-,024	,037	-,025	,001	,023
Q1.3	,097	,132	-,081	,017	,063	,069	,119	-,040	,045	,800	,176	-,045	-,034	,028	-,040
Q1.4	,136	-,064	-,036	-,024	-,021	,105	,211	,026	,050	,575	,325	,099	,061	,002	-,005
Q1.5	,137	,277	,107	,001	,079	-,007	,751	-,007	-,015	,115	-,099	,124	-,032	,070	,009
Q1.6	,169	,144	,155	-,005	-,044	,044	,790	,029	,046	,254	-,095	-,052	-,108	,085	-,068
Q1.7	,160	,065	,007	,053	,097	,117	,838	-,012	,087	,161	,072	-,022	-,020	-,015	,010
Q1.8	,183	-,120	,071	,063	,035	,011	,713	-,017	,124	,080	,152	,038	,006	-,172	,007
Q1.9	-,088	,148	,240	,014	-,152	,117	,426	,089	,084	,073	-,084	,232	,163	,104	,420
Q1.10	,028	,219	-,011	-,015	-,307	,070	,286	,182	-,142	-,085	,002	,241	,062	,135	,467
Q1.11	,718	,240	,142	-,081	,122	,109	,176	,068	-,010	,079	-,064	,144	,025	,183	-,181
Q1.12	,836	,144	,155	-,046	,110	,055	,136	,082	,014	,082	-,017	,057	,026	,106	-,177
Q1.13	,847	,089	,060	,030	,109	,025	,157	,059	,045	,038	,076	,001	,029	,024	-,094
Q1.14	,810	,067	,094	,009	,125	,057	,088	,095	,002	,016	,143	,017	,013	-,026	,012
Q1.15	,770	,114	,144	-,037	,060	,266	,056	,065	,109	,084	-,090	,075	,032	,015	-,046
Q1.16	,803	,005	,127	-,007	,104	,255	,037	,038	,140	,130	-,017	,039	,064	-,005	,020
Q1.17	,787	-,016	,126	,056	,071	,247	,077	,016	,156	,131	,102	,021	,027	-,107	,168
Q1.18	,733	-,070	,126	,034	,072	,209	,043	-,032	,178	,053	,125	,024	,067	-,115	,262
Q3.1	,162	,099	,062	,032	,197	,087	,000	,012	,360	,325	-,050	-,001	,002	,455	,044
Q3.2	,000	,196	,068	-,159	,018	-,001	,178	,057	,600	-,052	,015	-,162	,314	,091	-,133
Q3.3	,104	,221	,111	-,019	-,001	,027	,146	,144	,637	-,006	,062	-,101	,154	-,066	-,115
Q3.4	,130	,033	,064	,105	,065	,004	,107	,110	,725	-,014	,079	,160	,055	-,002	-,047
Q3.5	,116	-,044	,184	,038	-,007	,085	-,032	,027	,656	,015	-,012	,165	-,070	,181	,119
Q3.6	,105	,053	,136	,109	,044	,216	-,069	,136	,618	,107	-,071	,027	-,137	-,037	,119
Q4.1	-,057	-,427	,015	,435	-,089	-,067	,027	-,030	-,015	-,102	,180	-,103	-,037	,390	,103
Q4.2	,078	,735	-,019	,030	,129	,048	,159	,006	,014	,205	,098	,155	-,087	-,010	,027
Q4.3	,080	,787	,143	-,012	,068	,023	,018	,058	,079	,162	,031	,173	-,013	,006	,071
Q4.4	,094	,623	,148	-,115	,134	,055	,129	,011	,135	,105	,381	-,062	,011	-,009	-,055
Q4.5	,050	,327	,025	,002	,177	,077	,070	,005	,090	,165	,646	-,095	,068	-,002	-,081
Q4.6	,055	,086	,004	-,015	,267	,023	-,013	,059	,010	,059	,686	-,013	-,014	-,081	,018
Q4.7	,077	-,235	,010	,163	-,022	,096	-,065	,090	-,054	,016	,607	,198	-,058	,172	-,039
Q5.1	-,013	-,318	,042	,151	-,071	-,008	-,042	-,064	,008	,019	,040	-,113	,405	,537	,170
