

Investigating Culture Teaching in terms of Intercultural Competence in Language Teaching Departments

Salim Razi *Çanakkale Onsekiz Mart University*
Mustafa Tekin *Çanakkale Onsekiz Mart University*

As an accompanying notion of language teaching, culture inevitably is regarded to be receiving some attention in the classes. Traditional views on culture teaching require an interaction between target language and target culture. However, the recent lingua franca status of English requires re-questioning culture teaching in relation with intercultural competence awareness and development. Thus, the present study firstly aims at identifying the perception of cultural elements to be included in language teaching classes. In this respect, Razi's (2012) 53-itemed 5-scale Likert type Inventory of Cultural Components was administered to a number of 620 students along with 35 lecturers at the departments of English Language Teaching (ELT), German Language Teaching (GLT), Japanese Language Teaching (JLT), and Turkish Language Teaching (TLT) of Çanakkale Onsekiz Mart University during the spring semester of 2011-2012 academic year. Secondly, the researchers also conducted semi-structured interview sessions with a number of 4 lecturers from the four departments to collect more detailed data about the perception of culture teaching in relation with intercultural competence. The overall descriptive statistics of the scale indicated higher values for cultural components such as 'country', 'lexical associations for linguistic forms', and 'use of pragmatic rules for particular linguistic forms' in comparison to other cultural components such as 'weather conditions', 'people's common health characteristics', and 'public holidays' in terms of being included in language teaching curriculum. Although the overall ANOVA results did not indicate significant differences among the preferences of the participants in four departments, there were significant differences among departments in terms of several categories of the scale such as 'behavioural', 'artistic' and 'minor' categories. Besides ANOVA results revealed significant differences among the participants in different classes in addition to significant gender differences as indicated by t-test results.

The findings were discussed in relation with the curriculums of the four departments by considering culture embedded courses in these departments. Moreover, the interview results supported the data collected by means of questionnaire with an emphasis on more awareness of ELT department lecturers in comparison to the lecturers in the other three departments. Thus, it could be concluded that language teaching classes require familiarity on cultural elements either in the first language or in the foreign one in terms of intercultural competence. Then, language teaching classes are expected to include samples from any existing culture in the world. Relatively, revising the curriculum in language teaching departments to enable teacher candidates for familiarizing themselves better with intercultural competence might be beneficial.

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**Investigating culture teaching
in terms of intercultural competence
in language teaching departments**

Salim RAZI & Mustafa TEKİN
Çanakkale Onsekiz Mart University, Turkey
salimrazi@gmail.com & tekinmustafa@hotmail.com

Outline

- Definition of culture
- Bilingual and bicultural
- World Englishes
- Kachru's circles
- Criticism on Kachru
- Communicative competence
- Intercultural competence
- Cultural components
- The study

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WHAT IS CULTURE?

Consensus: Interaction between language and culture (Razi, 2012).

“[A] complex system of concepts, attitudes, values, beliefs, conventions, behaviours, practices, rituals and lifestyles of the people who make up a cultural group, as well as the artefacts they produce and the institutions they create” (Liddicoat et al., 2003, p. 45).

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Bilingual or bicultural?
Alptekin & Alptekin (1984)

Bilingual + bicultural

- Take socio-cultural qualifications of native speakers into consideration while teaching.

Only bilingual

- Do not take cultural context into consideration while teaching.

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**Who
speaks English
today?**

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Kachru's (1992) Circles Theory

Expanding Circle English
Outer Circle English
Inner Circle English

Many varieties of English.

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Using Kachru's Circle Theory

- In 2001 an estimated
 - 375 million in Inner-Circle,
 - 375 million in Outer-Circle,
 - 750-1,000 million in Expanding Circle (McArthur, 2001).
- The vast majority of teachers of English as L2/FL
 - 'non-native' teachers
 - work in Outer & Expanding-Circle societies (Bolton, 2006).

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Canagarajah on Kachru's model

- The Circles are leaking.
 - Reasons:
 - Human migration.
 - Technology connects people.



There is
nothing
in the
center.



