HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

ELT STUDENTS' PERCEPTION OF TARGET LANGUAGE AND CULTURE:
BRITISH OR AMERICAN

Hanife KUŞKU

Master's Thesis

Ankara, 2019

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İNGİLİZ DİLİ EĞİTİMİ ÖĞRENCİLERİNİN HEDEF DİL VE KÜLTÜRE YÖNELİK
ALGILARI: İNGİLİZ Mİ, AMERİKAN MI?

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Master's Thesis

Ankara, 2019

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **Hanife Kuşku** and entitled "ELT Students' Perception of Target Language and Culture: British or American" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of foreign Languages** by the members of the Examining Committee.

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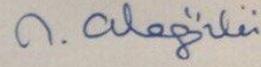
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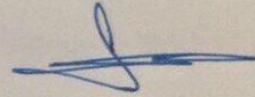
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Prof. Dr. Ali Ekber ŞAHİN
Director of Graduate School of Educational Sciences

Abstract

The study aims to investigate perceptions of English Language Teaching students toward target language and culture at a state university in Turkey. Understanding how they perceive British English and culture and also American English and culture; besides how their tendencies differ from each other, will help teachers and curriculum designers to increase quality of teaching and learning processes. Thus, in total, 130 university students participated in the study. 65 of them are 1st graders and 65 of them are 4th graders. To conduct the study, mixed-method research design, which combines quantitative and qualitative research methods, was employed. For the data collection, a questionnaire on participants' perception toward the target language and culture and semi-structured interview were used. 18 items on British English and culture and American English and culture in the questionnaire were used, and the statements were adapted to be able to be used in Turkish context. Gathered quantitative data were analyzed through using SPSS 21.0 and qualitative data were analyzed through using content analysis. The conclusion drawn from the findings revealed that ELT students at Hacettepe University hold more positive perceptions toward British English and culture than American English and culture. In accordance with these outcomes, suggestions to improve students' attitudes and perceptions toward target language and culture were provided.

Keywords: language, culture, students' perceptions, British accent, American accent, British culture, American culture, target language, target culture, English language teaching

Öz

Bu çalışma, Türkiye' de bir devlet üniversitesinde okuyan İngiliz Dili Eğitimi öğrencilerinin hedef dile ve kültüre yönelik algılarını araştırmayı amaçlamaktadır. Öğrencilerin İngiliz dili ve kültürünü ve aynı zamanda Amerikan dili ve kültürünü nasıl algıladıklarını, bunlara ek olarak öğrenci eğilimlerinin ne yönde farklılaştığını anlamak, öğrenme ve öğretme süreçlerinin kalitesini artırmada öğretmen ve müfredat tasarımcılarına yol gösterecektir. 65 kişi 1. sınıf ve 65 kişi 4. sınıf olmak üzere toplam 130 tane üniversite öğrencisi araştırmaya katılmıştır. Çalışmanın yürütülmesi için nicel ve nitel araştırma yöntemlerini birleştiren karma yöntemli araştırma tasarımı kullanılmıştır. Veri toplama aracı olarak öğrencilerin hedef dile ve kültüre yönelik tutumları üzerine bir anket uygulanmıştır ve yarı yapılandırılmış görüşme yöntemine başvurulmuştur. Ankette yer alan İngiliz dili ve kültürü ve Amerikan dili ve kültürü üzerine olan 18 adet madde kullanılmıştır ve anket Türkiye bağlamında kullanılabilmesi için uyarlanmıştır. Toplanmış nicel veriler SPSS 21.0 programı kullanılarak ve nitel veriler içerik analizi yöntemine başvurularak analiz edilmiştir. Bulgulardan elde edilen sonuçlar göstermiştir ki Hacettepe Üniversitesindeki İngiliz Dili Eğitimi öğrencileri İngiliz dili ve kültürüne karşı Amerikan dili ve kültüründen daha olumlu tutum sergilemişlerdir. Bunların ışığında İngiliz Dili Eğitimi öğrencilerinin hedef dil ve kültüre yönelik tutumlarının ve algılarının iyileştirilmesinin amaçlandığı öneriler sunulmuştur.

Anahtar sözcükler: dil, kültür, öğrenci algıları, İngiliz dili, Amerikan dili, İngiliz kültürü, Amerikan kültürü, hedef dil, hedef kültür, İngiliz dili eğitimi

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Symbols and Abbreviations

AmE: American English

BrE: British English

EFL: English as a Foreign Language

EIL: English as an International Language

ELT: English Language Teaching

L1: First Language

L2: Second Language/ Foreign Language

Chapter 1

Introduction

A great many of people in the world engage in foreign language learning on account of reasons they have regarding their age, needs, interests, status and so on. Irrespective of being male or female, old or young and living in prosperity or poverty, each individual feels the need for communication deeply, and what increases our opportunities for this is knowing a language and its components, phonology, morphology, syntax, semantics, and pragmatics, presented by linguists in addition to its sounds, words and possible sentence construction rules (Fromkin, Rodman & Hyams, 1974). As a matter of fact, a specific language which attracts much more people compared to other languages ensuing a significant and growing need for learning is English.

As stated in The English Effect, the report by British Council, "English is the dominant international language of the 21st century" (p. 5). The report underlines the fact that 1.75 billion people, approximately one-fourth of the world's population, speak English. English contributes to global communication as being the common language to establish diplomatic dialogue among countries, to do business, to make technological and scientific advances and so on. Having a high level of English Language proficiency brings a large variety of opportunities with itself to the speaker consisting of getting a better job, achieving success as a student in an English medium university, travelling around the world with ease, accessing wide range of information on English websites, following international news worldwide and so forth.

On the other hand, knowing a language cannot be realized only by mastering the language, particularly the sounds, words and variety of sentences of it. In this respect, in his study on Acculturation Model, Schumann (1978) states that "...second language acquisition is just one aspect of acculturation and the degree to which a learner acculturates to the target language group will control the degree to which he acquires the second language" (p. 34). The second language acquisition is realized better by the language learner through becoming the part of the target language community and adapting to a new culture. To put it in another way, language learning means not only learning the language and its components, but learning the target culture as well. According to Spolsky (1969), the adopted attitudes of the

language learner towards the language and its speakers have a tremendous effect on leaner's willingness in language learning, what language-learning goals s/he sets to become a satisfactory language user and how far s/he wants to go in this journey.

In brief, when all these are taken into consideration, language learners' perception of target language and culture requires a detailed study in order to figure out how it affects willingness to learn the target language and communicate in it.

Statement of the Problem

When we teach in classroom, we may fail to discover the fact that how each student can be unique in terms of age, interests, motivation, attitudes, background education, level of proficiency and so on, which may cause some problems faced by both teachers and students. Not only for providing appropriate input but also enabling students to achieve learning outcomes it is needed to know that students bring various types of attitudes and perceptions toward language to learning environment. As Shuy and Fasold (1973) stated, developing either positive or negative feelings towards a language may lead students to gain impressions about ease or difficulty of learning. In this respect, it can be articulated that being aware of these attitudes, which is one of the concerns of the study, will help teachers and curriculum designers to increase quality of teaching and learning processes.

According to Hantrais (1989), who use a specific language as a means of communication, culture is "the beliefs and practices governing the life of a society" (p. 36). In this respect, it has a crucial role in shaping thoughts and the way how we use the language together with its great impact. Likewise, developing better understanding of target language usage may result in deeper understanding of target culture and its people. As to Brown (1994), language and culture are the parts nest inside one another "the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture" (p. 165). Thus, the relationship between language and culture, being "inseparable", should be studied in detail.

Aim and Significance of the Study

When it comes to significance of the study, despite a high number of studies on target culture teaching and integrating target culture teaching in EFL, there are

few studies on learner's perception of target language and culture. Therefore, reviewing the existing literature revealed gaps in the field in terms of existing knowledge. Unfortunately, curriculum designers and instructors have lack of knowledge about the differences and similarities between tendencies of 1st and 4th grade ELT students, and what they bring into the classroom with them as starting higher education, what they like and don not like about British and American accent and British and American culture, students' preferences and how these may change through four year education. With the help of the study, collected data and results might shed light on ELT students' perception toward target language and culture in Turkish context which may lead to specific changes and developments in ELT curriculum followed by the department.

Research Questions

In relation to the problem stated together with the guidance of information from the literature, it is aimed to find answers to the research questions below:

1. What are the perceptions of ELT students toward British English and culture?

2. What are the perceptions of ELT students toward American English and culture?

3. Do first grade students' perceptions of British or American English differ from fourth graders'?

4. Do first grade students' perceptions of British or American culture differ from fourth graders'?

5. Do students value British English and culture or American English and culture more?

Assumptions

The following assumptions are made regarding the study. To begin with, the study aims to investigate perceptions of English Language Teaching (ELT) students toward target language and culture at a state university in Turkey. The selected university is one of the prominent universities of Turkey and the research sample in the study includes, in total, 130 ELT students most of whom come from different

cities of Turkey. Thus, it is presumed that the size of the sample is large enough to represent the target population and to obtain reliable data for reaching a conclusion.

It is assumed that participants of the study will provide honest responses to the questionnaire items and the interview questions. Participants are informed that their identities will be kept confidential. In addition, to maintain confidentiality of interviewees' identities, their names are replaced by code names. Since participation in the study is voluntary, participants are informed that they can withdraw from the study at any time without having to state a reason.

It is assumed that using a questionnaire for data collection will enable the researcher to obtain a great amount of reliable data from a large number of people in a short time. It is also assumed that the semi structured interview questions will elicit more detailed answers based on students' comments and opinions and will obtain further explanation of the quantitative research results, as well. In this sense, it is assumed that employing mixed-method research design through combining quantitative and qualitative research methods will contribute to a better understanding of the study results.

Through the obtained data, it is assumed to provide curriculum designers and English language teachers/instructors a great deal of information about; the differences and similarities between perceptions of 1st and 4th grade ELT students; what they bring into the classroom with them; what they like and dislike about British and American accents and British and American culture, which accent students prefer to use, and how their preferences may change through four year education.