Q5.2	,089	-,125	,051	,170	-,066	,051	-,114	,038	,031	-,066	,044	-,009	,804	,009	,149
Q5.3	,210	,115	,201	,061	,214	,116	,022	,105	,167	,064	-,097	,224	,605	,038	-,166
Q5.4	,130	,619	,020	-,228	,093	,142	,059	,076	,177	-,020	-,151	,084	-,014	-,053	-,056
Q6.1	-,002	-,043	-,027	,482	-,081	-,081	,019	,070	,118	,030	,020	-,015	-,046	,563	,079
Q6.2	,014	-,249	,019	,662	-,090	-,002	-,030	-,008	-,017	-,078	,049	-,209	-,053	,278	,111
Q6.3	-,038	-,105	,013	,814	-,057	,027	-,001	,031	-,020	,036	,031	-,111	,013	,071	-,052
Q6.4	,016	,006	,003	,796	,056	-,047	,088	,012	,046	-,094	-,034	-,011	,147	-,023	,113
Q6.5	,036	,004	,052	,845	,100	,093	,027	,062	,096	,095	,025	,035	,109	-,063	-,065
Q7.1	,134	,511	,056	-,357	,087	-,033	,086	-,005	,093	,150	,076	,360	,017	-,230	-,162
Q7.2	,086	,276	,070	-,252	,173	-,082	,071	,023	,080	,030	,020	,702	,042	-,046	-,072
Q7.3	,186	,344	,164	-,117	,183	,015	,039	-,012	,076	,098	,059	,598	,033	-,063	,026
Q9.1	-,060	-,179	-,008	,162	,124	-,119	-,132	,097	,016	,038	-,093	-,251	,033	,138	,575
Q9.2	,175	,255	,215	-,013	,693	,072	,027	,116	-,017	,069	-,121	,171	-,036	,081	-,120
Q9.3	,196	,137	,152	-,068	,794	,136	,096	-,007	,037	,072	,125	,077	,011	,057	-,065
Q9.4	,164	,122	,131	-,005	,781	,178	,081	,038	,040	,078	,213	,040	,038	-,047	,029
Q9.5	,142	,019	,109	,070	,728	,172	,014	,058	,052	,025	,254	,047	,008	-,125	,115
Q9.6	,060	,016	,051	,003	,109	,016	,012	,786	,184	,079	,031	-,176	-,124	,003	,075
Q9.7	,035	,054	,106	,082	,074	-,061	,012	,794	,118	,129	-,003	-,049	-,071	-,033	,150
Q9.8	-,009	,051	,099	,056	,036	,006	,046	,700	,172	-,030	,059	,293	,157	-,035	,024
Q9.9	,122	-,036	-,009	-,054	-,059	,131	-,060	,602	-,112	-,204	,202	-,019	,074	,073	-,019
Q9.10	,138	,051	,202	,041	,009	,226	,012	,689	,077	-,063	-,107	,075	,121	,020	-,103
Q9.11	,319	,205	,144	,011	,127	,721	,057	,090	,083	,004	-,075	,104	,046	,087	-,234
Q9.12	,263	,101	,126	-,014	,139	,817	,070	,113	,059	,042	,048	,016	,019	,016	-,091
Q9.13	,270	,011	,157	,005	,178	,827	,065	,075	,065	,099	,100	-,094	,060	-,036	,044
Q9.14	,265	-,029	,088	,043	,153	,784	,037	,019	,125	-,004	,156	-,033	,030	-,079	,187
Q11.1	,186	,102	,730	,025	,135	,051	,050	-,027	,180	,152	,033	-,069	-,001	-,143	-,031
Q11.2	,292	-,010	,783	,061	,086	,098	,050	,150	,032	-,016	,032	-,026	,003	-,036	-,077
Q11.3	,121	,071	,772	,043	,009	,078	,110	,182	,099	-,059	,039	-,018	,101	,055	,102
Q11.4	,127	,064	,680	-,006	,252	,138	,028	,082	,175	-,003	-,025	,270	,069	,119	,090
Q11.5	,178	,048	,551	-,061	,308	,283	,161	,087	,186	-,079	-,041	,302	,045	,177	-,106
Q11.6	,166	,100	,486	-,067	,344	,144	,269	,087	,107	-,004	-,012	,257	,075	,002	,020

