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To Culture or not to Culture, that is the Question!

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Abstract

Simply, culture might be described as a way of life or everything that a society forms and develops over its history. Since culture and language are seen to be inseparable, language teaching courses are supposed to contain some cultural elements. Considering this issue, language teaching curriculums are expected to cover cultural compounds from the target culture. The study was carried out through quantitative and qualitative methods of data collection. Based upon a comparative descriptive research design, the present study aimed to deal with cultural compounds by explaining the views of language teachers from different language majors and found out that though there are similarities and differences of perceptions on which cultural elements should be taken into account in language education, these cultural elements are seen to be of high significance to be often included in language learning process. Besides, regarding the use of cultural compounds in foreign language education, it was also found out that mostly there is a difference between the perceptions of English/German/French as a foreign language teacher and Turkish/Arabic as a foreign language teacher (western vs. eastern). The results obtained from this comparative descriptive study may supply valuable help for course book authors, program designers, instructors, and policy makers in terms of containing cultural elements in the course contents, and materials.

Keywords: culture, language, language and culture, cultural elements

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Introduction

In terms of the relation between culture and English Language Teaching, we can count two extensive but adverse perspectives in the literature. One is that English cannot be acquired without the culture in which it occurs since culture and language are tied up. The other one is that English language teaching ought to be administered separately from its cultural context as Sardi (2002) states rather than the context of the target culture, ELT should refer to contexts familiar to students. On the other hand, culture in language learning needs to be perceived as a way of making meaning which is related, historical, and consistently adjudicated by language as the metaphor states “Outdoor gardens have no meaning in themselves unless they are related to and contrasted with indoor apartments and dwellings” (Kramsch, 2013). In both EFL and ESL education, culture is generally ignored or presented as simply an additional path in language instruction: however, innovations in linguistic and learning theory propose that culture has to be clarified as a significant compound of language education. Several struggles to connect culture with language learning are prompted by perspectives formed in sociolinguistic and schema learning theories. Sociolinguistic theory is based on the social and cultural dimensions of language and for the sociolinguistic view proficiency in language use is figured out not only by the capability to employ the language by grammatical efficiency, but also to use the language convenient for specific contexts. As a consequence, excellent language learning necessitates language users to be aware of the culture that influences language (Tseng, 2002). Grasping a language is much more than the wisdom of grammar, vocabulary and pronunciation. Effective language learning necessitates students to have consciousness of the culture constituting language to comprehend the given meaning beyond (Kiliçkaya, 2004a). The debated relation between language and culture has ever been an interest for language teachers. Besides, whether the target culture is to be integrated into language teaching has been an issue of quick shift over the history of language education (Genc and Bada, 2005). Since culture and language education are seen as interwoven, language learning classes are assumed to include some compounds of cultural values (Razi, 2012). To sum up, language and culture are two integrated terms that reflect the cultural values of a community and the basic question is the most profound “Can language teaching be isolated from cultural properties and societal characteristics?” as well as the answer “Yes, why not?”. However, this results in an improper route in language education, and keeping away the accurate information for the matter. Having the required cultural values and societal characteristics in mind does not certainly ask the language learners to obey them in an unquestioning way. They exist or appear to cleanse the internality so that it can take a more worldwide and less self-centred form (Bada, 2000). Furthermore, each language is entrenched in a specific culture and if someone learns a language he or she necessarily learns about its hidden culture (Kiliçkaya, 2004b). Culture and language learning are heavily tied up with each other; however to what extent the EFL teaching curriculums cover cultural components is still a question for the researchers in the field as many EFL curriculums already seem to lack of cultural elements. The aim of this study is to identify the similarities and differences in the perceptions of language teachers from different language branches about what cultural elements should be involved in language teaching. With this in mind, the following research questions were put forward:

1. What kind of cultural elements from other cultures should be included in language teaching?
2. What are the similarities and differences in the perceptions of teachers of various foreign languages?