In conclusion, the study might shed light on ELT students' perceptions toward target language and culture in Turkish context and reached conclusion might lead to specific changes and developments in ELT curriculum followed by the department. In this respect, it can be articulated that being aware of the ELT students' perceptions can help teachers and curriculum designers to increase quality of teaching and learning processes.

Limitations

There are some limitations and shortcomings of the study which have to be pointed out. Firstly, much as the data obtained through data collection and analysis

may provide valuable information about the perceptions of ELT students at Hacettepe University, the findings cannot be generalized to the larger population, since the study was conducted at only one state university, as well as in only one city, Ankara.

Secondly, the sample of 130 students who come from different cities of Turkey; have different educational backgrounds, language education experience, beliefs, opinions and feelings which may affect students' tendencies while responding to questionnaire items. While the semi-structured interviews conducted with 10 interviewees provide a great deal of valuable information, as well as adequate, to make inferences about the rest of the participants, the questionnaire does not provide as much detailed information as the semi-structured interviews about the issues mentioned above.

Thirdly, students' responses to the questionnaire and interview may change in time based on various reasons. Since the cross-sectional study design is used to gather data at a single point in time, these changes cannot be measured.

Lastly, the questionnaire couldn't be administered to whole students studying ELT at Hacettepe University due to absenteeism, sickness and other reasons.

Chapter 2
Literature Review

What's Culture?

Many researchers have carried out many studies on culture and tried to define it according to their perspective. Geertz (1973) defines culture as "a historically transmitted pattern of meanings embodied in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about and attitudes toward life" (p. 89) , and he emphasizes the importance of the study of external symbols for expressing culture (Korobov, 2006).

According to Kachru and Smith (2008), it is hard to define what culture refers to, however they view it as a concept belongs to both the past and the present day; it shapes how we speak and behave, consequently; it is shaped by them as well. It is a changing living system apart from a rigid, fixed and stable system. Corbett (2003) defines the culture as "the relationship between its core beliefs and values, and the patterns of behavior, art and communication that the group produces, bearing in mind that these beliefs and values are constantly being negotiated within the group" (p. 20).

American anthropologist Goodenough (1964b) defines the anthropology as a discipline dealing with the study of "the natural history of man" (p. 1). In accordance with this definition, anthropologists have took on the task of understanding the aspects of human life in the past and the present. As one of the proponents of cognitive anthropology to studying culture, Goodenough's most frequently cited definition for culture is as follows:

> A society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members. Culture is not a natural phenomenon; it does not consist of things, people's behavior or emotions. It is rather an organization of these things. It is the form of things that people have in mind, their models of perceiving, relating, and otherwise interpreting them. (1964a, p. 36)

Therefore, culture is regarded as the system of knowledge shared by people. Furthermore, he argues that culture consists of some certain standards which are to be learned by every single individual to perceive events around him/her, evaluate and act properly as the member of the community (1971).

From the perspective of social anthropology, which studies on human communities, culture is regarded as a catchphrase that shapes the way how people think, feel and behave and constitute the specific patterns. Moreover, culture is not only learned but also shared by the members of the same society. It is defined as "the collective programming of the mind that distinguishes the members of one group or category of people from others" by the social anthropologists (Hofstede, G., Hofstede, G.J., & Minkov, 2010, pp. 5-6). Quinn and Holland (1987) view the culture as knowledge that shared by people and define it as the thing that people "must know in order to act as they do, make the things they make, and interpret their experience in the distinctive way they do" (p. 4).

Surely, there are some aspects that should be taken into account while examining a certain foreign language culture. Each culture holds a great deal of practices performed and artifacts produced by each person or a group of people, those of which carry specific meanings to be analyzed. Every work of art symbolizes and is stemmed from practices; thus, this makes them meaningful as well. The parts of social reality, norms and the fundamental rules, which emerge and are accepted with consensus, get the practices become meaningful. In social reality, existence of shared meanings enables people to feel the part of society. Accordingly, shared meanings are the products and artifacts of the culture. Regardless of being associated with the field of art, both cuisine and dressmaking, artifacts, are the concrete indicators blended with the cultural meanings (Byram, 1989).

Cultural differences. The starting point of being aware of the cultural differences is having the consciousness of the fact that each person grows up in a different social environment. The second step is achieved through increasing one's knowledge as much as possible as regards the target culture-including the knowledge about their 'symbols', 'heroes' and 'rituals'. What is more, one should have an intention to understand how much the target culture is either similar to or different from his/her own culture—besides, whether the target culture has common values with his/her own culture or not. And with practicing their rituals and recognizing their symbols and heroes comes to fruition and results in having a better understanding of target culture (Hofstede et al., 2010).

Differences between cultures could be noticed with the help of indicators. Hofstede et al. (2010), specifically, define these indicators as the manifestations of

culture including "symbols, heroes, rituals, and values" (p. 7) and while they put the values in the core, the symbols are located to the surface with the intention of showing their depth. As it is seen in Figure 1, the manifestations of culture is represented in the 'onion' diagram.
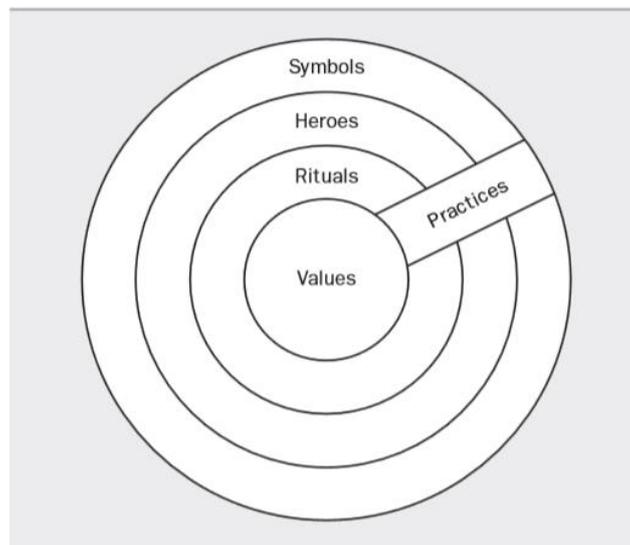
Figure 1. The Onion diagram. Reprinted from *Cultures and organizations: Software of the mind* (p. 8), by G. Hofstede, G. J. Hofstede, and M. Minkov, 2010, USA: McGraw-Hill. Copyright 2010 by Geert Hofstede BV.

According to Hofstede et al. (2010) symbols is the category covering "words, gestures, pictures, or objects... dress, hairstyles, flags and status symbols" (p. 8) having certain meanings which make sense merely to the people from the same culture; heroes is the category covering "persons, alive or dead, real or imaginary" (p. 8) that are idolized and greatly admired figures with their characteristic properties having the impact of shaping the behavior patterns; rituals is the category covering "ways of greeting and paying respect to others, as well as social and religious ceremonies. Business and political meetings... discourse, the way language is used in text and talk, in daily interaction, and in communicating beliefs" (p. 9); values is the category covering "broad tendencies to prefer certain states of affairs over others...feelings with an added arrow indicating a plus and a minus side" (p. 9). Symbols, heroes, and rituals are grouped under the category of practices in that they could be noticed by everyone; nevertheless, they make sense only for the people within the same culture. At the same time, their cultural function could be grasped only by them. As it is explained, the reason of locating the symbols to the

outer surface is that they are likely to arise as new ones and vanish as they go out of date. In addition, cultural symbols, in general, are adopted by the other cultures.

The ever-growing technology and World Wide Web make various considerable changes that are hard to follow. However, Hofstede et al. (2010) assert that developing technology and its products do not have the power to alter the values of the nations. What is more, in their book, they use the Coca-Cola consumption by Turks example to show that drinking Coca-Cola does not result in starting to have shared values between the young generations of Turkish and American people. This new trend is just the indicator of changes in the symbols and heroes rather than values. This is because of the fact that values are the tendencies and feelings that are acquired in the childhood which definitely makes them stable .That' s why changes in culture may occur slower in values rather than in practices that can be acquired throughout one's entire lifetime.

A Short History of English

English was born in the fifth century, and as other languages, it has changed over time.

Pre-English Period. With the Roman invasion of Britain, in 55 BC, Latin became the official language of the country which was Celtic before. People from different parts of the Roman Empire brought their language with them to Britain. Moreover, the number of people who speaks Latin declined as a result of English becoming the language of administration, between the 17th and 19th centuries, of lots of countries by the powerful effect of colonization. However, initially, it was the language of the elite and used from elites from different countries to maintain international communication.

Old English (c.450-1100). With the invasion of Germanic tribes, the Angles, the Saxons, and the Jutes of Britain in 449 AD, the history of the English language began. With the arrival of the invaders, the Anglo-Saxons, the local people were made to move to the northern part of the Britain. They were speaking Germanic dialects, which led to changes in language of the country. Even if Latin kept its leading position as a written language, due to the effect of the Church, Old English started to be used and the first works in Old English literature were produced in this period. Afterwards, Scandinavian Vikings settled in Britain and changes in the

language continued. Scandinavian languages remarkable effect was clearly seen in the north of England and different dialects of English were developed. During this period, King Alfred ordered many important texts to be translated from Latin to English.

Middle English (c.1100-1450). In 1066, with the invasion of Normans of England, French became the official language of the country and led Old English to become Middle English with lots of linguistics effects on the language. The transformation of the language was taken place with phonetic, spelling and grammatical changes in the language. Many French words entered English as well. Although Old English employed inflections (usually making changes in the word' endings) to show grammatical meanings of the words, Middle English replaced a number of inflections with using word order to indicate the grammatical functions of the words. People who were considered as literate were expected to speak three languages, Latin, English, and French, at the same time. Most importantly this was a fruitful period for the development of English literature with the production of great literary works by writers like Geoffrey Chaucer and starting point of Middle English turning into modern English.

Early Modern English (c.1450-1750). Following the Middle English period, early Modern English period covers the Renaissance, the Elizabethan Era and the Age of Shakespeare. It is the time when the modern European nation-states emerged. The Church and Latin lost their importance and power. In addition to other important institutions, the oldest national scientific institution, The Royal Society, was founded in England. New scientific discoveries started to be written not in Latin but in English. Britain's overseas trading expanded and with colonization of India and America English were brought into these colonies. With the progress in printing press, in 1473, the first English book was printed. In the 16th century, English also gained importance as a foreign language when it was started to be taught in Holland and France.