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World Englishes

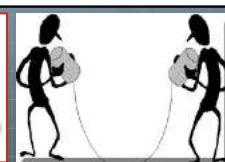


Konglish
Singlish
Russlish
Japinlish
Shanglish
Italglisch
Spanglish
Chinglish

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Communicative competence (Hymes, 1996)



- Communicative competence requires
 - Grammatical knowledge
 - Social knowledge
 - When and how to use utterances (Hedge, 2002).
- Sufficient knowledge of cultural elements results in com. compt.
- Recent status of English:
 - A shift towards another dimension (Zehir Topkaya & Demir, 2011).
- Com. compt. → Intercultural com. competence

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Intercultural competence

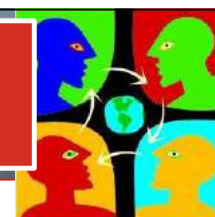


- "[T]he ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures" (Meyer, 1991, p. 137).

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Intercultural speakers



- FL learner → intercultural speaker:
 - someone who "crosses frontiers, and who is to some extent a specialist in the transit of cultural property and symbolic values" (Byram & Zarate, 1997, p. 11).

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Teaching interculturality



- To communicate with people from other cultures:
 - cultural awareness of own culture is required (Ho, 2009).

- To develop ICC:
 - Teach FL linguistic code
 - Contextualize it against sociocultural background (Castro et al., 2004).

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What are cultural components?

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Cultural components

EXTERNAL

- Explicitly Learned
- Conscious
- Easily Changed
- Objective Knowledge

SEE HEAR TOUCH

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Cultural components

EXTERNAL

- Explicitly Learned
- Conscious
- Easily Changed
- Objective Knowledge

SEE HEAR TOUCH

INTERNAL

- Implicitly Learned
- Unconscious
- Difficult to Change
- Subjective Knowledge

BELIEFS
VALUES
THOUGHT PATTERNS
MYTHS

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Purpose of study

How are the components of culture regarded?

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Methodology

2011-2012 academic year, spring term

Setting:

ELT
GLT
GLT
TLT



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Participants: Students

| Dept. | Class | | | | | | | | Total |
|-------|--------|------|--------|------|--------|------|--------|------|-------|
| | 1 | | 2 | | 3 | | 4 | | |
| | Gender | | Gender | | Gender | | Gender | | |
| | Female | Male | Female | Male | Female | Male | Female | Male | |
| ELT | 39 | 13 | 40 | 17 | 29 | 12 | 47 | 17 | 214 |
| GLT | 32 | 7 | 11 | 3 | 24 | 3 | 13 | 1 | 94 |
| JLT | 16 | 11 | 6 | 8 | 16 | 7 | 10 | 6 | 80 |
| TLT | 45 | 17 | 39 | 28 | 26 | 21 | 36 | 20 | 232 |
| Total | 132 | 48 | 96 | 56 | 95 | 43 | 106 | 44 | 620 |

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Participants: Academic staff

| Dept. | Academic Staff | | | | | | | | | | | | Total |
|-------|----------------|---|------------------|---|-------------------|---|----------|---|------------|---|------------------|---|-------|
| | Prof. Dr. | | Assoc. Prof. Dr. | | Assist. Prof. Dr. | | Lecturer | | Instructor | | Research Assist. | | |
| | Gender | | Gender | | Gender | | Gender | | Gender | | Gender | | |
| | F | M | F | M | F | M | F | M | F | M | F | M | |
| ELT | - | 1 | - | - | 1 | 2 | 1 | - | 2 | 4 | 3 | - | 14 |
| GLT | - | - | 1 | - | - | - | - | - | - | - | - | 1 | 2 |
| JLT | - | 1 | - | - | 1 | 2 | - | 2 | 2 | 1 | 1 | 1 | 11 |
| TLT | - | 1 | - | 1 | 1 | 4 | - | - | - | - | - | 1 | 8 |
| Total | - | 3 | 1 | 1 | 3 | 8 | 1 | 2 | 4 | 5 | 4 | 3 | 35 |

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Instrument

Inventory of cultural components (Razi, 2012):

- 53 items
- 12 groups
- $\alpha = .95$

- Intellectual values
- Unique values
- Behavioural values
- Media
- Artistic values
- Family
- Minor values
- Major values
- Formal values
- People characteristics
- Daily characteristics
- Linguistic characteristics

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Research Questions

- How much are the components of culture **valued**?
- Differences among language teaching **departments**?
- Differences among **classes**?
- Differences between **genders**?
- Differences between **students** and **lecturers**?
- Does **learning** or **acquiring** more languages result in differences?