Method

Participants

The data for the study were collected from the teachers of English as a Foreign Language, German as a Foreign Language, French as a Foreign Language, Turkish as a Foreign Language, and Arabic as a Foreign Language instructing both at state schools and private institutions. These language teachers in the study were selected from the most convenient and accessible institutions located over Turkey. The sample consisted of 161 language teachers in total consisting of 41 teachers of English as a Foreign Language, 32 teachers of German as a Foreign Language, 28 teachers of French as a Foreign Language, 30 teachers of Turkish as a Foreign Language, and 30 teachers of Arabic as a Foreign Language who voluntarily participated in the study. High consideration was taken to choose urban and suburban institutions from diverse populations that represent the composition of teachers in Turkey. In selecting the language teachers, the convenience sampling method was used as the target population was too large, and therefore, not accessible. Castillo (2009) points out that it is more useful to cover the overall population, but it is not much possible to include every individual when the population is too big. That is why most academicians use sampling techniques like convenience sampling, the most common of all sampling techniques.

Instruments and Data Procedure

The study was carried out through quantitative and qualitative methods of data collection. The instruments employed in this study were: (1) an inventory designed by Razi (2012), (2) a semi-structured interview formed by the researcher. The inventory was administered to 161 language teachers while the interview was administered to 25 language teachers – five individuals from each department – to specify their perceptions on the significance of the cultural elements to include in language education. As a prerequisite to answer all the items of the inventory, the respondents had to give the answer *Yes* for the question *Do you think curriculums of language teaching should include cultural elements from other cultures?* and they all chose the answer *Yes*. At the same time, the data of the interview were evaluated and presented in the paper while the data gathered from the inventory were analyzed by means of descriptive statistics. Pollak (2009) suggests that descriptive statistics describes the data collected from participants. Based on a descriptive research design, this paper contained the data analysis of descriptive statistics. In this sense, SPSS 20.0, a Statistical Program for Social Sciences was capitalized on to report the perceptions of language teachers in numerical data. For the analysis of the data obtained from the inventory, mean(\bar{x}) was used as a statistical technique to find out the rate of agreement related to the items about cultural components in language teaching. The following scores were used in order to compare the means (\bar{x}) of the views specified: (1) never: 1.00 – 1.49, (2) rarely: 1.50 – 2.49, (3) sometimes: 2.50 – 3.49, (4) often: 3.50 – 4.49, (5) always: 4.50 – 5.00. The assumption of normality was tested via

examining Kolmogorov-Smirnova and Shapiro-Wilk suggesting that normality was a reasonable assumption. As a result of these assumptions, t-test was used for the gender difference while one-way Anova was used for the department variable. Besides, Cronbach's Alpha was used in order to test the reliability of the scale. Responds from 161 participants in total were used in the analysis..

Table 1

Reliability in Total

Cronbach's Alpha	N
.949	45

The reliability was found 95% for the scale with 45 items. So, the scale is highly reliable.

Table 2

Reliability of Sub-groups

Sub-groups	Cronbach's Alpha	Items
Lifestyles	.920	8
Artistic Values	.905	4
Major Values	.848	4
Behaviours	.844	5
Formal Values	.826	3
Major Values	.821	4
Family	.777	4
Intellectual Values	.757	7
Media	.725	6

The reliability levels of the sub-groups in the scale are between 72% and 92%. So, the sub-groups are highly reliable.

Data Analysis and Results

When looking at the t-test results of the participants, gender is not an effective factor influencing the participants' perceptions on the significance of cultural compounds. Besides, when looking at the one way Anova results, it was seen that there was no effect of department on the perspectives of the respondents about media, artistic values and family. The aspects on which the department factor has an effect on are tabulated below.

Table 3

One way Anova Results on Department Factor and Intellectual Values

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.456	4	1.114	2.962	.022
Within Groups	58.667	156	.376		
Total	63.23	160			

Considering the scale and its sub-groups regarding the effect of five different departments on the respondents' perspectives on intellectual values, it was seen that there was a significant effect on the perspectives on intellectual values since $p < .05$ level [$F(4, 156) = 2.962$, $p = .022$]. So, it may be said that there is an effect of department factor on the perspectives about intellectual values.

Table 4

One Way Anova Results on Department Factor and Life Style

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.343	4	4.086	7.620	.000
Within Groups	83.649	156	.536		
Total	99.992	160			

Upon looking at the scale and its sub-groups about the effect of five different departments on the respondents' perspectives on lifestyles, it was seen that there was a significant effect on the perspectives on life style since $p < .05$ level [$F(4, 156) = 7.620$, $p = .000$]. So, it may be said that there is an effect of department factor on the perspectives about lifestyles.