Modern English (c.1750-1950). English gained status as the national language. With the publication of new dictionaries (e.g., *Johnson's Dictionary* and the *Oxford English Dictionary)* and grammar books, it was aimed to bring standardization to English and encourage correct use of language. The Industrial Revolution created a demand of using English as the international language to meet

the need of advertising sector. With the invention of the telegraph, in 1837, English became the language of the long-distance communication and brought people closer together. The rise of The British Empire enabled using English as a medium of instruction across the world. French became less preferred language for international communication than English. The first television advertisement was appeared on screens in America.

Late Modern English (c.1950-). With the decline of British imperial power, majority of British colonies declared their independence and different varieties of English arose with the effect of their native languages. The field of teaching English became a leading private-sector industry. After World War II, the dominance of American culture and its economic power made the American English (AmE) the most powerful variety all over the world. The Internet, American invention, was emerged in the 1970s. In 1989, TV channels in English, like CNN, started their broadcasting around the world.

Standard English

With the rise of urbanization and development of the modern state in the fifteenth century, a standard language arose. So that, English which differs from region to region became more standardized. However, it led to rise of the term 'accent' which results from transferring the phonetic patterns of mother tongue to the second language. The consequence is similar when a person learns a new dialect different from his/her native dialect, s/he has difficulties in giving up his/her language habits (Halliday, McIntosh & Sterevens, 1964).

In his book, Widdowson (2003) explains the terms like the virtual language, dialects and registers under the heading of "English as an international language" (EIL). Dialects refer to varieties of a language that have a common history together with communal developments. It requires dependency on the language as well. On this basis, as sharing the same history, the dialects in England differ from the other varieties. Furthermore, Ghanaians and Nigerians have proclaimed their language independence, behaved accordingly, and started to use a different virtual language unlike English. As to registers, while dialects imply considering different groups of people, registers, a variety of language, imply considering different types of communication. Namely, it means using the language for professional and

academic purposes, such as "business, banking, commerce, various branches of science and technology" (p. 54).

Halliday et al. (1964) yield the definition of dialect and register, variations of languages. If the variation is based on language user it is dialect, but if it is based on language use it is register. It is known the existence of some countries in which different dialects areas in the same community, such as German and China. As for registers, people use a certain type of language for a certain type of situation. As Bhatia (2014) stated when the language changes, so does its function. Furthermore, each person poses a unique style while using the language which is associated with the use of grammar, vocabulary and even punctuation in writing.

The issue of whether the native speakers of English are undoubtedly the only owner of the language has been debated by the scholar for many years (Jenkins, 2000). Widdowson (2003) agrees that English people are the ones who speak English as their first language (L1) and acquire it during their early childhood. Even it might be considered illogical to defend such an idea, it is a truth that English language is the part of their heritage and they are the ones who used it as the first time. Hence, they have the right to claim their ownership of it. He suggests that if one looks for a preserved and a pure language of English, it is the place where they can find it. Of course, there are other types of English that used in other countries and regions of the world. Unfortunately, they are not the original one that continues its enrichment under English protection and possesses certain standards determining its quality. Therefore, Standard English enables language users to communicate successfully and guarantees standards of intelligibility, language users understand one other through existing language standards. Over time, expansion of the language makes its change inevitable; however, these changes should not take the language so far away from its standards making it no more a language of international communication.

He also reminds us to consider that according to native speakers in Kachru's Inner Circle, there are other native speakers of English language (e.g. Americans and Australians) different than the English. From a historical perspective, even they are not the first speakers of the language, today as being its native speakers, they own the language as well. That is to say, English language is not the property of one single community.

He explains Standard English as the language variety that is the subject of the grammar books and dictionaries; socially accepted and considered proper to be used by instructions. It is the only guide for the English language learners to rely on and learn how to use the language properly. Since there is no other variety of English that is explained and defined in grammar books or other materials as to provide input for the target language learners.

The reason for necessity to learn and use Standard English is to increase the number of the one's audience while expressing himself/ herself, which is similar in writing. S/he might not be approved by the owners of the language and lose face when s/he neglects proper use of language. In this respect, what s/he expressed most probably would lose its significance (Widdowson, 2003).

Relationship between Language and Culture

As for Byram (1989) "for individuals or for whole groups, regions or nations, language is a way of marking cultural identity comparable to other cultural markers such as dress, housing, or social institutions" (p. 40). Language itself prominently contains both the values and the meanings of a culture. Due to the fact that it is being a symbolic and show-through entity, it is an independent structure and stands for the culture the most distinctively in the works of literature. Furthermore, it goes beyond itself and bear the meanings of culture, which endangers its independence. Even if the language user does not aim for implying those meanings deliberately, their existence in language use is inevitable and unavoidable. So that, the fact that learners' recognition and understanding of the meanings of a specific language means recognizing and understanding of the culture (Byram, 1989).

According to Kachru and Smith (2008) the relationship between language and culture has been subject to dispute for many years. Some linguists support the idea that language should be considered as a single and indiscrete unit isolated from the culture and society. The language is considered as a more concrete concept. On the other hand, the others claim just the opposite; they believe language cannot stand alone, linguistic systems develop together with the way how language is used and are influenced by the impact of sociocultural practices on the way how the language is used. It is believed that language is not a rigid, fixed and

stable system, in fact, it changes and evolves; and changes in language keep taking place over time.

Byram (1989) points out that "language is inseparable from `culture'", thus studying a target language brings about accumulation of knowledge concerning the target culture for the individuals (p. 23). And the point when they learn how to use the language properly, they acquire the ability to communicate with the members of the target culture. However, it has been seen that it is not so easy to acquire the ability for using language at schools, which leads language teachers to battle for teaching language skills with the help of various methods and as a result of that learners' personal education about themselves and others is hindered.

Byram interprets Vygotskian perspective as Vygotsky considers language as a tool to raise awareness in children being parallel with schema theory, which is explained as interaction with other people is the first phase and results in schema formation in children, afterwards schemata are gotten changed, adjusted and hold the key for reformation by means of the impact of new experience. Therefore, the psychological view to acculturation is developed depending on examination of cultural meanings by means of the concept of schemata, besides it is likely to develop a schema through the help of linguistic analysis.

Each person's knowledge on a specific culture and to what extent they understand the culture are determined according to his /her experience in this culture and along with this his/her ability for acquisition of that language. Accordingly, the specific culture and its language are unquestionably the part of each individual, which proves the fact that the improbability of their exclusion from the existence of an individual (Byram, 1989).

Culture in Language Teaching

As Pulverness (1996) states the fact regarding ELT in the 1970s:

English was seen as a means of communication which should not be bound to culturally-specific conditions of use, but should be easily transferable to any cultural setting. Authenticity was a key quality, but only insofar as it provided reliable models of language in use. Content was important as a source of motivation, but it was seen as equally important to avoid material which might be regarded as 'culture bound'. Throughout the 1970s and much of the 1980s, syllabus design and materials writing

were driven by needs analysis, and culture was subordinated to performance objectives. (p. 54)

Nevertheless, the steps of the integration of the culture into the curriculum have been taken lately and the proponents of the intercultural approach shed light on the social functions of the language in addition to its main role of bringing the information gaps together. In parallel to this, "the 'four skills' of reading, writing, listening and speaking" have gained significance with the intent of providing language learners with culture-integrated lessons to possess cultural skills; through this a language learner becomes an intercultural learner and contributes the interaction of people that do not speak with the same language and its varieties as a negotiator (Corbett, 2003, p. 2).

As Corbett (2003) asserts the fact that many educators have scrutinized the intercultural approach to the second language teaching since 1980s brought about a need to take another look at the answers of the questions of "what language does, and what a language course should seek to achieve" (p. 1). In this respect, he criticizes today's communicative methods of second language teaching for not giving enough prize to culture and underestimating its impact only by focusing on language as a tool for communicating information. Stern (1992) proposed eight techniques and approaches to culture teaching which are:

- Creating an authentic classroom environment (e.g., classroom decorations and
- displays and exhibitions of realia);
- Providing cultural information (e.g., cultural aside, culture capsule and culture cluster);
- Cultural problem solving (e.g., culture assimilator);
- Behavioral and affective aspects (e.g., role play and simulation);
- Cognitive approaches (e.g., student research);
- The role of literature and humanities (e.g., watching a play or film and literary reading);
- Real-life exposure to the target culture (e.g., pen-pals, visits to the class by native people, and experience abroad);
- Cultural community resources (for example, learning the target language in its country through using the everyday environment).

A language teachers should have effective cross-cultural communication skills to ease the difficulties in encouraging students to develop interpersonal relationships. Having these precious skills for interpersonal relationship demonstrates that the person is able to figure out the connection between the language and cultural meaning. It is a fact that exposure to different cultural contexts and increased personal experience result in a better understanding of different culture and its people (Bonvillain, 1993).

Communication among people cannot be established just by using words. People use nonverbal communication, their body language and expressions to convey their feelings and messages to other people effectively. Nonverbal communication involves in 'kinesics', including "gesture, facial expression, eye contact and body posture", and 'proxemics', including "uses of touch and … personal space"; each plays a crucial role in communication (Bonvillain, 1993, p. 30). For example in Asian countries, bowing is used to show respect and greet each other. The way how a person bows to another represents the status of both people. A lower ranked person should bow longer and more deeply to higher ranked person, it is the same when a younger person greets the older one. However, people of the same rank bow to each other at the same depth and time (Morsbach, 1988). For example, it might be thought that these nonverbal cues have the same meaning all around the world; however, they might be culture-specific, namely they might mean something different from one culture to another. Thus, cultural diversity is the main reason for the misunderstandings caused by misinterpretation of the nonverbal acts. The problem may occur for two reasons. One is that the listener may not be aware of the behavior used by the speaker, so the message cannot be transmitted. The other is both people use the same action for communication but with a different meaning.