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 16 iterations.

Table 4.16

Rotated component matrix: items 3.7, 3.8, 4.1, 5.1 and 9.1 were excluded

	Component													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Q1.1	,158	,344	,028	-,036	-,007	,213	,085	-,052	-,006	,633	,067	-,171	,092	-,010
Q1.2	,115	,174	,103	-,035	-,028	,133	,068	,018	-,021	,823	,037	-,005	,004	-,003
Q1.3	,095	,137	-,078	,020	,076	,136	,038	-,034	,041	,787	-,024	,198	-,089	-,030
Q1.4	,148	-,046	-,045	-,037	,079	,192	,026	,012	,060	,551	,012	,337	,115	,066
Q1.5	,137	,250	,103	,022	-,001	,726	,075	-,010	-,007	,143	,164	-,119	,172	-,034
Q1.6	,163	,137	,157	,021	,071	,802	-,007	,040	,038	,269	,046	-,107	-,002	-,103
Q1.7	,155	,067	,013	,056	,131	,841	,073	-,011	,075	,162	,015	,077	,081	-,015
Q1.8	,188	-,058	,076	,013	,001	,713	,061	-,020	,099	,034	-,047	,168	,108	,008
Q1.9	-,079	,071	,226	,033	,066	,307	-,035	,061	,142	,136	,094	-,100	,641	,140
Q1.10	,047	,146	-,034	,008	-,003	,139	-,128	,147	-,069	-,018	,032	-,045	,773	,024
Q1.11	,725	,206	,120	-,053	,109	,159	,129	,062	,012	,122	,196	-,120	,005	,071
Q1.12	,842	,132	,140	-,032	,054	,133	,118	,079	,027	,102	,090	-,058	-,048	,061
Q1.13	,850	,094	,053	,028	,021	,159	,126	,055	,048	,042	-,002	,051	-,024	,058
Q1.14	,813	,090	,090	-,006	,051	,087	,148	,091	,003	,004	-,021	,130	,032	,023
Q1.15	,763	,105	,145	-,030	,290	,070	,009	,072	,101	,087	,139	-,075	-,071	,031
Q1.16	,795	-,001	,135	,005	,275	,054	,056	,046	,135	,122	,090	,017	-,063	,034
Q1.17	,777	-,012	,142	,042	,256	,080	,050	,021	,146	,119	,004	,149	,048	,003
Q1.18	,728	-,069	,142	,018	,197	,020	,098	-,030	,183	,047	-,055	,162	,162	,021
Q3.1	,170	,047	,050	,133	,069	-,045	,226	,015	,429	,388	,046	-,117	,085	-,054
Q3.2	,001	,174	,061	-,132	,001	,184	,005	,059	,616	-,032	-,090	-,023	-,069	,316
Q3.3	,099	,254	,111	-,038	,040	,180	-,034	,154	,612	-,031	-,069	,061	-,131	,180
Q3.4	,127	,050	,062	,104	,009	,131	,036	,109	,706	-,038	,177	,113	-,055	,077
Q3.5	,121	-,068	,174	,077	,058	-,066	,034	,021	,686	,036	,124	-,016	,161	-,080
Q3.6	,100	,072	,137	,086	,206	-,071	,058	,138	,609	,098	-,035	-,051	,039	-,095
Q4.2	,077	,742	-,023	,017	,056	,143	,127	,009	,008	,217	,156	,067	,090	-,075
Q4.3	,085	,779	,136	-,019	,011	-,025	,106	,058	,092	,183	,135	-,011	,187	-,026
Q4.4	,090	,634	,146	-,121	,067	,132	,124	,024	,128	,124	-,022	,327	-,031	,032
Q4.5	,042	,349	,030	,004	,100	,103	,132	,015	,071	,161	-,023	,627	-,142	,087