Table 5

One Way Anova Results on Department Factor and Behaviours

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.752	4	3.438	8.639	.000
Within Groups	62.087	156	.398		
Total	75.840	160			

With respect to the scale and its sub-groups as to the effect of five different departments on the respondents' perspectives on behaviors, it was seen that there was a significant effect on the perspectives on behaviors since $p < .05$ level [$F(4, 156) = 8.639$, $p =$

.000]. So, it may be said that there is an effect of department factor on the perspectives about behaviors.

Table 6

One Way Anova Results on Department Factor and Minor Values

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	24.438	4	6.109	9.063	.000
Within Groups	105.163	156	.674		
Total	129.600	160			

By looking at the scale and its sub-groups with respect to the effect of five different departments on the respondents' perspectives on minor values, it was seen that there was a significant effect on the perspectives on minor values since $p < .05$ level [$F(4, 156) = 9.063$, $p = .000$]. So, it may be said that there is an effect of department factor on the perspectives about minor values.

Table 7

One Way Anova Results on Department Factor and Major Values

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.270	4	2.318	4.390	.002
Within Groups	82.353	156	.528		
Total	91.623	160			

When we look at the scale and its sub-groups in terms of the effect of five different departments on the respondents' perspectives on major values, it was seen that there was a significant effect on the perspectives on major values since $p < .05$ level [$F(4, 156) = 4.390$, $p = .002$]. So, it may be said that there is an effect of department factor on the perspectives about major values.

Table 8

One Way Anova Results on Department Factor and Formal Values

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19.427	4	4.857	6.456	.000
Within Groups	117.345	156	.752		
Total	136.772	160			

Having a look at the scale and its sub-groups respecting the effect of five different departments on the respondents' perspectives on formal values, it was seen that there was a significant effect on the perspectives on formal values since $p < .05$ level [$F(4, 156) = 6.456$, $p = .000$]. So, it may be said that there is an effect of department factor on the perspectives about formal values.

In the following section, the results of the study and the findings are described based on the data obtained from the participants by means of the instruments. They are grouped under the titles of the categories from the inventory. Results and discussion related to the perceptions of the respondents in such categories as intellectual values, lifestyles, behaviors, media, artistic values, family, minor values, major values and formal values are included. The tables between 9 and 17 show the results pertaining to the aspects mentioned.

Results pertaining to intellectual values

In the inventory, there are 7 items related to results pertaining to the perspectives on intellectual values, the aim of which are to specify the perspectives of the respondents. Table 9 clarifies the results pertaining to the perspectives on intellectual values.

Table 9

Perspectives on Intellectual Values

Intellectual values	N	Mean	Std. Deviation
... thoughts.	161	3.94	.815
... ideas.	161	3.84	.945
... habits.	161	3.81	.781
... traditional values.	161	3.67	.863
... ethics.	161	3.44	1.229
... beliefs.	161	2.85	1.107
... etiquette.	161	2.68	1.063
Valid N (listwise)	161		

As observed in Table 9, the item *thoughts* has the mean (\bar{x}) score 3.94 which indicates that this is the mostly rated item that should be often included in language learning. For the item *ideas*, one can conclude that it is another mostly rated item that deserves to be often used just like the items such as habits (3.81) and traditional values (3.67). The rest of the items display that ethics (3.44), beliefs (2.85), and etiquette (2.68) are sometimes required to be used.

Results pertaining to lifestyles

In the inventory, there are 8 items related to results pertaining to the perspectives on lifestyles, the aim of which is to specify the perspectives of the respondents. Table 10 clarifies the results pertaining to the perspectives on lifestyles.

Table 10

Perspectives on Lifestyles

Lifestyles	N	Mean	Std. Deviation
... food.	161	3.96	.911
... games.	161	3.88	.921
... people's hobbies.	161	3.85	.941
... dressing habits.	161	3.68	1.015
... particular skills.	161	3.62	.960
... people's unique tools.	161	3.54	1.012
... people's unique dances.	161	3.34	1.078
... people's unique jewelry.	161	2.96	1.039
Valid N (listwise)	161		

As it is seen in Table 10, the items *food* (3.96), *games* (3.88), *people's hobbies* (3.85), *dressing habits* (3.68), *particular skills* (3.62), and *people's unique tools* (3.54) are seen to be often required in learning a language while the items *people's unique dances* (3.34) and *people's unique jewelry* deserve to be used often in language learning according to the views of the respondents.

