

Turkish High School Students' Perceptions of Culture Learning in Foreign Language Classrooms

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Abstract: Language and culture are thought to be interrelated by many researchers. Some find it valuable to integrate cultural elements into language teaching whereas others oppose the idea claiming that English is a lingua franca. There has been much research regarding the opinions of teachers or university students on this debate. However, learners excluding university students have not been fully explored up to date. The aim of this research was to investigate Turkish high school students' perceptions of the role and place of culture learning in foreign language classrooms. Data were collected from 126 high school students through a questionnaire. In addition, interviews were conducted with 10 voluntary participants. For data analysis, descriptive statistics were conducted via SPSS, and the interview was analysed thematically. According to the results, the participants have positive perceptions of culture learning in language classrooms. Most of them are aware of the inseparable relationship between culture and language. They think cultural elements should be incorporated in language teaching. The findings were triangulated with the data obtained from the interviews. Interviewees agreed on the idea that culture should be taught along with the language. Rather than focusing on only the ideas of decision-makers, learners' opinions should be investigated more in designing curriculum, as they are the subjects of learning.

Keywords: Culture, culture learning, high school students, students' perceptions, foreign language

Türk Lise Öğrencilerinin Yabancı Dil Derslerinde Kültür Öğrenme Algıları

Özet: Dil ve kültürün pek çok araştırmacı tarafından birbiriyle ilişkili olduğu düşünülmektedir. Bazıları dil öğretimine kültürün de entegre edilmesini savunurken, diğerleri İngilizce'nin bir dünya dili olduğunu öne sürerek, bu fikre karşı çıkmaktadır. Bu tartışma ile ilgili olarak öğretmenlerin ve üniversite öğrencilerinin fikirlerini araştıran pek çok araştırma yapılmıştır. Ancak, üniversite öğrencileri dışında kalan öğrenciler günümüze kadar tam anlamıyla araştırılmamıştır. Bu araştırmanın amacı, Türk lise öğrencilerinin dil derslerinde kültür öğrenmenin rolü ve yeri hakkındaki algılarını incelemektir. Bu çalışma için, bir anket aracılığıyla 126 lise öğrencisinden veri toplanmıştır. Ayrıca, 10 gönüllü katılımcıyla görüşmeler gerçekleştirilmiştir. Anket, SPSS programı kullanılarak tanımlayıcı istatistik yöntemiyle, görüşmeler konusal olarak analiz edilmiştir. Sonuçlar, katılımcıların dil derslerinde kültür öğrenme ile ilgili olumlu algılara sahip olduğunu göstermiştir. Öğrencilerin çoğu dil ve kültür arasındaki ayrılmaz ilişkinin farkındadır ve kültürel öğelerin dil öğretimine dahil edilmesi gerektiğini düşünmektedir. Bu bulgular, görüşmelerden elde edilen verilerle doğrulanmıştır. Görüşme yapılan öğrenciler dil ile birlikte kültürün de öğretilmesi gerektiği konusunda aynı fikirdedirler. Öğrenciler öğrenme eyleminin öznesi konumunda olduğundan, müfredat tasarlanırken sadece karar vericilerin görüşlerine odaklanmak yerine, öğrencilerin fikirleri de incelenmelidir.

Anahtar Sözcükler: Kültür, kültür öğrenme, lise öğrencileri, öğrencilerin algıları, yabancı dil

1. Introduction

In today's world, many people have the urge to learn different languages, the most prominent of which is English by a long shot. English is the most spoken foreign language, language of media, language of technology, and language of science (Bayyurt and Yilmaz, 2010). People who seek better jobs, and living conditions, or simply who want to be a world citizen learn English in growing numbers. No matter what the reason is, language learning has become a priority for millions of people around the world. Therefore, EFL (English as a Foreign Language) concept has gained importance.

Foreign language learning consists of several components, including language proficiency, grammatical competence, communicative competence, and also a difference in attitudes towards one's own or another culture (Kahraman, 2008). Thus, culture is also integrated into the learning process alongside other components by some researchers. According to Bennett (as cited in Belli, 2018), learning a language without its culture makes a person "a fluent fool" who is skilful at speaking a language well, but does not understand the social or philosophical content of that language. As people around the world try to learn English, there occurs a question for the field. There has been an ongoing debate about whether target culture should be taught alongside the language itself or not (Yilmaz, 2006). There are different points of view to this disputable question. While some researchers support the idea that target culture or the culture of the native speaking countries should be taught with the target language, others reject this idea and think that English is a lingua franca, so there is no need for the English culture to be taught (Yilmaz, 2006). In our study, our goal is to look at this controversy from the learners' point of view, and reveal their opinions on the integration of cultural elements in foreign language classrooms.