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Findings

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How much are the components of culture valued?

The highest values (N = 655)

| Items | Mean | SD |
|--|--------|---------|
| Country | 4.3038 | .85182 |
| Lexical associations for linguistic forms | 4.2931 | .95920 |
| Usage of pragmatic rules for particular linguistic forms | 4.2473 | .95297 |
| Life style | 4.1542 | .99803 |
| Means of communication | 4.1328 | .95578 |
| Verbal behaviour patterns | 4.1237 | .99462 |
| Social behaviours | 4.0748 | .96841 |
| Educational system | 4.0702 | 1.04103 |
| Traditional values | 4.0656 | .94673 |
| Thoughts | 4.0504 | .93956 |

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How much are the components of culture valued?

The lowest values (N = 655)

| Items | Mean | SD |
|--|--------|---------|
| Traffic rules | 3.0000 | 1.20777 |
| People's unique tools | 2.9603 | 1.13127 |
| Advertising | 2.9206 | 1.16647 |
| Philosophy | 2.9160 | 1.14565 |
| Art | 2.8992 | 1.13423 |
| People's unique jewellery | 2.8824 | 1.23652 |
| People's common physical characteristics | 2.7496 | 1.17370 |
| Public holidays | 2.7481 | 1.23990 |
| People's common health characteristics | 2.5496 | 1.13071 |
| Weather conditions | 2.2336 | 1.13147 |

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How much are the components of culture valued?

Category values (N = 655)

| Categories | Mean | SD |
|--------------|--------|---------|
| Linguistic | 4.2702 | .87408 |
| Daily | 4.0997 | .84204 |
| Behavioural | 3.9530 | .85018 |
| Family | 3.8992 | .92025 |
| Intellectual | 3.8652 | .75492 |
| Artistic | 3.8336 | .83466 |
| Major | 3.6317 | .79354 |
| Media | 3.4305 | .83321 |
| Formal | 3.2326 | 1.00120 |
| Unique | 3.1380 | .85672 |
| People | 2.9013 | .97615 |
| Minor | 2.7202 | .85808 |

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Differences among language teaching departments?**ANOVA:**

No significant differences for overall scores.

| Department | Mean |
|------------|--------|
| ELT | 3,5479 |
| GLT | 3,6048 |
| JLT | 3,5604 |
| TLT | 3,5230 |

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Differences among language teaching departments?**Examination of categories:**

- No significant differences for
- Intellectual,
- Unique,
- Media, and
- Family.

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Significant categorical differences among depts.

| Groups | Source | SS | df | MS | F | p |
|-------------|----------------|---------|-----|--------|--------|------|
| Behavioural | Between Groups | 11.791 | 3 | 3,927 | 8,546 | ,001 |
| | Within Groups | 460,931 | 651 | ,708 | | |
| | Total | 472,722 | 654 | | | |
| Artistic | Between Groups | 18,723 | 3 | 6,241 | 9,360 | ,000 |
| | Within Groups | 436,888 | 651 | ,671 | | |
| | Total | 455,611 | 654 | | | |
| Minor | Between Groups | 8,740 | 3 | 2,913 | 4,911 | ,008 |
| | Within Groups | 472,804 | 651 | ,726 | | |
| | Total | 481,544 | 654 | | | |
| Major | Between Groups | 17,280 | 3 | 5,760 | 9,504 | ,000 |
| | Within Groups | 394,650 | 651 | ,606 | | |
| | Total | 411,930 | 654 | | | |
| Formal | Between Groups | 41,729 | 3 | 13,910 | 14,752 | ,000 |
| | Within Groups | 613,842 | 651 | ,943 | | |
| | Total | 655,572 | 654 | | | |
| People | Between Groups | 8,287 | 3 | 2,762 | 2,925 | ,033 |
| | Within Groups | 614,884 | 651 | ,945 | | |
| | Total | 623,171 | 654 | | | |
| Daily | Between Groups | 8,308 | 3 | 2,769 | 3,959 | ,008 |
| | Within Groups | 455,397 | 651 | ,700 | | |
| | Total | 463,706 | 654 | | | |
| Linguistic | Between Groups | 7,201 | 3 | 2,400 | 3,173 | ,024 |
| | Within Groups | 492,469 | 651 | ,756 | | |
| | Total | 499,669 | 654 | | | |