Even silence is considered an act of nonverbal communication to communicate messages, but Bonvillain (1993) warns about the significance of the cultural norms for the interpretation of silence. For instance, silence has a greater importance for communication expressing feelings and understanding intentions of others in Japan. Many scholars agree that verbal communication is made subordinate to nonverbal communication in Japanese culture (Cohen, 1991; Hall &

Hall, 1990; Kasahara, 1986; Lebra, 1976; March, 1990). Silence is associated with virtue and indication of respectability and trustworthiness by McDaniel (1993).

Second language learners are the outsiders that observe the culture of the target language. Even if they do not have inclination to embrace the beliefs and practices of that culture, they have to be keen on understanding all those beliefs and practices for the sake of understanding the language itself. Therefore, the language not only goes beyond functioning as communicating information but it also serves as a bridge between cultures and forge a close bond between them with regard to individual and group identities (Corbett, 2003).

Byram (1989) remarks that foreign language teaching consists of three interconnected terms; "language use, awareness of the nature of language, and understanding of foreign and native culture", they all implicitly complement one another and contribute to education of learners in general. For instance, the more language learners use the target language, the more nature of language awareness they have. In the same way, getting batter comprehension of foreign and native culture enables the language learners to become more proficient language users and use the language with delicacy.

Learning a different culture is viewed as a social process; and it is marvelous that, under the concept of EIL, it contributes to one getting to know his/her own culture in a better way with reference to other people's culture. Then this perspective gives rise to attempts to find out reasons to make the culture learning the part of the language course and beyond this making the notion of culture a content providing motivation (McKay, 2002).

Brown (1986) is one of those people who support the idea of integrating culture teaching in language learning, and he notes that culture is essential for the connection between language and thought. Traditions, behaviors, habits and cultural patterns are indicated through language, and culture specific ways of perceiving of the world are indicated in language as well.

Stern (1992) believes that much as the duty of curriculum development is assigned to experts in the field, other input providers, such as classroom teachers—the curriculum implementers—parents, citizens and especially the opinions and attitudes of students should be involved in the process, which leads to more relevant

and applicable curriculum. A good curriculum should be flexible and adaptable and should provide teachers with freedom of adaptation under certain circumstances.

Stern (1992) proposed four types of language teaching goals including proficiency goals, cognitive goals, affective goals and transfer goals and states that they might constitute the learner objectives as well. He presumes that lots of students study a language in order to acquire or develop second language proficiency, which is the primary objective of language teaching including mastery of four skills and abilities. Whether language learners have their specific learning purposes, or whether they have adequate language experience affects the degree of proficiency objectives. It is proposed that for the students with specific purposes or identified needs, concrete and specific proficiency objectives should be established, on the contrary, for the students with more general or vague purposes, abstract and general objectives should be set. Identifying and setting cognitive goals should not be neglected in language teaching due to their profound effect. Firstly, the goals might include the knowledge of the target language and also the knowledge of target culture and society. Furthermore, they might serve for the development of cognitive skills, such as gathering data, sorting, problem-solving and so forth, so that they have the power to increase the value of the language course. As for affective goals, they are designed to help individuals to develop positive feelings about the target language, the target language speakers and themselves as language learners. Lastly, transfer goals relate to transferring his/ her experience and ability in new learning situations.

As Corbett (2003) stated intercultural language courses are designed with the tasks that require learners' active participation to weave the cultural information and the result of this could be seen as a behavioral change of language use for the learners. Besides, language teachers are supposed to be fully qualified in terms of having comprehensive knowledge of using specific strategies, as an illustration, "the way that language genres serve cultural needs, how language can negotiate cultural identity, and how written, spoken and visual texts can be 'read' as messages about cultural affiliation" to design such that course (Corbett, 2003, p. 33).

Popescu and Iordachescu (2015) aimed at in their study to find out whether intercultural education elements would be added to the current academic curriculum. That is why they decided to conduct an experiment on, total of 66

students, undergraduate and graduate students in English Teacher Education, and on graduate students of Economics. Initially, a test on metaphorical language and a questionnaire were assigned to collect information on intercultural knowledge and attitudes of the participants. They informed the participants about the elements of contrastive lexical analysis paying special attention on common and different things between British English (BrE) and Romanian, as well as the common and different things between the cultures of two countries; besides, students underwent linguistic and intercultural training during the semester. To compare the participants, they assigned a final test and questionnaire with similar purposes. Through the findings they detect that initially participants of three groups were lack of knowledge on cultural differences and how to teach culture. However, they were open to learn about other cultures. At the end of the study, a considerable development in students' linguistic and cultural knowledge occurred and students expressed their eagerness to take intercultural education in their language courses with future amendments in curriculum.

The empirical study carried out by Byram (1989) revealed that teachers with their answers to interview questions asserted that cultural studies in language teaching are essential in teaching in terms of progress of children and targets of the course. Moreover, they mostly remarked that cultural learning is essential to pave the way for students to learn about other cultures' way of living, which may serve to change learners' perception toward other people and change them to become more understanding of others; therefore, they have the chance to have the point of view to lessen the limitations in their own life. And also, there is a common idea shared by these teachers that it has a positive effect on learners' personal characteristics. Integration of cultural information attracts students' interest towards lesson, makes the language learning more concrete using it in the context and nourishes the lessons when language learning is blocked with the idea of being restricted with sort of boundaries. Some of the teachers underlined the importance of culture to present the evidence of the reality of the culture for the learners.

One of the most confronted problem in Cultural Studies is that in the first years of foreign language learning, when the language learners aged between 11 and 13 years old, they are unable to express complex meanings in relation with the level of cultural meanings they have already acquired. In addition to this, although

learners have not become proficient in terms of cultural competence in their home culture, the target culture is generally examined with the adult terms that would not be understood by the learners. Namely, not only the second language learners' low language proficiency level, but the most frequently resourced cultural terms are above the cultural competency level of the learners. Ongoing development steps for new approaches to teach target culture together with the target language for advanced learners are the example of cure the problem (Byram, 1989).

Studying on culture requires shifting the attention from language to its speakers, the place where they live, their life style, their thoughts, feelings and behaviors (Stern, 1992). As Stern (1992) expressed "language and culture are interwined" and culture is essential for language teaching to be achieved without culture (p. 205). To understand the concept of culture two stages are to be examined: the first is before World War I, the latter is after World War II. In the first stage, for learning a new language and its literature, it is necessary to learn about the country where the language is spoken and the people of the country. That is why, country's history, geography, institutions, achievements in arts, music, science and in other fields should be included in culture teaching. In the second stage, with the developments in social science, especially in anthropology and sociology, the focus in culture teaching shifts to life styles of the speakers of the target language namely their behaviors in everyday life, values, beliefs, attitudes and all the aspects that constitute the society.

As Alptekin and Alptekin (1984) argued there are two opposing arguments that put forwarded to explain teaching EFL (English as a foreign language). One of those is goals of teaching a foreign language can be achieved when teaching is built upon the socio-cultural norms and values of the target language country. The other is teaching a foreign language should be purged of its home culture dominance. Namely, teaching a foreign language does not aim to make learners accept the cultural aspects, beliefs, ideas, values and so on, of the target language or turn the learners into individuals who possess a bicultural identity. They studied them both and came to a conclusion that what works well for learners to personalize and internalize the language input is to use global and home country contexts rather than using foreign country's unknown nationally based contexts. Furthermore, creating situations, specifically inspired by students' needs and interests, where

students are able to experience using of English both in their home country and in the English speaking country should be one of the goals of language courses to be realized.

When a language learner communicates with a native speaker s/he starts to perceive the target language as a living reality. Through interaction or observation while visiting abroad they get to know about the target language speakers' life style, behaviors in everyday life and customs. For a deeper understanding of the target language speakers, the language learners should be encourage to familiarize with the differences between people with regard to their socioeconomic status, occupation, and age. Providing students with knowledge on art, music, literature, prominent people and their achievements in different fields help them to discover the common values and knowledge held by the target community. Furthermore, even learners with special interests in art, music and other cultural would feel more motivated towards language learning (Stern, 1992).

English as an International Language

Smith (1976, in McKay, 2002) proposed the definition of 'international language' as a language that "is used by people of different nations to communicate one another (p. 11). McKay points out that the English language is used not only for the communication of the people within the same country but also for the communication of the people from countries all over the world which explains its use as an international language.

As being the means of international communication, how English spread around the world and what happened when it spread out have been discussed widely (e.g. Crystal 2003; Graddol, 1997; Widdowson 1997, 2003). Many scholars stated that there has not been any other language spread so widely and become a global language like English (Quirk & Widdowson, 1985; Smith, 1938). Kachru and Nelson (2001) noted that English has become "the most widely thought, read, and spoken language" ever (p. 9). Widdowson (2003) suggests that English becomes the means of international communication not by distribution of an unchanged and a complete set of encoded forms, but by spreading as a virtual language which is used for various ways and reasons. As for him, distribution and spread are two notions independent from each other. While the distribution of language refers to

accepting the language as it is with its stabilized coded forms and using it in different regions by different people, the process of virtual language spread is mainly about adaptation of language. When the virtual language spreads, it is actualized in different ways and local constraints take its control. Based on this, how the language is used is determined in terms of the local needs and contexts. Ghanaian and Nigerian Englishes, two examples of the spread of English, are quite far away from to become the variant of English and they are considered as "another English".

According to Pennycook (1995) the spread of English can be explained and understood mainly by scrutinizing the functionalist perspective which emphasizes choice and its usefulness, and from the point of this perspective, worldwide spread of English is natural (although the spread was triggered initially by colonization ,after then it evolves naturally by the impact of global forces comes with the globalization), neutral (different than the other local languages, it has dealings with neither cultural nor political issues), and beneficial (people can benefit from the advantages provided by English only by using it).

Smith (1983) states that "the spread of English is not a homogenizing factor which causes cultural differences to disappear, but the use of English offers a medium to express and explain these differences" (p. 11). The spread of English is considered as a tool which enables the language users to communicate and express the cultural differences between them.

Crystal (2003) notes that a language acquires a global status when it plays "a special role that is recognized in every country" (p. 3) and the language acquires this status by two ways: either by recognized as a country's official language or by having a high priority to be taught as a foreign language. The countries that give a special status to English and their estimated number of English speakers are shown in Table 1.