1.1. Literature Review

We are all aware that to know a foreign language (FL) does not include only the knowledge of target language but also it covers the target language culture as a social assemble (Kahraman, 2016). Therefore, the definition of language learning has changed recently. Besides communicative competence, intercultural competence has gained interest as well (Kahraman, 2016). Intercultural competence means the ability to interact with people from other cultural backgrounds effectively and appropriately, and culture is somehow transmitted from the teachers to the students whether implicitly or explicitly (McLeod, 1976).

As language and culture have long been thought to be inseparable, many researchers have investigated attitudes towards culture learning as a part of second language learning. Onalan investigated Turkish EFL teachers' perceptions of the place of culture in ELT at four universities in 2005. Besides revealing teachers' positive attitudes towards incorporating cultural information, the study showed that the definition of culture mostly included values and beliefs (Onalan, 2005). In a similar study by Karabinar and Guler, 155 ELT instructors were investigated in terms of their attitudes towards culture teaching and classroom practices (2012). The teachers who participated in training courses on teaching culture, and professional development activities showed more positive attitudes towards the integration of culture (Karabinar & Guler, 2012). In Kahraman's study with 22 university students majoring in the English Language and Literature Department, participants were found to be aware of the interrelatedness of culture and language (2008). Belli conducted more recent research with 96 students in the ELT department of a university and concluded that a significant number of the participants showed positive attitudes towards culture and its incorporation in the language classroom (Belli, 2018). In addition, in Chkotua's study with 50 instructors from four different universities in Georgia, it was found out that majority of the participants thought it was important or very very important to integrate cultural issues in EFL classes (Chkotua, 2014). Similarly, in a research conducted in Iran with 20 instructors, researchers revealed the support of the participants to teach target culture in EFL classrooms (Sotoudehnama et al., 2012). In another study of Kahraman in 2016, both Turkish teachers of English and university students took part in the survey. One of the findings of this study was the strong belief in the importance of culture teaching (Kahraman, 2016).

On the other hand, Bayyurt carried out a study with a small group of high school English teachers and found out that raising cultural awareness for their students was a concern for these teachers, but they thought they were not aware of the cultural values themselves (2006). In another study with 503 primary, secondary, and high school Turkish teachers of English, teachers showed positive attitudes towards cultural information, though they did not provide enough exposure for their students (Atay et al., 2009).

Although the attitudes of university students, instructors, or teachers working at primary, secondary, or high schools have been studied many times in the Turkish context, the research regarding the opinions of learners apart from university students have been rare. Yilmaz (2006) researched with 385 senior students in three different high schools in Turkey. According to his study, a considerable number of students agreed with the idea of teaching/learning target culture alongside the language. However, more research should be conducted to provide more definite claims on behalf of the learners.

To sum up, the area of ‘culture learning’ has been substantially fruitful regarding the teachers or ELT students. However, there is still a gap to be filled with the perspectives of learners. Their viewpoints will be reasonably beneficial for the implications in language classrooms.

1.2 Research Questions

A consensus has not been reached on whether culture learning is necessary or not. This is the starting point of this study. Although there has been much research on this area investigating teacher perceptions on culture learning (Castro et al., 2014; Bayyurt, 2000; Atay et al., 2009), ELT students’ attitudes towards the incorporation of target culture into language instruction (Belli, 2018; Kahraman, 2008), or both groups at the same time (Kahraman, 2016), EFL learners have usually been neglected. To the best of my knowledge, the studies mostly focused on English language teachers, instructors, and university students. Their perceptions, attitudes, or viewpoints have usually been investigated by many researchers via surveys or interviews. This study is conducted to learn what high school students think about the role and place of culture in language learning. It aims to discover learners’ viewpoints on learning the target culture (Hurmuzlu, 2020), and help the growing body of research that investigates culture learning.