Q4.6	,051	,119	,015	-,025	,027	,009	,257	,067	-,005	,040	-,008	,688	-,070	-,027
Q4.7	,083	-,232	-,001	,196	,085	-,074	,000	,083	-,049	,020	,184	,601	,048	-,052
Q5.2	,088	-,156	,055	,171	,046	-,145	-,058	,022	,049	-,060	-,042	,067	,155	,765
Q5.3	,211	,087	,186	,043	,123	,014	,193	,093	,168	,083	,257	-,102	-,030	,664
Q5.4	,130	,613	,018	-,229	,152	,059	,072	,080	,177	-,019	,128	-,169	,004	-,038
Q6.1	,000	-,111	-,030	,634	-,073	-,008	-,098	,072	,173	,085	,114	-,012	,081	-,156
Q6.2	,011	-,269	,024	,722	-,004	-,042	-,071	-,007	,002	-,049	-,188	,034	,039	-,077
Q6.3	-,036	-,075	,013	,799	,025	,009	-,033	,023	-,039	,018	-,146	,036	-,043	,059
Q6.4	,012	,029	,014	,775	-,044	,091	,065	,004	,025	-,118	-,050	,001	,058	,149
Q6.5	,031	,050	,057	,795	,104	,055	,090	,055	,052	,055	,003	,065	-,095	,177
Q7.1	,138	,552	,049	-,413	-,023	,104	,056	-,007	,060	,104	,348	,096	-,043	,036
Q7.2	,086	,280	,059	-,265	-,063	,071	,112	,016	,059	,011	,731	,063	,050	,046
Q7.3	,182	,341	,157	-,136	,033	,034	,131	-,020	,056	,088	,613	,105	,089	,052
Q9.2	,172	,239	,214	,001	,092	,046	,645	,122	-,012	,088	,281	-,141	-,161	-,018
Q9.3	,192	,133	,157	-,056	,145	,111	,768	,005	,048	,090	,155	,098	-,145	,002
Q9.4	,167	,127	,135	-,030	,158	,070	,824	,036	,058	,090	,011	,183	-,004	,054
Q9.5	,143	,037	,117	,025	,145	,000	,786	,055	,061	,025	-,033	,242	,042	,030
Q9.6	,050	,013	,060	,019	,032	,029	,075	,801	,173	,085	-,121	,034	-,060	-,114
Q9.7	,023	,048	,119	,091	-,044	,020	,037	,806	,103	,127	-,012	,025	,015	-,078
Q9.8	-,010	,051	,092	,049	,010	,039	,019	,693	,156	-,047	,290	,092	,098	,166
Q9.9	,139	-,035	-,027	-,043	,098	-,100	,022	,587	-,083	-,201	-,083	,153	,170	,061
Q9.10	,146	,059	,185	,032	,220	,003	,025	,681	,075	-,076	,065	-,121	,042	,148
Q9.11	,320	,201	,127	,010	,736	,065	,100	,088	,080	,012	,165	-,100	-,086	,091
Q9.12	,259	,096	,120	-,016	,831	,080	,113	,113	,054	,039	,061	,051	-,037	,033
Q9.13	,268	,012	,160	-,004	,826	,063	,180	,075	,070	,090	-,100	,111	,034	,041
Q9.14	,260	-,033	,094	,027	,774	,020	,175	,013	,132	-,011	-,084	,183	,146	,010
Q11.1	,184	,137	,736	-,013	,057	,071	,121	-,018	,160	,124	-,070	,045	-,085	,017
Q11.2	,297	,007	,777	,046	,094	,054	,096	,149	,028	-,030	-,025	,021	-,020	,026
Q11.3	,122	,057	,770	,058	,079	,087	,013	,180	,112	-,045	-,002	,025	,131	,089
Q11.4	,128	,034	,676	,023	,139	,003	,238	,079	,194	,019	,305	-,022	,118	,051
Q11.5	,181	,031	,537	-,031	,293	,151	,279	,088	,198	-,056	,375	-,063	,009	,053
Q11.6	,159	,089	,489	-,061	,165	,270	,291	,093	,100	,004	,324	,004	,021	,068