Table 1

Countries in which the English language has a special status

Territory	Population (2001)	Usage Estimate
American Samoa	67,000	L1 2,000 L2 65,000
Antigua & Barbuda (c)	68,000	L1 66,000 L2 2,000
Aruba	70,000	L1 9,000 L2 35,000
Australia	18,972,000	L1 14,987,000 L2 3,500,000
Bahamas	298,000	L1 260,000 L2 28,000
Bangladesh	131,270,000	L2 3,500,000
Barbados	275,000	L1 262,000 L2 13,000
Belize	256,000	L1 190,000 L2 56,000
Bermuda	63,000	L1 63,000
Botswana	1,586,000	L2 630,000
British Virgin Islands (c)	20,800	L1 20,000
Brunei	344,000	L1 10,000 L2 134,000
Cameroon (c)	15,900,000	L2 7,700,000
Canada	31,600,000	L1 20,000,000 L2 7,000,000
Cayman Islands (c)	36,000	L1 36,000
Cook Island	21,000	L1 1,000 L2 3,000
Dominica (c)	70,000	L1 3,000 L2 60,000
Fiji	850,000	L1 6,000 L2 170,000
Gambia (c)	1,411,000	L2 40,000
Ghana (c)	19,894,000	L2 1,400,000
Gibraltar	31,000	L1 28,000 L2 2,000
Grenada (c)	100,000	L1 100,000
Guam	160,000	L1 58,000 L2 100,000
Hong Kong	7,210,000	L1 150,000 L2 2,200,000
India	1,029,991,000	L1 350,000 L2 200,000,000
Ireland	3,850,000	L1 3,750,000 L2 100,000
Jamaica (c)	2,665,000	L1 2,600,000 L2 50,000
Kenya	30,766,000	L2 2,700,000
Kiribati	94,000	L2 23,000
Lesotho	2,177,000	L2 500,000

Territory	Population (2001)	Usage Estimate
Liberia (c)	3,226,000	L1 600,000 L2 2,500,000
Malawi	10,548,000	L2 540,000
Malaysia	22,230,000	L1 380,000 L2 7,000,000
Malta	395,000	L1 13,000 L2 95,000
Marshall Islands	70,000	L2 60,000
Mauritius	1,190,000	L1 2,000 L2 200,000
Micronesia	135,000	L1 4,000 L2 60,000
Montserrat (c)	4,000	L1 4,000
Nambia	1,800,000	L1 14,000 L2 300,000
Nauru	12,000	L1 900 L2 10,700
Nepal	25,300,000	L2 7,000,000
New Zealand	3,864,000	L1 3,700,000 L2 150,000
Nigeria (c)	126,636,000	L2 60,000,000
Northern Marianas(c)	75,000	L1 5,000 L2 65,000
Pakistan	145,000,000	L2 17,000,000
Palau	19,000	L1 500 L2 18,000
Papua New Guinea (c)	5,000,000	L1 150,000 L2 3,000,000
Philippines	83,000,000	L1 20,000 L2 40,000,000
Puerto Rico	3,937,000	L1 100,000 L2 1,840,000
Rwanda	7,313,000	L2 20,000
St Kitts & Nevis (c)	43,000	L1 43,000
St Lucia (c)	158,000	L1 31,000 L2 40,000
St Vincent & Grenadines (c)	116,000	L1 114,000
Samoa	180,000	L1 1,000 L2 93,000
Seychelles	80,000	L1 3,000 L2 30,000
Sierra Leone (c)	5,427,000	L1 500,000 L2 4,400,000
Singapore	4,300,000	L1 350,000 L2 2,000,000
Solomon Islands (c)	480,000	L1 10,000 L2 165,000
South Africa	43,586,000	L1 3,700,000 L2 11,000,000
Sri Lanka	19,400,000	L1 10,000 L2 1,900,000
Suriname (c)	434,000	L1 260,000 L2 150,000

Territory	Population (2001)	Usage Estimate
Swaziland	1,104,000	L2 50,000
Tanzania	36,232,000	L2 4,000,000
Tonga	104,000	L2 30,000
Trinidad & Tobago (c)	1,170,000	L1 1,145,000
Tuvalu	11,000	L2 800
Uganda	23,986,000	L2 2,500,000
United Kingdom	59,648,000	L1 58,190,000 L2 1,500,000
UK Islands (Channel Is, Man)	228,000	L1 227,000
United States	278,059,000	L1 215,424,000 L2 25,600,000
US Virgin Islands (c)	122,000	L1 98,000 L2 15,000
Vanuatu (c)	193,000	L1 60,000 L2 120,000
Zambia	9,770,000	L1 110,000 L2 1,800,000
Zimbabwe	11,365,000	L1 250,000 L2 5,300,000
Other dependencies	35,000	L1 20,000 L2 15,000
Total	2,236,730,800	L1 329,140,800 L2 430,614,500

Note. (c) identifies the countries where the majority of population speaks Pidgin or Creole English. Reprinted from *English as a Global Language* (pp. 65), by D. Crystal, 1997, New York: Cambridge University Press. Copyright 1997 by David Crystal.

There are seventy five countries where English possesses a special status. The data are based on the national population estimates for 2001. According to estimates, as illustrated, there are 329 million people who use English as their L1 and 430 million people who use it as their second language.

Today, the speakers of English are more than the speakers of any other language and it is considered as the most accepted language used as a lingua franca across the world (Crystal, 1999). And due its feature of hybridization, English has a long history of borrowing words and expressions from any language with which it is contact, and today all varieties of English borrow words from other languages. In view of the fact that there are more contact is made with other languages today, and more words are borrowed from other languages than in the past. According to records of *the Oxford English Dictionary*, there are a large number of words came from more than 350 languages (Crystal, 1999).

Crystal (1999) suggests that language teachers should create a learning environment where learners are able to experience different types of English varieties so that they can be aware of the linguistic diversity of the language and equipped with the necessary knowledge to survive in certain circumstances. Further to this, teachers should encourage students to get a positive perspective on principles of usage.

Kachru (1985) developed a model to classify English language speakers based on the status of English in their countries and show the various roles that English plays across the World. Kachru's "Three circle model of World Englishes" consists of three concentric circles, the Inner Circle, the Outer Circle and The Expanding Circle, which refer to the spread of English around the world. The Inner Circle is made up of norm-providing, native-speaking countries where English is the first language of the countries including the US, the UK, Ireland and so on. The Outer Circle is made up of norm-developing countries where English is not taught as the mother tongue but a second language (L2) in a multilingual setting. Those countries include India, Malaysia, Singapore, Nigeria and so on. The Expanding Circle is made up of norm-dependent countries, including Japan, China, Russia, Korea, Egypt and so on, where English is used as a foreign language or an international language. When English has no special status and is regarded as "just another language" (p. 36) it is a foreign language; however, when it gains a special status through being admitted as a court language, being used as the medium of instruction, being used on radio and television programs and so on, it is a second language (Strevens, 1992). According to Kachru and Nelson (2001) each language goes through different stages during its lifetime, especially in multilingual countries its status shows variations. These three concentric circles are illustrated in Figure 2 below.
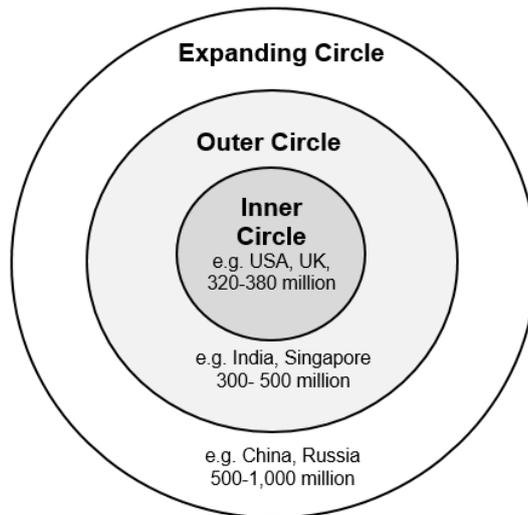
Figure 2. Kachru's "Three circle model of World Englishes". Reprinted from *English as a Global Language* (p. 61), by D. Crystal, 1997, New York: Cambridge University Press. Copyright 1997 by David Crystal

Kachru's theory of three concentric circles contributes to understanding of the development of English (Graddol, 1997). In the Inner Circle, the native-speakers of English moved to and settled in new countries which leads to spread of English and development of new varieties of English in these countries. In the Outer Circle, English spread through the colonization of the countries in the outer circle by the English-speaking countries. As a result of this, the second language varieties are developed. In the Expanding Circle, English spread through the foreign language study and the countries in this circle depend on the norms produced by native-speakers of English (McKay, 2002).

Crystal (2003) notes that there is no single source consisting of the total number of English language users in the World. That's why, various sources should be used to provide estimates for the total number of the speakers. As to McKay (2002), though it is hard to come up with the precise number of English users, it is a very fact that the number of people who have some acquaintance with the English language is large, and it is increasing day by day. Especially, the countries of the Expanding Circle seem highly promising in terms of the spread of English. Furthermore, the number of the English speakers in the Expanding Circle surpass the number of the English speakers in the Inner Circle (Kachru, 1992; Kachru & Nelson, 2001).

Today, a good many new English varieties continue their existence in different parts of the world and are being used to communicate internationally by the language users. With the spread of English and increasing number of non-native varieties of English, many scholars started to be interested in the concept of intelligibility and carried out various studies on the concept where communication problems between the native and non-native speakers of English revealed (Bansal 1969; Tiffen 1974; Smith 1992). Contrary to traditional perspective which overrates the native varieties as being more superior, intelligible and prestigious than the non-native verities, a large number of scholars (Jenkins, 2000, 2006; Kachru, 1997) have emphasized that the international intelligibility has taken precedence over using a particular native accent for global communication. There are more speakers of nonstandard verities of English who take part in international communication than standard verities of English and make the language as their part and own property (Scales, Wennerstrom, Richard, & Wu, 2006).