Results pertaining to behaviors

In the inventory, there are 5 items related to results pertaining to the perspectives on behaviors, the aim of which is to specify the perspectives of the respondents. Table 11 clarifies the results pertaining to the perspectives on behaviors.

Table 11

Perspectives on Behaviors

Behaviors	N	Mean	Std. Deviation
... verbal behavior patterns.	161	4.19	.891
... means of communication .	161	4.18	.789
... people's reactions to particular situations.	161	4.13	.767
... people's behavioral patterns.	161	4.01	.854
... non-verbal behavior patterns.	161	3.93	1.052
Valid N (listwise)	161		

One can observe from the Table 11 that such items as *verbal behavior patterns* (4.19), *means of communication* (4.18), *people's reactions to particular situations* (4.13), *people's*

behavioral patterns (4.01), and non-verbal behavior patterns (3.93) are seen to be often needed when learning a language.

Results pertaining to media

In the inventory, there are 6 items related to results pertaining to the perspectives on media, the aim of which is to specify the perspectives of the respondents. Table 12 clarifies the results pertaining to the perspectives on media.

Table 12

Perspectives on Media

Media	N	Mean	Std. Deviation
... printed materials such as newspapers and magazines.	161	4.24	.955
... scientific technological accomplishments.	161	4.10	.877
... news broadcasts.	161	3.93	.747
... popular websites.	161	3.55	.893
... television shows.	161	3.54	.887
... advertising.	161	3.06	1.127
Valid N (listwise)	161		

Table 12 represents that the items *printed materials such as newspapers and magazines* (4.24), *scientific technological accomplishments* (4.10), *news broadcasts* (3.93), *popular websites* (3.55), *television shows* (3.54) are needed to be used often in learning a language while the item *advertising* (3.34) may sometimes be used in language learning according to the perceptions.

Results pertaining to artistic values

In the inventory, there are 4 items related to results pertaining to the perspectives on artistic values, the aim of which is to specify the perspectives of the respondents. Table 13 clarifies the results pertaining to the perspectives on artistic values.

Table 13

Perspectives on Artistic Values

Artistic Values	N	Mean	Std. Deviation
... literature.	161	4.21	1.027
... art.	161	4.15	.952
... music.	161	4.06	.946
... cinema.	161	4.04	.889
Valid N (listwise)	161		

Table 13 suggests that the items *literature* (4.21), *art* (4.15), *music* (4.06), and *cinema* (4.04) are perceived to be often required in language learning.

Results pertaining to family

In the inventory, there are 4 items related to results pertaining to the perspectives on family, the aim of which is to specify the perspectives of the respondents. Table 14 clarifies the results pertaining to the perspectives on family.

Table 14

Perspectives on Family

Family	N	Mean	Std. Deviation
... people's relations with each other.	161	4.14	.805
... people's daily life.	161	4.12	.966
... family life.	161	3.89	1.034
... taboos.	161	3.00	1.214
Valid N (listwise)	161		

By looking at Table 14, it is easily understood that the items *people's relations with each other* (4.14), *people's daily life* (4.12), and *family life* (3.89) are expected to be employed often in language learning while the item *taboos* (3.00) may sometimes be used in language learning according to the perceived views.

Results pertaining to minor values

In the inventory, there are 4 items related to results pertaining to the perspectives on minor values, the aim of which is to specify the perspectives of the respondents. Table 15 clarifies the results pertaining to the perspectives on minor values.

Table 15

Perspectives on Minor Values

Minor Values	N	Mean	Std. Deviation
... traffic rules.	161	3.70	1.052
... travel habits.	161	3.51	.975
... public holidays.	161	3.47	1.214
... weather conditions.	161	3.25	1.085
Valid N (listwise)	161		

When it comes to Table 15, it is clear that the items *traffic rules* (3.70), and *travel habits* (3.51) are required to be used often in language learning while the items *public holidays* (3.47) and *weather conditions* (3.25) may sometimes be used in language learning according to what the respondents declared.

Results pertaining to major values

In the inventory, there are 4 items related to results pertaining to the perspectives on major values, the aim of which is to specify the perspectives of the respondents. Table 16 clarifies the results pertaining to the perspectives on major values.