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 9 iterations.

Table 4.17

Rotated component matrix: items 3.7, 3.8, 4.1, 5.1, 9.1, 7.1, 7.2 and 7.3 were excluded

	Component												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Q1.1	,162	,032	,092	-,014	-,045	,214	,359	-,055	-,006	,627	-,155	,088	-,001
Q1.2	,117	,104	,076	-,033	-,036	,132	,181	,015	-,024	,820	-,009	,007	,003
Q1.3	,093	-,077	,030	,083	,025	,140	,129	-,033	,038	,790	,180	-,100	-,033
Q1.4	,145	-,044	,027	,086	-,029	,192	-,067	,014	,059	,561	,316	,122	,060
Q1.5	,145	,110	,116	-,018	,008	,721	,270	-,014	,002	,135	-,121	,204	-,020
Q1.6	,169	,156	,031	,054	,016	,793	,154	,034	,044	,259	-,123	,035	-,095
Q1.7	,155	,015	,079	,130	,057	,841	,068	-,012	,079	,161	,069	,083	-,015
Q1.8	,175	,082	,032	,030	,035	,727	-,105	-,008	,097	,055	,159	,054	-,010
Q1.9	-,076	,232	-,040	,061	,025	,304	,090	,058	,140	,133	-,066	,639	,147
Q1.10	,049	-,032	-,157	-,001	,002	,141	,152	,145	-,069	-,019	,006	,756	,023
Q1.11	,740	,120	,192	,076	-,075	,142	,242	,050	,024	,104	-,113	,079	,089
Q1.12	,849	,136	,151	,039	-,038	,123	,137	,071	,035	,094	-,046	-,008	,063
Q1.13	,850	,048	,118	,025	,032	,159	,076	,054	,052	,045	,073	-,032	,048
Q1.14	,807	,087	,123	,069	,007	,096	,050	,097	,004	,016	,152	-,006	,005
Q1.15	,771	,155	,057	,270	-,043	,063	,133	,069	,104	,078	-,091	-,032	,053
Q1.16	,798	,142	,086	,265	,002	,049	,012	,044	,134	,119	,003	-,040	,049
Q1.17	,771	,148	,035	,270	,052	,089	-,030	,028	,139	,128	,146	,013	,004
Q1.18	,716	,146	,049	,223	,034	,034	-,097	-,021	,172	,062	,182	,094	,012
Q3.1	,168	,046	,233	,073	,140	-,050	,038	,013	,426	,392	-,106	,095	-,064
Q3.2	,001	,052	-,023	,007	-,127	,182	,147	,056	,623	-,029	,009	-,091	,291
Q3.3	,098	,109	-,055	,047	-,035	,181	,232	,154	,617	-,025	,077	-,159	,162
Q3.4	,132	,075	,077	,000	,094	,127	,061	,111	,712	-,037	,084	-,026	,088
Q3.5	,126	,181	,066	,049	,074	-,080	-,052	,016	,685	,036	-,023	,205	-,076
Q3.6	,095	,135	,053	,216	,097	-,072	,052	,140	,604	,106	-,047	,027	-,108
Q4.2	,087	-,013	,148	,039	-,012	,141	,764	,003	,017	,212	,093	,100	-,055
Q4.3	,092	,144	,109	,004	-,041	-,021	,782	,056	,098	,185	,030	,168	-,015
Q4.4	,096	,138	,100	,060	-,138	,134	,623	,018	,138	,121	,372	-,051	,029