Smith and Nelson (1985) claim that with the increased number of international intelligibility studies, it is concluded that non-native speakers of English have the right to decide what is intelligible, as well as native speakers of English. So, now, studies on the international intelligibility focus on the communication between native and non-native speakers, between native speakers of different communities, and between non-native speakers of English. They find out the degree of intelligibility depends on both the speaker and listener, namely the interaction between them. For further understanding of international intelligibility and to clear up any confusion about it, they find it necessary to illuminate these three terms:

intelligibility: word/ utterance recognition;

comprehensibility: word/ utterance meaning (locutionary force);

interpretability: meaning behind word/ utterance (illocutionary force). (p. 334)

Moreover, they noted that although the word recognition was the only criterion for understanding once, understanding the meaning of the word and meaning behind the word have a great importance to avoid failure during interaction. Smith (1992) consider these terms as degrees of understanding, namely while intelligibility stands for the lowest level, interpretability stands for the highest level of

understanding. He claim that there are various varieties of English all around the world which have already become unintelligible to one another for two hundred years, which is an expected and inevitable result of the worldwide spread of any language.

World Englishes

The notion 'World Englishes', propounded by Braj B. Kachru and Larry E. Smith in 1985, indicates different varieties of English used by different nations, countries all around the World. English is in the first place of all languages being the most commonly used language for the communication between different cultures and nations, even there was not a language in the history which gained wide currency as English. World Englishes function differently in various countries; English is the primary langue of the U.K. and U.S. used by the large proportion of the population, the second language for communication within the nation and between nations in countries like Nigeria and Singapore, and used merely for communication between nations ,such as in Brazil and China. Currently, the number of people who use it as L2 and just for international communication, contributing its widely using, is higher than the number of people who use it as the primary language. Being aware of the different varieties of English and their impact on culture, society and how people perceive the world is of the utmost importance for successful interaction among different by variety users (Smith & Forman, 1997).

The objects of using English and the situations where it is used vary from one country to another one all around the World. The functions of English differ from one country to another one as well. To illustrate, some nations use English in all fields of life to a great extent, some use it in professional fields, or some use it merely in specific fields for education, academic works, and trade. Furthermore, it is clearly seen that acquiring grammatical proficiency and having wide range of vocabulary would not be sufficient to maintain an effective communication in the target culture. It is the requirement for the one to equip with the knowledge of values, functions of the language, the meanings of gestures and body posture and so on in the target culture. (Kachru & Smith, 2008).

As it is illustrated in Table 2, in order to depict the functions of English Kachru put them under three categories as 'Inner Circle, Outer Circle and Expanding Circle'.

Table 2

Functions of English in the Three Circles

Function	Inner Circle	Outer Circle	Expanding Circle
Access code	+	+	+
Advertising	+	+/–	+/–
Corporate trade	+	+	+
Development	+	+/–	+/–
Government	+	+/–	–
Linguistic impact	+	+	+
Literary creativity	+	+	+/–
Literary renaissance	+	+	+
News broadcasting	+	+	+/–
Newspapers	+	+	+/–
Scientific higher education	+	+	+/–
Scientific research	+	+	+/–
Social interaction	+	+/–	+/–

+ signals use in the domain; – indicates no use in the domain; +/– points to the use of English along with other languages in the domain.

Note. Reprinted from "A medium of Shakti: Metaphorical constructs of world Englishes," by B. B. Kachru, 2001, *Asian Englishes, 4*, p. 46. Copyright 2019 by Informa UK.

It is fairly clear that each language has the power to be used in different fields with its functionality. Because of rich diversity of functions of language and its variety of users from different parts of World, people who major in English studies face with difficulties in terms of use of language.

Why Is the Subject of English the Part of Education Curriculum?

While deciding on the type of the language and the way it will be presented in the classroom so as to promote language learning, there are two conditions are to be considered. One is that it should appeal to the interests of the learners and attract them. It should felt real and make sense for them somehow. Also, it is not only presenting authentic use of language that learners can make it real for themselves, but also presenting a kind of language. The other is that learners should learn something new while using the language; it should be appropriate not only to language learners' goals, but also to learning goals. Namely, learners should be provided with both the examples of semantic encodings and the ways to use these encodings in line with their goals (Widdowson, 2003).

The reason for considered as the appropriate language for learning is that English language acts as a gatekeeper for its learners to become the part of the English speaking communities. It plays a significant role in empowering learners with necessary capabilities and knowledge to achieve their goals. Whether to be the speaker of Outer Circle or Expanding Circle, basically people learn it to enter into communities of English language users and communicate with people who have a higher level language qualification around the world. It should be noted that as English continues its spreading and the fact that increasing number of people learn English worldwide, there is a need to identify specific language learning goals for specific purposes (Widdowson, 2003).

To follow the recent developments in technology and make use of the existing technologies, it is a must and requirement to learn English, the common means for communication, for the people whose native language is different from English (Alptekin & Alptekin, 1984).

British or American

Over the years, there has been an ongoing dispute over which variety of English is superior, British or American, and which one should be thought considering differences in vocabulary, spelling, pronunciation and usage between them (Kachru & Nelson, 2001).

As English started to its journey to become the world language many people worried about the differences between its varieties. While some overlooked the differences as being negligible and slight, George Bernard Shaw regarded America and Britain as "two peoples separated by a common language". In fact, there have been two groups: one view the differences between American and BrE considerable, and the other view insignificant (Kachru & Nelson, 2001).

In 1974, Kachru (1976) conducted a survey measuring preference of the faculty and graduate students in English in Indian universities for different models of English for teaching English. There were three groups of people participated in the study including 700 Indian students, 196 faculty members of teaching English and 29 heads running English departments. Ranking of model preferences is shown in the Table 3 and Table 4 below.

Table 3

Graduate Students' Attitude toward Various Models of English and Students'
preference for Models

Model	Preference		
	I	II	III
American English	5.17	13.19	21.08
British English	67.6	9.65	1.08
Indian English	22.72	17.82	10.74
I don't care		5.03	
"Good" English		1.08	

Note. Reprinted from "Models of English for the Third World: white man's linguistic burden or language pragmatics?" by B. B. Kachru, 2001, *Tesol Quarterly, 10*, p. 230. Copyright 1976 by Teachers of English to Speakers of Other Languages, Inc. (TESOL).

Table 4

Faculty Preference for Models of English

Model	Preference		
	I	II	III
American English	3.07	14.35	25.64
British English	66.66	13.33	1.53
Indian English	26.66	25.64	11.79
I don't know		5.12	

Note. Reprinted from "Models of English for the Third World: white man's linguistic burden or language pragmatics?" by B. B. Kachru, 2001, *Tesol Quarterly, 10*, p. 230. Copyright 1976 by Teachers of English to Speakers of Other Languages, Inc. (TESOL).

The findings of the study in Table 3 and Table 4 revealed that, at the time the study was carried out, much as Indians had their local version of English, Indian English, they preferred BrE as model for teaching English.

As for Strevens (1992) similarities between British and American English are a lot more than differences between them. The grammatical differences between two varieties are very few and insignificant, such as "BE in hospital—AE in the hospital; BE the book will be published on Friday—AE the book will be published Friday" (p. 33) and so on. Although the most noticeable differences between AmE and BrE are in vocabulary, very seldom do they cause serious problems with

meaning and interfere with communication. Phonological systems of two varieties are similar as well. However, there are pronunciation differences that exist between two varieties: different than BrE, AmE has an 'r-colored vowel' which changes the pronunciation of vowel sound a little and "bird, peer, park" (p. 34) are some of the examples for the words with r-colored vowel; Americans pronounce 'the intervocalic t-sounds', "which occur between vowels" (Trudgill, 2003, p. 65), as "a d-like sound" (Collins & Mees, 2003, p. 284), so that "writer, waiting, matter sound identical to rider, wading, madder" (p. 34); a lot of two-syllable words are stressed differently, for example " AE CIGarette, BE cigarETTE, AE ADdress, BE address" (p.34).

Kahane (1992) in his study discussed how AmE had become a prestige language and mentioned John Adams who foresaw this growth in 1780 for the reason that "the increasing population in America, and their universal connection and correspondence with all nations . . . force their language into general use" (pp. 211-212).

Each variety is likely to be changed by the influence of any other variety, which holds more power and influence than the others, and may even be replaced. The destiny of each variety lies in the hands of its speakers, members of speech communities. Functions of language varieties are determined and shaped accordingly the norms and expectations of the speech communities- a group of people sharing "at least a single" language variety (p. 22) and norms regarding their goals. When their common goals, relationship with other communities and self-perception change, the norms of the speech communities will change automatically, which brings about changes in the variety used within the speech community (Fishman, 1972).

Kirkpatrick (2007) explains with an example how perceptions of language users towards a particular accent change over time. Much as Received Pronunciation (RP) was considered more prestigious and valued more in Britain according to Black English 20 years ago, the prestige of RP has been reduced drastically and Black English has been upgraded to a prestige accent lately. He points the social and cultural change out as the cause of perception change. Similarly, although BrE was the goal of students and perceived as the most

prestigious accent in China twenty years ago, most of the Chinese students prefer to learn AmE today (Kirkpatrick & Zhichang, 2002).

As long as a student holds positive attitudes toward the target language and the speakers of the target language, this will have a positive impact on his/her success in L2 learning (Lambert, Gardner, Barik & Tunstall, 1963).

Kirkpatrick (2007) stresses that it is an undeniable fact that AmE is the most powerful variety of English existing today. The rapid growth and influence of AmE are based on various reasons. First, since the United States is the world's the most powerful country, it is capable of exerting significant influence over other nations. Second, American popular culture including American movies and music went global which contributes to its politic influence. Third, the rapid development of communications technology gives rise to global spread of AmE.