Table 16

Perspectives on Major Values

Major Values	N	Mean	Std. Deviation
... country.	161	4.14	.867
... history.	161	4.03	.893
... geography.	161	3.90	.973
... philosophy.	161	3.63	1.010
Valid N (listwise)	161		

Table 16 clearly puts forward that the items *country* (4.14), *history* (4.03), *geography* (3.90), and *philosophy* (3.63) are seen to be often needed in language learning.

Results pertaining to formal values

In the inventory, there are 3 items related to results pertaining to the perspectives on formal values, the aim of which is to specify the perspectives of the respondents. Table 17 clarifies the results pertaining to the perspectives on formal values.

Table 17

Perspectives on Formal Values

Formal Values	N	Mean	Std. Deviation
... legal system.	161	3.60	1.074
... economy.	161	3.31	.956
... politics.	161	3.06	1.178
Valid (listwise)	N 161		

It is understood from Table 17 that, according to the perspectives of the participants, *legal system* (3.60) is often required to be used in language learning while *economy* (3.31) and *politics* (3.06) are sometimes needed.

Discussion of the Interview Results

As already discussed in the methodology above, interviews were implemented with 25 volunteer teachers, who gave extra evidence of the cultural compounds required in language learning. Compared to surveys or inventories, the interview can supply more freedom to present ideas freely and completely. The interview data were recorded by the interviewer. 25 respondents—five each individual from every department—volunteered to take part in the interview and they were let to use their native language Turkish when necessary. The interviewer tried to stimulate the interviewees to declare their perceptions appropriately. To present diverse views regarding various cultural elements from the interviewed teachers, the data were tabulated accordingly under each question in the interview. The questions and some main comments were summed up and introduced in the Table 18. Furthermore, quotations, codes and frequencies from the answers of the participants to the interview questions were given in Table 18.

Table 18

Interview Results

Codes	Frequency	Quotations From Remarks of Students
1. Definition of culture.	6	<i>The behaviors and way of life peculiar to a society.(Arabic/1, French/3, German/2)</i>
	16	<i>Everything that a society forms and develops over the history. (Arabic/4, English/5, French/1, Turkish/5, German/1)</i>
	3	<i>The overall values making a sole nation. The cultural integration may occur but cultural assimilation has no way out.(French/1, German/2)</i>
2. Elements of culture.	25	<i>Literature, dance, music, food, dressing, language, customs, religion, ethics, art, knowledge, symbols, law, norms, history, flag. (Arabic/5, English/5, French/5, Turkish/5, German/5)</i>
3. Different compounds from diverse cultures should be included in language education.	25	<i>Yes. (Arabic/5, English/5, French/5, Turkish/5, German/5)</i>
4. Why cultural compounds should be covered in language education.	12	<i>To be aware of the target culture and country with the aim of understanding the own culture. (Arabic/5, French/3, German/4)</i>

	13	<i>Since language and culture are conjoined. (English/5, French/2, Turkish/5, German/1)</i>
5. Your inclusion of cultural compounds in language teaching.	25	<i>Yes. (Arabic/5, English/5, French/5, Turkish/5, German/5)</i>
6. How and how often you teach cultural compounds.	5	<i>Whenever necessary but not in detail. (Arabic/5)</i>
	20	<i>Most of the time, through using internet, watching videos, reading news, doing homework, teaching the target culture and country. (English/5, French/5, Turkish/5, German/5)</i>
7. I find teaching cultural compounds useful.	21	<i>Yes, I find it useful in terms of developing my cultural background. (Arabic/5, English/3, French/5, Turkish/3, German/5)</i>
	4	<i>In terms of diminishing the students' prejudice towards different cultures. (English/2, Turkish/2)</i>