The research questions used in this survey are as following:

1. What are high school students’ perceptions of culture learning?
2. Do participants’ perceptions differ according to gender?
3. What are their reasons/goals in learning English?
4. Do students recognize that language and culture are interrelated?
5. Do they think the culture of the target language should be taught along with language?

2. Methodology

2.1. Research Design

To be able to reach more accurate and reliable data, a mixed-methods type was used in this research. As quantitative data can help researchers with a large computational database, but qualitative data often provide the richer examined data necessary for a better understanding, both quantitative data represented in questionnaires and qualitative data represented in interviews were collected (Mackey and Gass 2016). Descriptive method was adopted throughout the research.

The questionnaire items used in this study were adapted from Yilmaz (2006). He acknowledges in his study that, prior to the generation of these items, he had conducted interviews with sample participants, and sent the draft to 5 judges from different universities in Turkey and USA on whose feedback he formed this questionnaire. In addition, the interview questions used in this study were also adapted from Yilmaz’s interview questions which he used for the purpose of generating questionnaire items. Moreover, inter-rater reliability was found as 0.80 for the interview questions in the present study.

2.2. Participants

Participants were selected from a high school in Kütahya province during the academic year of 2020-2021. Their selection was based on the convenience sampling method as they were students at the same school as the researcher. They were 10th graders from 5 different classes. The total number of students was 126, 76 girls (55.6 %) and 50 boys (44.4 %) aged between 15-16. They received 4 hours of English language instruction per week. Their language level was B1 according to CEFR. However, the questionnaire was given to them in their native language to prevent misunderstandings.

2.3. Data Collection

First of all, the necessary permission from the relevant “Ethical Committee” was obtained before the research. Moreover, the students’ parents signed a consent form allowing their children to take part in this study. The participants and their parents were also informed that this data was going to be used for a research paper at an MA Program. In online classes of the researcher the “Google Forms” questionnaire was sent to the participants via smartphones. All participants were asked to mark the items according to the appropriacy level from 1 to 5. They answered the questions at the time of the English lesson and returned the filled form upon completion.

A week later, 10 of the participants participated in the interview voluntarily, and they answered the questions which were sent to them on Whatsapp. Both English and Turkish versions of the questions were provided, and the participants were set free on the language they used in the answers. They also returned their answers on the same message application, three of them were in English and seven of them were in Turkish.

2.4. Data Analysis

First, the data were coded and computerized by the researcher. All the data were controlled by frequency analysis, and it was seen that there were not any mistakes in coding or entering the data. Data obtained from the questionnaire were analysed with SPSS 23 using descriptive statistics analysis. The statistical analysis displays a significant correlation among items since the significance level of items varies between 0.20 – 0.80. For reliability analysis (KMO) and Bartlett's Test of Sphericity, a value near 1 is relatively compact. Analysis result of pilot-scale items indicates high internal reliability and consistency. Internal consistency was checked through calculating Cronbach’s Alpha: $\alpha = ,963$ and $p = .000$ (significant).

Table 1.
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,883
Bartlett's Test of Sphericity	Approx. Chi-Square	5430,006
	Df	1035
	Sig.	,000

Table 2.
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of items
,963	,964	46

For the analysis of the interview, the open-ended items were analysed through qualitative content analysis to explore participants’ ideas on each question. Based on this method, their answers to each item were analysed, grouped and coded to identify their perceptions.

3. Findings

3.1 Reasons for learning English

In the first part of the questionnaire, participants were asked to rate the importance of various reasons for learning English. The 18 items in this part can be categorized as education-related (first 4 items), communication-related (5-8. items), culture and literature-related (11-18. items), and instrumental reasons (9-10. items).

Table 3.

The categorization of the first part of the questionnaire according to the topics covered (Yilmaz, 2006)

Education related items	Item 1	Education in UK or the USA
	Item 2	Education in other countries where English is the native language
	Item 3	Education in countries where English is the official language
	Item 4	Education in countries where English is a foreign language
Communication related items	Item 5	To communicate with Americans or the English
	Item 6	To communicate with people from other countries where English
	Item 7	To communicate with people from countries where English is
	Item 8	To communicate with people from countries where English in a
Instrumental reasons	Item 9	To find work after graduation
	Item 10	To use the internet
Culture and literature-related items	Item 11	To get informed about American or British culture
	Item 12	To get informed about the culture of other countries where English
	Item 13	To get informed about the culture of countries where English is the
	Item 14	To get informed about the culture of countries where English is spoken
	Item 15	To get informed about American or British literature
	Item 16	To get informed about the literature of other countries where English
	Item 17	To get informed about the literature of countries where English is
	Item 18	To get informed about the literature of countries where English is

Among the education-related reasons, getting an education in the countries where the native language is English was rated important and very important by the vast majority (74.6 %) of the students, whereas only 10.4 % rated it as not important and very unimportant.