Q4.5	,043	,027	,103	,103	-,006	,108	,337	,014	,078	,163	,640	-,163	,083
Q4.6	,050	,013	,227	,033	-,027	,009	,103	,065	-,003	,047	,702	-,080	-,031
Q4.7	,097	,000	,072	,049	,176	-,099	-,190	,070	-,039	,005	,553	,172	-,023
Q5.2	,079	,055	-,098	,064	,179	-,130	-,184	,032	,049	-,049	,084	,097	,753
Q5.3	,225	,191	,262	,088	,020	-,003	,124	,082	,182	,070	-,101	,045	,688
Q5.4	,137	,023	,105	,142	-,242	,057	,602	,079	,187	-,017	-,155	,018	-,034
Q6.1	,007	-,020	-,050	-,092	,626	-,026	-,059	,063	,171	,072	-,043	,152	-,135
Q6.2	,002	,016	-,116	,012	,738	-,041	-,258	-,006	-,010	-,051	,042	,008	-,088
Q6.3	-,046	,005	-,055	,038	,814	,011	-,081	,025	-,045	,020	,033	-,063	,048
Q6.4	,003	,011	,045	-,032	,782	,098	,024	,009	,020	-,114	,011	,026	,147
Q6.5	,027	,054	,107	,102	,796	,055	,056	,057	,051	,054	,050	-,085	,185
Q9.2	,184	,210	,716	,056	-,025	,030	,277	,111	-,004	,074	-,123	-,087	,010
Q9.3	,197	,146	,787	,129	-,066	,101	,140	-,004	,052	,085	,137	-,114	,009
Q9.4	,158	,117	,780	,173	-,020	,077	,088	,037	,055	,101	,249	-,047	,035
Q9.5	,128	,102	,718	,174	,041	,016	-,013	,063	,054	,044	,307	-,036	,006
Q9.6	,042	,055	,041	,050	,035	,035	-,008	,805	,167	,094	,043	-,103	-,133
Q9.7	,020	,121	,030	-,039	,096	,024	,048	,808	,098	,132	,023	-,004	-,079
Q9.8	,003	,108	,096	-,023	,020	,030	,099	,690	,166	-,056	,056	,167	,203
Q9.9	,133	-,033	-,014	,114	-,033	-,094	-,060	,590	-,084	-,192	,174	,137	,042
Q9.10	,148	,184	,058	,211	,030	,000	,061	,680	,079	-,077	-,129	,064	,149
Q9.11	,331	,134	,172	,707	-,007	,050	,238	,080	,086	-,002	-,126	-,017	,114
Q9.12	,260	,125	,139	,825	-,019	,079	,109	,115	,054	,035	,028	-,023	,041
Q9.13	,258	,157	,153	,841	,008	,069	-,005	,080	,061	,097	,115	-,005	,031
Q9.14	,249	,095	,136	,796	,040	,032	-,054	,021	,121	-,001	,191	,092	,001
Q11.1	,172	,733	,090	,081	,005	,087	,090	-,007	,154	,139	,059	-,159	-,004
Q11.2	,289	,775	,086	,109	,062	,062	-,023	,155	,023	-,022	,030	-,061	,010
Q11.3	,119	,769	,009	,082	,062	,088	,049	,181	,109	-,043	,043	,109	,083
Q11.4	,139	,684	,325	,105	,003	-,015	,072	,071	,199	,009	-,035	,200	,082
Q11.5	,201	,544	,405	,238	-,063	,120	,094	,072	,211	-,078	-,090	,149	,095
Q11.6	,174	,498	,387	,122	-,089	,250	,138	,082	,109	-,011	-,012	,117	,107