Culture transforms flower petals into a unique perfume, for the particular use of a lady (Kramersch, 1998). By looking at the interview results we can easily see that most of the respondents define culture as *everything that a society forms and develops over the history* (Arabic/4, English/5, French/1, Turkish/5, German/1) while they all diagnose the cultural compounds as literature, dance, music, food, dressing, language, customs, religion, ethics, art, knowledge, symbols, law, norms, history, flag. As stated by Ogbu (1992), the relation between cultural diversity and learning is a significant issue to be considered in education process, and in our study each language teacher believes that different compounds from diverse cultures should be included in language education (Arabic/5, English/5, French/5, Turkish/5, German/5). Byram (2015) hints on the importance of intercultural communicative competence in which language and culture are conjoined concepts. In terms of why cultural compounds should be covered in language education, 12 respondents declare the reason as to be aware of the target culture and country with the aim of understanding their own culture (Arabic/5, French/3, German/4) while 13 respondents state the reason as because language and culture are conjoined (English/5, French/2, Turkish/5, German/1). Including cultural elements in language teaching gives way to reflective teaching, which provides a productive learning process for the students (Farrell, 2015). With this in mind, the language teachers all stated that they include cultural compounds in language teaching (*Arabic/5, English/5, French/5, Turkish/5, German/5*). Most of the respondents have stated that they often teach cultural compounds through using internet, watching videos, reading news, doing homework, teaching the target culture and country (English/5, French/5, Turkish/5, German/5) while

some have stated teaching them whenever necessary but not in detail (Arabic/5). Baker (2015) states that cultural and intercultural awareness are crucial features to enhance cultural backgrounds. In this study, majority of the respondents find teaching cultural compounds useful in terms of developing their cultural background (Arabic/5, English/3, French/5, Turkish/3, German/5) while just a slight number of the participants find it beneficial in terms of diminishing the students' prejudice towards different cultures (English/2, Turkish/2).

Conclusion

Recent research studies have focused on the relationship between culture and language (Fawcett, 2015; Van Zyl and Meiselman, 2015; Ghadiri, Tavakoli and Ketabi, 2015; Culpepper, 2015; Esaki and Nishihama, 2016; Imai, Kanero and Masuda, 2016). Our beliefs, values, cultural patterns and orientations rule exactly how we feel, what we perceive, how we approach to circumstances, and how we relate to other individuals. Comprehending the base of cultural differences may aid people to see beyond to figure out why those from other cultures act as they do (Qingxue, 2003). This research has identified the similarities and differences of the perceptions of language teachers from different language branches about what cultural elements should be involved in language teaching as well as clarifying the perspectives of language teachers on to what extent cultural elements are required for language education. In terms of the kinds of cultural elements to be included in language teaching, the picture drawn by the findings illustrates that the cultural elements from other cultures such as lifestyle, behavior, media, artistic values, family and major values should often be included in language teaching curriculums while cultural elements like intellectual values, major and formal values should sometimes be included. In terms of the kinds of cultural elements to be involved in the curriculum, language teachers list the elements as literature, dance, music, food, dressing, language, customs, religion, ethics, art, knowledge, symbols, law, norms, history, and flag. Furthermore, regarding the similarities and differences in the perceptions of language teachers from different departments, the picture drawn by the findings illustrates that in terms of such cultural elements as media, artistic values and family, there is no effect of department on the perspectives of the respondents. That's to say, there is a similarity on the perceptions of teachers from each language branch when looking at cultural compounds of media, artistic values and family. On the other hand, by looking at each teacher's view on such cultural terms as international values, lifestyles, behavior, minor values, major values and formal values, generally speaking there are differences of perceptions between the attitudes of Arabic as a foreign language teachers + Turkish as a foreign language teachers being more easternized and English as a foreign language teachers + German as a foreign language teachers + French as a foreign language teachers being westernized. In other words, mostly speaking there are differences of perceptions between the attitudes of the teachers of eastern languages and western languages. Eastern and western societies not only live in different lifestyles, but also think in distinctively different ways (Wang, 2007). As a consequence of different history, geography, ideology, economics, politics, culture, language, life style, social customs, etc., people in different parts of the world, particularly those in the East and those in the West differ extremely in their cultural patterns or orientations (Qingxue, 2003). The results obtained from this comparative

descriptive study may prove to be of some help for course book authors, curriculum and program designers and developers, language teachers, and policy makers in terms of including cultural elements in the course contents, materials, and curriculums, etc. Besides, in the classroom atmosphere, teachers may use the results of this study while employing cultural elements in teaching language. The teachers may also develop their understandings of culture in language context and this may be helpful in their class activities. Furthermore, the sample of this study is limited to a number of language teachers from specific majors like English as a Foreign Language, German as a Foreign Language, French as a Foreign Language, Turkish as a Foreign Language, and Arabic as a Foreign Language. So, broader studies covering larger samples from different majors may be conducted. That's to say, feature research studies might be put into practice including various branches of language teaching of Italian, Russian, Spanish, Greek, and Polish, etc.

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