It was followed by getting an education in the USA or UK (70.4 %), in countries where the official language is English (61.1 %), and where English is spoken as a foreign language (46.9 %).

For communication-related reasons, participants rated communication with people whose mother tongue is English important and very important with a percentage of 82.6 %. Communicating with the people in the USA or UK was rated as the second important (80.9 %), followed by communicating with people from countries where English is the official language (72.2 %), and communicating with people from countries where English is spoken as a foreign language (64.3 %).

Instrumental reasons such as finding a job after graduation (87.3 %) and using the internet (75.4 %) were also rated important and very important by the majority.

To get informed about American or British culture was thought as important or very important by the 46.1 % of the participants which was followed by to get informed about American or British literature (45.2 %), to get informed about the culture of other countries where English is the native language (44.5 %), to get informed about the literature of other countries where English is the native language (42.1 %), to get informed about the culture of countries where English is the official language (41.3 %), to get informed about the culture of countries where English is spoken as a foreign language (40.5 %), to get informed about the literature of countries where English is the official language (38.9 %), and to get informed about the literature of countries where English is spoken as a foreign language (35.7 %).

3.2 Suggestions for more effective English language learning classes

In the second section, the participants were asked how the effectiveness of English classes could be increased. The percentage of the students who thought speaking, and vocabulary activities as important or very important was 86.5 %. It was followed by reading (85 %), listening (73 %), grammar (72.2 %), writing (69.8 %), cultural information and pair-work (both 57.1 %).

3.3 Content of English language textbooks

In the third part of the questionnaire, the participants were asked to rate whether certain topics should be included in English textbooks. They gave the highest ratings to social issues (75.4 %), and world history (71.4 %).

Life and culture in USA and UK (69.9 %), scientific issues (69.8 %), technological issues (68.2 %), life and culture in other countries where English is the native language (64.3 %), American and English literature (58.8 %), life and culture in countries where English is an official language (58.7 %), life and culture in Turkey (57.1 %), literature of other countries where English is the native language (53.1 %), literature of countries where English is the official language (51.6 %), life and culture in countries where English is a foreign language (46.8 %), political issues (42 %), and literature of countries where English is spoken as a foreign language (37.3 %) followed.

3.4 Cultural elements

The participants were also asked to rate their interest regarding various topics. The participants were interested in learning about how people behave in various circumstances in English-speaking countries (73.1 %), and the similarities and differences between the cultures of English-speaking countries and Turkish culture (70.7 %) most. They were followed by learning the history of English-speaking countries in relation to Turkish history (63.5 %), learning and understanding values of English-speaking countries (61.1 %), get historical information about places where English is spoken (55.5 %), and get geographic information about places where English is spoken (46.8 %).

RQ1. What are high school students' perceptions of culture learning?

To test the first hypothesis, which searches whether there is a significant difference between the sample and the population means, the mean level of participants' perceptions on culture learning is compared to a known population. Descriptive statistics display the population mean 115 points whereas the sample mean is 168. Furthermore, one sample t-test result shows also a significant result ($p=.000$). In short, these results assert that the participants in this study seem to be positive in terms of their perceptions of culture learning.

RQ2. Do participants' perceptions differ according to gender?

Nevertheless, descriptive statistics do not display a significant difference when males and females are compared according to gender variable ($p= .298$; $p > .05$). This can also be seen in independent samples t-test results; where the mean of females is 169.01 points, and the mean of males displays 167.64.

Table 4.

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
TP	Female	70	169,0143	29,13462	3,48225
	Male	56	167,6429	34,93913	4,66894

RQ3. What are their reasons/goals for learning English?