America- the Growing Power

America is viewed as a powerful country by many people across the world. The general public survey carried out in 2013 questioned the Americans' opinions on *America's Place in the World 2013*. The findings are presented in Figure 3 as follows.
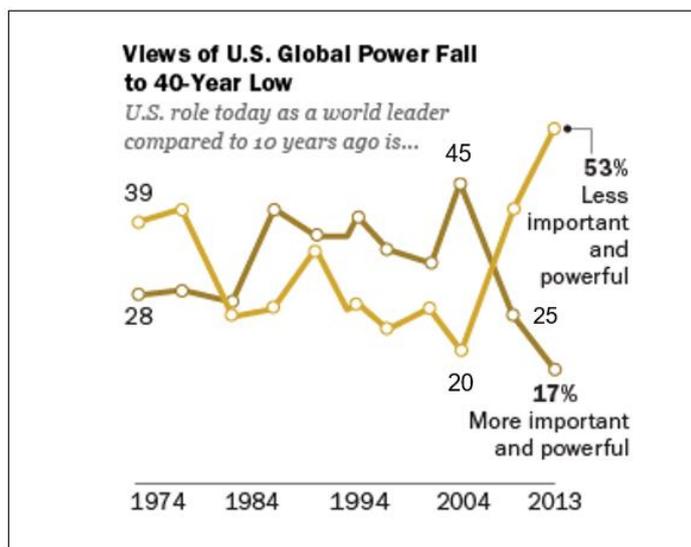
Figure 3. America's Place in the world as a leading power. Reprinted from: *America's place in the World 2013* by Pew Research Center for the People & the Press, 2013, retrieved from https://www.pewresearch.org/wp-

content/uploads/sites/4/2013/12/12-3-13-APW-VI-release1.pdf. Copyright 2015 by Pew Research Center

The findings revealed that 53% of the participants, who are in total 2,003, think that America is not as a country strong as it was in the past as a leading power. They believe that with passing years it is losing its prestigious status as well. According to findings of 2004 the general public survey, the number of people who hold beliefs about the weakening power of America was only 20%. What is clearly understood from the Figure 3 above is that this number increased more than twice as much in 2013.

According to Pew Research Center (2012) the US popular culture continues to be welcomed with open arms by the people around the World. The technological and scientific developments of the country attract more and more people's attention with increasing appreciation. The survey carried out in 2007 and 2012 in 16 countries questioned the attitudes of people toward American culture and ideas. The findings are illustrated in Figure 4 below.

More Now Embrace U.S. Soft Power

	2007 %	2012 %	Change
U.S. technological and scientific advances			
Admire	69	71	+2
Do not admire	28	24	-4
American music, movies and television			
Like	60	66	+6
Dislike	35	29	-6
American ideas about democracy			
Like	35	45	+10
Dislike	56	51	-5
American ways of doing business			
Like	32	43	+11
Dislike	49	43	-6
American ideas and customs spreading here			
Good	19	27	+8
Bad	76	70	-6

Median percentages across 16 countries surveyed in 2007 and 2012.

Figure 4. Attitudes toward American Culture and Ideas. Reprinted from: *Global Opinion of Obama Slips, International Policies Faulted* by Pew Research Center, 2012, retrieved from http://www.pewglobal.org/files/2012/06/Pew-Global-AttitudesU.S.-Image-Report-FINAL-June-13–2012.pdf. Copyright 2012 by Pew Research Center

The findings of the survey carried out in 2007 and 2012 in 16 countries revealed that even though people had less positive views about American ways of doing business, the median percentage of likes increased by 11 points in 2012 and the negative views declined by 6 points as well. The findings also revealed that people worry about spreading American ideas and customs. Even though American soft power is receiving a growing appreciation from many countries, people displeased with the situation that American ideas and customs affect their country. That's why the median percentage point of negative views decreased only by 6 points from 2007 to 2012 and became 70%. People find American media and entertainment industry quite successful. With its music, films and TV programs, the country made its mark particularly on people under 30 years of age.

Chapter 3
Methodology

One of the decisions made about the study was deciding its design, and the quantitative research was chosen initially to collect and analyze the data. As Dörnyei (2007) stated in his book "Quantitative research involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods" (p. 24). It is a fact that quantitative research is preferred due to its advantages like collecting a great amount of data in a short time, as well as more objective and reliable data. However, quantitative research is criticized by Brannen (2005) (as cited in Dörnyei, 2007, p. 35) since it limits collection of subjective data and ignores each participants answers regarding their perspectives.

The drawbacks of quantitative research can be overcome through integrating qualitative research instruments in the study. As Dörnyei (2007) stated in his book "Qualitative research involves data collection procedures that result primarily in open ended or non-numerical data which is then analyzed primarily by non-statistical methods" (2007, p. 24). Although by means of questionnaires researchers gather a great deal of information on the preferences of respondents and similarities and differences among them, it should not be thought that participants either give 100% honest answers or act in the line with their scores in real life (Hofstede et al., (2010). In this sense, nourishing studies with gathering qualitative data and implementing qualitative analysis could bring a new perspective to understanding the participants' acts in reality. Therefore, it enriches the obtained data through enabling participants to share their own experiences and opinions. Through combining these two approaches, and conducting the quantitative research first and qualitative research later to explain the results of the quantitative research, the explanatory sequential mixed method design is used (Creswell, 2003), to conduct the study. Thereby, it is aimed to contribute a better understanding of the study results.

Setting and Participants

The study will be carried out at Hacettepe University, Ankara. The selected university is one of the prominent universities of Turkey. The population of the study is composed of university students who are enrolled in the Department of English

Language Teaching. As stated on the 'The Division of English Language Teaching' webpage, the aims of the Division are to train future teachers of English who "are conscious, responsible, and guided by modern principles of education; are armed with the skills used in contemporary education, and have acquired the ability to design lessons that are compatible with technological changes" (Hacettepe University, n.d.).

After successfully completing the undergraduate program, students can start working as teachers at schools affiliated to the Ministry of National Education or in private schools. They can possibly work as English Language instructors at the Department of Modern Languages and the English Language Preparatory Schools of private and state universities.

The research sample in the study includes 1st and 4th grade students most of whom come from different cities of Turkey. Their age is generally ranging from 18 to 23 years old. The total number of participants is 130 students. 65 students are 1st graders and other 65 are 4th grade students. Students enrolled in the department are expected to graduate in four years and earn Bachelor's degree. Apart from some exceptions, English Language is their foreign language; it is being used as the medium of instruction in the department as well.

Data Collection

Data collection was planned, following the determining setting and participants of the study. In order to conduct the quantitative research part of the study, the questionnaire devised by Cruz and Cazorla (2015) was adapted and administered; first, to both 1st and 4th grade students. The questionnaire to be filled by the participants consists of items focusing on students' perceptions toward target language and culture. As it was decided to use a cross-sectional design, it was administered only once. Using a questionnaire helps to deal with time constraints, apart from obtaining a great amount of data at a single point in time, due to these advantages it was chosen for data collection. In addition to this, through students' responses, it was aimed at revealing whether students value British English and culture, or American more. Due to the fact that students selected a number on a five-point scale for each item in the questionnaire, they were incapable of adding

their personal comments on questions, which led to difficulties in obtaining precise results regarding the responses given to the questionnaire.

When the shortcomings of quantitative research stated above are taken into consideration, two weeks after the administration of the questionnaire, it was decided on to conduct a semi structured interview with 6 questions and collect qualitative data. It was conducted with randomly selected 10 students, the 5 students out of 10 were 1st grade students, and the rest 5 were 4th grade students. Through the interview questions, it was aimed to obtain further explanation of the quantitative research results. Students' responses were recorded and written down after taking their consents and were used for qualitative data analysis. Since the semi-structured interview was conducted face to face, it was assumed to pave the way for eliciting more detailed answers based on students' comments and opinions. It was also aimed to allow the students to share their experiences and provide more information regarding their filled questions.

In brief, it is aimed to find the answers of the research questions and reach a conclusion about students' perceptions.

Instruments

To conduct the study both quantitative and qualitative instruments were used.

The questionnaire. The questionnaire which was used to measure ELT students' perceptions was invented by Cruz and Cazorla and used in their study on attitudes of English Philology Students toward Language and Culture (2015). The questionnaire was chosen to find out how ELT students perceive British and American English and their culture and how their perceptions are different from each other. To elicit information regarding the aim of the study 18 items on British English and culture and American English and culture in the questionnaire were used, and the statements were adapted to be able to be used in Turkish context. The questionnaire takes 10 minutes to complete on average. For each item the questionnaire includes a five-point scale including categories completely agree (1), agree (2), don't know (3), disagree (4) and completely disagree (5). As for what each item measures, items 1, 3 and 5 address British English; items 2, 4 and 6 address American English; items 7, 8, 9, 10, 13, 15, 16 and 18 address American culture; items 11, 12, 14 and 17 address British culture.

Semi-structured interview. The semi-structured interview with 6 questions was conducted as a second step of the data collection two weeks after the administration of the questionnaire. The questions of the semi-structured interview were developed concerning the data that cannot be obtained by means of questionnaire and aimed at taking a closer look at students' perceptions toward target language and culture. They were conducted with 10 students, 5 students from each grade, and students were randomly selected from a population of 130 students who filled in the questionnaire. Interviews lasted for 10-20 minutes. Using this type of interviewing gave the interviewer opportunity to ask different questions that may not be planned before and had a unique experience with each interviewee. What is more, each interviewee broadened the scope of the study and contributed to the results. Thanks to semi-structured interview questions it was hoped to provide freedom for the interviewee to share their experiences and personal comments. Thus, with this qualitative data, it was presumed that the gaps in the research would be filled.

Data Analysis

As the mixed-method research design was chosen for the study, both quantitative and qualitative data analysis were utilized.

To analyze the quantitative data SPSS Statistics 21.0 was used. Basically three statistical procedures were conducted to analyze the students' responses. Independent samples t-test was applied to analyze all the items in the questionnaire and compare the responses of two groups, 1st and 4th grade students. Cross tabulation is used to find out the percentages and frequencies of participants' responses to the questionnaire items. Paired sample t-test was conducted to analyze the item pairs—1-2, 3-4, 5-6 and 17-18—to test whether students value British or American English and British or American culture more.