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Direction of categorical differences among depts.

| Groups | Departments | Mean dif. | p |
|-------------|-------------|-----------|------|
| Behavioural | JLT > ELT | ,26150 | ,012 |
| | JLT > GLT | ,48646 | ,000 |
| | JLT > TLT | ,36312 | ,000 |
| Artistic | GLT > ELT | ,25630 | ,010 |
| | GLT > JLT | ,58511 | ,000 |
| | ELT > TLT | ,37877 | ,020 |
| Minor | GLT > JLT | ,32880 | ,001 |
| | GLT > TLT | ,31748 | ,011 |
| | ELT > TLT | ,30417 | ,003 |
| Major | GLT > ELT | ,49356 | ,000 |
| | GLT > JLT | ,25300 | ,027 |
| | GLT > TLT | ,29115 | ,002 |
| Formal | JLT > ELT | ,24055 | ,013 |
| | TLT > ELT | ,20241 | ,005 |
| | GLT > ELT | ,59795 | ,000 |
| People | GLT > JLT | ,69902 | ,000 |
| | TLT > ELT | ,38795 | ,000 |
| | TLT > JLT | ,49902 | ,000 |
| Daily | JLT > GLT | ,38187 | ,007 |
| | JLT > TLT | ,29298 | ,015 |
| | GLT > ELT | ,30720 | ,003 |
| Linguistic | GLT > TLT | ,31181 | ,002 |
| | ELT > TLT | ,18070 | ,025 |
| | JLT > TLT | ,29240 | ,006 |

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Differences among departments? ELT as ELF v Others (GLT + JLT + TLT)

| Departments | N | \bar{X} | SD | t | df | p |
|-------------|-----|-----------|--------|-------|-----|------|
| ELF | 228 | 3.5479 | .57366 | -.030 | 653 | .976 |
| GLT+JLT+TLT | 427 | 3.5493 | .57130 | | | |

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Differences among departments? TLT (L1 Teaching) v FL Teaching

| Departments | N | \bar{X} | SD | t | df | p |
|-------------|-----|-----------|--------|-------|-----|------|
| TLT | 240 | 3.5230 | .56795 | -.881 | 653 | .379 |
| FLT | 415 | 3.5638 | .57398 | | | |

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Differences among classes?

| Source | SS | df | MS | F | p |
|----------------|---------|-----|-------|-------|------|
| Between Groups | 7.347 | 3 | 2.449 | 7.713 | .000 |
| Within Groups | 195.596 | 616 | .318 | | |
| Total | 202.943 | 619 | | | |

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Direction of differences among different classes

| Class | Mean |
|-------|--------|
| 1 | 3.4248 |
| 2 | 3.5011 |
| 3 | 3.5797 |
| 4 | 3.7142 |

| Classes | Mean difference | p |
|---------|-----------------|------|
| 1 < 3 | -.15487 | .015 |
| 1 < 4 | -.28937 | .000 |
| 2 < 4 | -.21310 | .001 |
| 3 < 4 | -.13450 | .043 |

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Differences between genders?

| Gender | N | \bar{X} | SD | t | df | p |
|--------|-----|-----------|--------|-------|-----|------|
| Female | 442 | 3.5895 | .56064 | 2.632 | 653 | .009 |
| Male | 213 | 3.4645 | .58634 | | | |

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Differences between students and lecturers?