According to the participants, finding a job was the most important reason for learning English. It is also obvious in the interviewees' answers to the open-ended questions. 6 out of 10 interviewees (Interviewees 1, 2, 3, 5, 6, 9) talked about finding a job, too. It can be said that most of the participants learn English for instrumental reasons. Communication with people whose mother tongue is English is also a very highly rated item among 18 reasons. It shows that people whose native language is English come to most of the participants' minds when said English. They view native speakers as the owners of English and have positive perceptions about them. Another highly rated item is communicating with the people especially in the USA or UK, which also implies that participants directly associate English with the USA and UK. In addition, the percentage of the neutral participants who view education in countries where English is a foreign language as neither important nor unimportant is above 30 %. This strengthens the idea that students prioritize native people in inner-circle countries, especially the USA and UK.

In the items related to culture and literature, the number of students who view them as important and very important is higher than number of the students with negative perceptions. One of the interviewees (Interviewee 6) pointed out that;

I6: It is harmful to learn the target culture before we learn our own culture.

This may imply the fact that “the time when culture should be taught” is extremely important. However, neutral students increase distinctively in these items. In all the items regarding culture and literature, a minimum of 30 % of the students rated neither important nor unimportant. These results show that the participants are undecided about culture and literature-related reasons.

RQ4. Do students recognize that language and culture are interrelated?

Among the items which were asked to find out the participants’ opinions about how the effectiveness of English classes could be increased, speaking, and vocabulary activities were given the highest ratings. Students are aware of the fact that to know a language means to be able to communicate in that language. They also viewed other skills and sub-skills as important or very important in high percentages which shows their agreement on the idea that all components of a language are a part of the whole. Cultural information and pair-work were not seen as important as the other skills or sub-skills, but still more than half of the students rated them as important or very important. A quarter of the students were not sure whether cultural information or pair-work should be included for more effective lessons or not. We can infer that they are undecided on the place of culture. They may have some prejudices about cultural imperialism and may think that foreign cultures give harm to our native culture as Interviewee 8 states below.

I8: Cultural information should be included, but in a careful manner. Students may be negatively affected from the other cultures and disrespect their own culture.

In the third part of the questionnaire, the participants were asked to rate whether certain topics should be included in English textbooks. They gave the highest ratings to social issues, and world history. They tend to focus on social values from the general perspective. Less than half of the students thought that political issues, life, and culture in countries where English is a foreign language, and literature of countries where English is spoken as a foreign language should not take place in English lessons. Life and culture in countries where English is an FL, and their literature do not attract students’ attention maybe because they do not regard such countries as the owners of English. Interviewee 7 thinks that;

I7: For me, English is the American culture. As I always watch American movies and series, I associate English with the USA most.

The students are not interested in political issues, either. They do not view governmental affairs as part of a culture.

RQ5. Do they think the culture of the target language should be taught along with language?

The participants were interested in learning about how people behave in various circumstances in English-speaking countries most. More than half of the participants want to get historical information about places where English is spoken, but they want to learn the history of English-speaking countries in relation to Turkish history. In addition, the similarities, and differences between the cultures of English-speaking countries and Turkish culture attract students’ attention. They need to learn the history and culture of the countries of the target language, but they expect to connect it with the local culture. Interviewee 5 also stated the following reason for this expectation when asked whether the elements related to Turkish life and culture should be included in English lessons and textbooks:

I5: Cultural elements related to the life and culture in Turkey should be absolutely included. Because we need to establish a link between our life and culture and the target life and culture. I think, there are no disadvantages in doing so.

More than half of the participants stated that cultural information should be included in the language lessons to increase the effectiveness of the lessons. The percentage may not be high when compared to other items, but it still shows us their need to learn the target culture alongside the language.

When asked which elements should take place in language textbooks, most of the students chose social issues and world history. Independent of a specific culture, they want to have information from a general perspective. As English serves as a lingua franca, it opens doors not only to English-speaking cultures but also to every part of the world.

We can conclude from the findings that students prefer learning cultural information along with the language. Interviewee 3 states:

I3: There is a strong relationship between language and culture. We can transmit our traditions from generation to generation by means of language. Moreover, when we learn the target culture along with the language, we learn traditions, customs, and beliefs as well.

However, they would like to learn the similarities and differences between their native culture and the target culture to be able to compare them. In addition, social issues and world history should be incorporated in the lessons, as English is a gateway to the rest of the world.