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 9 iterations.

Table 4.18

Rotated component matrix: items 3.7, 3.8, 4.1, 5.1, 9.1, 7.1, 7.2, 7.3 11.5 were excluded

	Component												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Q1.1	,161	-,013	,097	-,046	,214	,356	,037	-,058	-,004	,624	-,160	,095	,000
Q1.2	,119	-,032	,074	-,035	,133	,181	,103	,015	-,023	,821	-,007	,006	,004
Q1.3	,092	,082	,030	,026	,139	,127	-,072	-,034	,038	,793	,184	-,102	-,035
Q1.4	,146	,084	,022	-,027	,191	-,066	-,050	,016	,058	,566	,322	,115	,058
Q1.5	,147	-,016	,113	,007	,724	,271	,103	-,012	,002	,134	-,124	,202	-,014
Q1.6	,171	,056	,022	,016	,796	,155	,148	,037	,043	,260	-,121	,025	-,088
Q1.7	,155	,130	,076	,057	,841	,067	,007	-,011	,079	,162	,070	,082	-,015
Q1.8	,176	,030	,040	,034	,725	-,108	,077	-,011	,101	,052	,158	,068	-,018
Q1.9	-,075	,063	-,030	,023	,306	,092	,226	,058	,144	,125	-,075	,650	,150
Q1.10	,049	-,003	-,153	,002	,141	,154	-,039	,145	-,069	-,022	,002	,761	,023
Q1.11	,744	,077	,173	-,074	,146	,247	,102	,056	,021	,109	-,109	,058	,102
Q1.12	,852	,040	,137	-,036	,126	,140	,122	,076	,033	,097	-,042	-,022	,071
Q1.13	,850	,025	,113	,033	,160	,076	,041	,054	,052	,045	,075	-,036	,049
Q1.14	,807	,069	,124	,007	,095	,049	,081	,095	,007	,015	,151	-,002	,002
Q1.15	,771	,272	,053	-,043	,065	,133	,148	,069	,106	,076	-,091	-,034	,057
Q1.16	,800	,266	,081	,002	,050	,012	,130	,045	,135	,119	,005	-,041	,050
Q1.17	,770	,271	,046	,050	,088	-,033	,147	,024	,145	,123	,143	,028	-,003
Q1.18	,716	,223	,065	,032	,031	-,102	,144	-,026	,179	,055	,177	,118	,001
Q3.1	,168	,073	,239	,139	-,048	,039	,045	,013	,427	,388	-,115	,100	-,060
Q3.2	,001	,008	-,027	-,128	,183	,144	,043	,056	,623	-,029	,012	-,091	,291
Q3.3	,098	,048	-,056	-,035	,181	,228	,104	,152	,619	-,026	,079	-,156	,160
Q3.4	,132	,001	,075	,094	,128	,062	,067	,112	,712	-,038	,082	-,028	,090
Q3.5	,129	,048	,062	,075	-,077	-,046	,165	,021	,684	,036	-,027	,198	-,069
Q3.6	,096	,217	,057	,096	-,071	,053	,127	,140	,607	,103	-,052	,034	-,108
Q4.2	,088	,038	,145	-,012	,142	,764	-,019	,003	,018	,213	,092	,099	-,054
Q4.3	,093	,005	,115	-,043	-,020	,781	,140	,054	,103	,181	,025	,178	-,016
Q4.4	,097	,061	,097	-,139	,135	,623	,132	,019	,140	,123	,374	-,056	,030
Q4.5	,043	,103	,103	-,005	,108	,336	,027	,014	,078	,166	,645	-,171	,081
Q4.6	,048	,033	,238	-,028	,008	,102	,018	,063	-,001	,046	,698	-,076	-,035
Q4.7	,098	,049	,060	,179	-,096	-,182	-,005	,077	-,045	,012	,558	,144	-,012
Q5.2	,078	,065	-,093	,177	-,132	-,189	,052	,028	,054	-,052	,089	,109	,744
Q5.3	,227	,092	,252	,018	,002	,126	,179	,086	,183	,068	-,100	,035	,697
Q5.4	,139	,142	,099	-,242	,059	,602	,013	,079	,188	-,017	-,156	,017	-,032
Q6.1	,007	-,093	-,055	,628	-,024	-,055	-,020	,067	,167	,074	-,042	,139	-,128
Q6.2	-,001	,012	-,111	,738	-,042	-,259	,024	-,007	-,011	-,052	,042	,009	-,089
Q6.3	-,047	,038	-,056	,815	,010	-,082	,007	,024	-,046	,021	,038	-,065	,047
Q6.4	,002	-,032	,051	,781	,096	,021	,013	,006	,023	-,117	,011	,035	,142
Q6.5	,028	,102	,103	,797	,055	,056	,050	,057	,052	,055	,054	-,089	,186
Q9.2	,189	,059	,710	-,027	,036	,285	,196	,116	-,003	,071	-,134	-,095	,024
Q9.3	,200	,132	,789	-,069	,106	,146	,134	-,001	,054	,081	,124	-,115	,018
Q9.4	,158	,176	,799	-,025	,079	,088	,115	,034	,062	,091	,230	-,029	,036
Q9.5	,128	,176	,743	,037	,016	-,015	,102	,058	,062	,032	,287	-,009	,001
Q9.6	,042	,050	,042	,036	,034	-,010	,053	,803	,168	,094	,044	-,100	-,137
Q9.7	,020	-,038	,033	,096	,023	,046	,120	,807	,101	,131	,023	,000	-,081
Q9.8	,004	-,021	,090	,020	,032	,101	,099	,693	,165	-,055	,058	,159	,208
Q9.9	,133	,112	-,016	-,033	-,095	-,060	-,039	,590	-,084	-,190	,178	,135	,040
Q9.10	,149	,214	,054	,029	,002	,061	,177	,681	,080	-,079	-,128	,062	,154
Q9.11	,335	,709	,155	-,006	,054	,243	,113	,086	,084	,002	-,121	-,034	,125
Q9.12	,263	,826	,130	-,019	,082	,111	,109	,118	,054	,037	,031	-,031	,046
Q9.13	,259	,843	,159	,007	,070	-,006	,148	,079	,066	,094	,112	,004	,029
Q9.14	,248	,797	,148	,038	,031	-,056	,089	,018	,126	-,006	,184	,108	-,004
Q11.1	,173	,090	,117	-,001	,090	,087	,743	-,012	,166	,125	,045	-,129	-,005
Q11.2	,291	,118	,106	,056	,067	-,023	,779	,154	,033	-,033	,018	-,042	,015
Q11.3	,122	,090	,027	,057	,094	,050	,771	,180	,118	-,054	,032	,125	,090
Q11.4	,148	,111	,320	,001	-,007	,083	,662	,081	,202	,006	-,042	,193	,098
Q11.6	,185	,124	,365	-,087	,257	,151	,462	,096	,108	-,006	-,009	,095	,123

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 9 iterations.

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