| Participants | N | \bar{X} | SD | t | df | p |
|--------------|-----|-----------|--------|-------|-----|------|
| Students | 620 | 3.5480 | .57259 | -.154 | 653 | .878 |
| Lecturers | 35 | 3.5633 | .56331 | | | |

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Does learning or acquiring more languages result in differences?

| Participants | N | \bar{X} | SD | t | df | p |
|-----------------------|-----|-----------|--------|--------|-----|------|
| 2 languages | 298 | 3.4897 | .58145 | -2.426 | 653 | .016 |
| More than 2 languages | 357 | 3.5982 | .55944 | | | |

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Discussion

Differences among departments:

- GLT (3.60)
- JLT (3.56)
- ELT (3.54)
- TLT (3.52)

Significant differences for:

- Behavioural
- Artistic
- Minor
- Major
- Formal
- People
- Daily
- Linguistic

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Discussion

Passing to the next class results in the regardance of more integration of culture in the curriculum.

Why?

What do they study at university?

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Culture Embedded Courses

ELT

Term 3: English Literature I
Term 4: English Literature II
Term 5: Literature & Lang. Teaching I
Term 6: Lit. and Lang. Teaching II
Term 8: Elective:
Cross Cultural Com.

TLT

Term 3 & 4: Several courses on Turkish Literature such as Turkish Folk Literature & Ancient Turkish Lit.
Term 5: World Literature
Term 6: Contemporary Turkish Lit.
Culture of Society
Term 7: Classical World Literature
Reviewing Cartoons
Term 8: Language and Culture
Elective courses:
Several courses on Tr Lit.
Tr Culture and Civilization

GLT

Term 2: Contrastive Country Knowledge
Elective courses:
Turkish Immigrant Literature
The Image of Turks in Europe
Term 4: German Literature
Term 7 & 8: Elective: Con. History of Culture
Term 8: Elective courses:
Cross Cultural Communication
Cross Cultural Edu. and Study of Image

JLT

Term 1: Common Japanese Culture
Term 2: Common History of Japan
Term 5: Japanese Literature I
Term 6: Japanese Literature II
Japanese Community
Term 7: Jap. Society Language Skills I
Elective courses:
Japanese Society
Japanese Literature
Dev. of Japan and Alteration of Society
Term 8: Jap. Society Language Skills II

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Foreign Language Courses

ELT

Terms 5, 6 & 7: Second Foreign Language

GLT

Term 5, 6 & 7: Second Foreign Language

JLT

Term 5, 6 & 7: Second Foreign Language

TLT

Term 1 & 2: Foreign Language

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Discussion

Previous aim of learning a FL:

reading the target literature.

Consider

classical language teaching method, GTM and contemporary methodologies.

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Discussion (cont)

- Intercultural: awareness of both L1 & FL cultures (Kramsch, 1993).
- Provide familiarity on cultural elements.
- This does not imply teaching cultural elements mainly from British or American cultures.**
- Instead, samples from other existing cultures should be welcomed in EFL classes:
 - as EFL learners have the opportunity to communicate people from any culture by means of English.
- Teach observable differences and similarities.
- Also teach non-observable differences and similarities.

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Discussion (cont)

- Female participants regard more cultural components to be included in the curriculum.
- Implies females superiority on awareness of cultural competence.
- Knowledge of more languages increases regardence of cultural components to be included in the curriculum.
- Implies more awareness on cultural competence.

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Conclusions

- Consider ICC: Revision of curriculum.
- Consider ELF: unreasonable to expect EFL learners to learn cultural elements from British or American contexts.
- What we need is awareness (Ellis, 2012).
- Make learners aware of their native cultural elements.
 - Helps identify cultural elements in EFL learning environment.
- Awareness of multicultural world.

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Conclusions (cont)

- Familiarize learners with as many cultural components as possible to provide cultural awareness, mainly on:
 - Country
 - Lexical associations for linguistic forms
 - Usage of pragmatic rules for particular linguistic forms
 - Life style
 - Means of communication
 - Verbal behaviour patterns
 - Social behaviours
 - Educational system
 - Traditional values
 - Thoughts

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Further research

- Review curriculum of language teaching departments/ programs at university.

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