4. Discussion and Conclusion

This study aimed to investigate the high school sophomores' opinions and perceptions of culture learning in language classrooms. In contrast to most of the previous studies, the issue has been dealt with from the learners' point of view in this study. Since the researchers tend to explore the teachers' or university students' opinions, this study offers useful implications and helps the flourishing body of research that examines learners' thoughts.

Yilmaz was the first to investigate the opinions of high school students on the role of culture in English language teaching (2006). In this study, students answered questions on four areas related to culture: reasons for learning English, suggestions for more effective English language learning classes, Content of English language textbooks, and cultural elements. The data obtained yielded similar results with the one conducted by Yilmaz (2006).

The participants in this study have positive attitudes towards culture teaching which is consistent with the findings of previous studies (Kahraman, 2008; Onalan, 2005). Among the reasons for learning English, instrumental reasons especially finding a job had the highest percentage followed by communication with people whose mother tongue is English which coincides with Yilmaz (2006). This was also revealed in Atay et al. (2009) in which the participant teachers rated "to help students use English for practical reasons" as the most important goal in their teaching. We can infer that both teachers and learners share the same point of view regarding foreign language classrooms.

As for the suggestions for more effective English language learning classes, the participants' responses revealed that they prefer language skills such as speaking to be more frequently covered in language classrooms. This was also in harmony with Belli's results about the important aspects of language learning (2018), and with the findings of Yilmaz's study (2006). The importance of language skills for the participants most probably stems from the importance of instrumental and communicational purposes. On the contrary, culture did not take place among the most important aspects of language, since it is not the priority for the students in language learning which is similar to the findings of Belli (2018).

The most important cultural elements to be included in English language learning/teaching textbooks were international topics. They further stated that they would like to learn about how people behave in various circumstances in English-speaking countries, and the similarities and differences between the cultures of native English-speaking countries and Turkish culture. In Atay et al. (2009), the participant teachers defined culture teaching in terms of the differences between the target and native culture, and most of them would like to help their students understand their own culture better. Moreover, in Karabinar and Guler (2012), "appreciate similarities and differences between their own culture and target culture" was the most strongly supported outcome by ELT teachers. The results of these studies correspond with each other in terms of the place of culture in language learning/teaching.

On the contrary, among the cultural elements to be included in English language learning/teaching textbooks, political issues were not rated as important or very important. This result is consistent with the findings of the study conducted by Belli (2018). This corresponding suggests that the institutions and political concerns of the countries do not attract students and they think that cultural information should not include these aspects of culture in a language learning environment.

When asked whether cultural information should be integrated into the language lessons, more than half of the students were in favour of the inclusion of cultural elements which complies with the findings of Uzun (2013), and Belli (2018). Some students stated they had difficulties in understanding cultural content during the interview which is in line with Uzun's study in which nearly half of the participants reported such difficulties (2013).

This study has aimed to investigate Turkish high school students' namely 10th graders' perceptions of culture learning in language classrooms. For this purpose, students were asked to respond to a questionnaire and an interview. The answers were analysed and coded meticulously to be able to provide reliable, and consistent claims.

First, we can generally conclude that students have positive perceptions of culture learning. An important number of students consider that cultural information should be incorporated into language lessons. It is revealed that there is a strong relationship between language and culture. However, gender does not play a significant role in their ideas.

Second, most of the students would like to learn the similarities and differences between their own culture and target culture which is supported by the previous findings. The textbooks in use have already cultural elements which belong to Turkish culture. This may be the reason why students perceive it as necessary.

Third, speaking, and vocabulary are strongly preferred for the lessons to be more effective, since students learn the target language for instrumental reasons most, not for the culture itself.

Finally, the findings of this study may be very helpful in designing foreign language curriculum, materials, textbooks, etc. as it provides us with the learners' opinions from first hand. For the EFL learners, the textbook is the major source of information on the target language beside the input provided by the teacher (Wen-Cheng et al., 2011). Therefore, the curriculum, materials and textbooks should all complement each other to make students more efficient language users. When learner needs and opinions are considered in designing material, this material will appeal to the students and foster their inner capacity to improve their linguistic abilities.

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Note on Ethical Issues

The author confirms that ethical approval was obtained from Kütahya Dumlupınar University Institute of Graduate Education (Approval Date: 13 / 04 /2021).