The data gathered from each interview were first transcribed, and then analyzed through the content analysis. To maintain confidentiality students' names are replaced by code names, such as S1 and S2. The first grade students were named as S1, S2, S3, S4 and S5. The fourth grade students were named as S6, S7, S8, S9 and s10. Each transcript was read through carefully and reread multiple times to figure out the point of the statements and what they were meant to be. To

decide what to code, key points and repeated words were taken down. With the help of the notes, the coding list was developed and codes were counted. Codes were listed from most frequent to least frequent. To develop categories, codes were grouped together. Through conducting content analysis, it was aimed to reveal how students' responses are similar and different and make research outcomes more understandable, trustworthy and meaningful.

Chapter 4

Findings

In this chapter, the findings of the study are reported. Two types of instruments, the questionnaire and semi-structured interview, were used to measure and examine the perceptions of ELT students at Hacettepe University. Based on the two types of analysis, quantitative and qualitative, findings are presented under two subheadings of Questionnaire Findings and Semi-structured Interview Findings. First, the findings related to the questionnaire items are presented. Second, the findings related to the semi-structured interview are presented.

Through the findings obtained from the questionnaire and semi-structured interviews, it was aimed to find out the answers of the research questions presented below:

1. What are the perceptions of ELT students toward British English and culture?

2. What are the perceptions of ELT students toward American English and culture?

3. Do first grade students' perceptions of British or American English differ from fourth graders'?

4. Do first grade students' perceptions of British or American culture differ from fourth graders'?

5. Do students value British English and culture or American English and culture more?

Questionnaire Findings

For a deeper understanding, the results gathered by means of the questionnaire are presented in six sections: British English, American English, American culture, British culture, British or American English, and British or American culture. The results of the questionnaire items in the related part are reported separately. I-1, I-3, and I-5 concern the perceptions that ELT students have toward British English. I-2, I-4, and I-6 concern the perceptions that ELT students have toward American English. I-7, I-8, I-9, I-10, I-13, I-15, I-16, and I-18 concern

the perceptions that ELT students have toward American culture. I-11, I-12, I-14, and I-17 concern the perceptions that ELT students have toward British culture. In addition to this, in British or American English section comparison of mean scores for I-1 and I-2, I-3 and I-4, and I-5 and I-6 is presented. In British or American culture section, comparison of mean scores for I-17 and I-18 is presented. For each statement, the questionnaire includes a five-point scale including categories completely agree (1), agree (2), don't know (3), disagree (4) and completely disagree (5).

British English. Questionnaire items, I-1, I-3, and I-5 aim to assess the participants' perceptions toward BrE. An Independent Samples t-test was applied to see whether there is a significant difference in perceptions of 1st and 4th grade students for BrE, and the results were presented in Table 5, Table 6, and Table 7. Cross tabulation is used to find out the percentages and frequencies of participants' responses to I-1, I-3, and I-5. Frequency distribution of responses to I-1, I-3, and I-5 is presented in Figure 5, Figure 6, and Figure 7.

The findings of the I-1 "British English has all the qualities to be a world language" are presented in Table 5 below.

Table 5

Analysis of I-1: British English Has All the Qualities to Be a World Language

Grade	N	Mean	Std. Deviation	T	Df	P
1st Grade	65	2,77	1,042	,732	128	,465
4th Grade	65	2,63	1,112			

An independent-samples t-test results in the table indicated that there was no significant difference in the mean scores between 1st grade respondents ($M = 2.77$, $SD = 1.04$) and 4th grade respondents ($M = 2.63$, $SD = 1.11$) conditions; $t(128) = 0.73$, $p = .465$. When the mean scores are taken into consideration, it can be said that 4th grade students have slightly more positive perception toward BrE as a world language.

Frequency distribution of responses to I-1 is displayed in Figure 5 below.
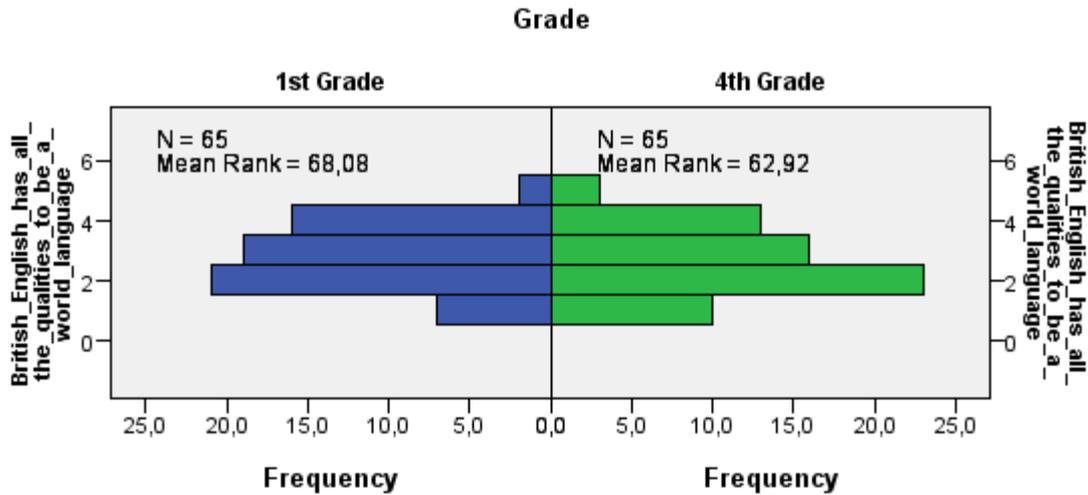
Figure 5. Frequency distribution of responses to I-1

Cross-tabulation results of I-1 show that 13,1% of the participants ($N_{1stGrade}$ = 7, $N_{4thGrade}$ = 10) *completely agreed*, 33,8% ($N_{1stGrade}$ = 21, $N_{4thGrade}$ = 23) *agreed*, 26,9% ($N_{1stGrade}$ = 19, $N_{4thGrade}$ = 16) *neither agreed nor disagreed,* 22,3% ($N_{1stGrade}$ = 19, $N_{4thGrade}$ = 16) *disagreed*, and 3,8% ($N_{1stGrade}$ = 2 $N_{4thGrade}$ = 3) *completely disagreed* with the statement. It is clear from the results that the number of students who holds positive perception is higher than the number of the students who selected disagree and completely disagree.

Table 6 displays the findings of I-3 "All Turkish children should learn British English" below.

Table 6

Analysis of I-3: All Turkish Children Should Learn British English

Grade	N	Mean	Std. Deviation	T	Df	p
1st Grade	65	2,97	1,274			
				,767	128	,444
4th Grade	65	2,80	1,240			

Results of the independent sample t-tests illustrated that there was no significant difference in perceptions between 1st grade respondents (M = 2.97, *SD* = 1.27) and 4th grade respondents (M = 2.80, *SD* = 1.24) conditions; t(128) = 0.77, p = .444. Although 4th grade students seem more positive, mean scores of both groups are close to midpoint (neither agree, nor disagree).

The Figure 6 below illustrates the frequency distribution of responses to I-3.
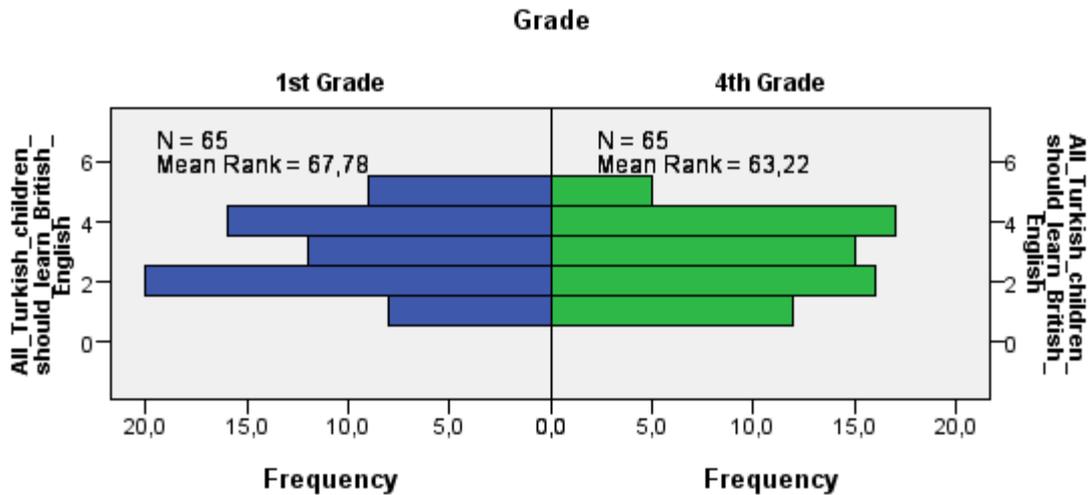
Figure 6. Frequency distribution of responses to I-3

Cross-tabulation results of I-3 illustrated that 15,4% of the participants ($N_{1stGrade}$ = 8, $N_{4thGrade}$ = 12) *completely agreed*, 27,7% ($N_{1stGrade}$ = 20, $N_{4thGrade}$ = 16) *agreed*, 20,8% ($N_{1stGrade}$ = 12, $N_{4thGrade}$ = 15) *neither agreed nor disagreed,* 25,4% ($N_{1stGrade}$ = 16, $N_{4thGrade}$ = 17) *disagreed*, and 10,8% ($N_{1stGrade}$ = 9 $N_{4thGrade}$ = 5) *completely disagreed* with the statement. The results revealed that there is less difference between people who agrees (%43,11) and who disagree (36,2) that BrE should be taught to all Turkish children.

The results of the I-5 "I like everything that is British English" are shown in Table 7 below.

Table 7

Analysis of I-5: I Like Everything That Is British English

Grade	N	Mean	Std. Deviation	T	Df	P
1st Grade	65	2,69	1,334			
				,000	128	1,000
4th Grade	65	2,69	1,322			

An independent-samples t-test was performed to compare the perceptions for 1st grade respondents and 4th grade respondents. There was no significant difference in perceptions for 1st grade respondents (M = 2.69, SD = 1.33) and 4th grade respondents (M = 2.69, SD = 1.32) conditions; $t(128)$ = 0.00, p = 1.00. The most striking result to emerge from the data is that mean scores of 1st and 4th grade students are the same. Namely, there is almost no difference of opinion between 1st graders and 4th graders.

The Figure 7 below illustrates the frequency distribution of responses to I-5.
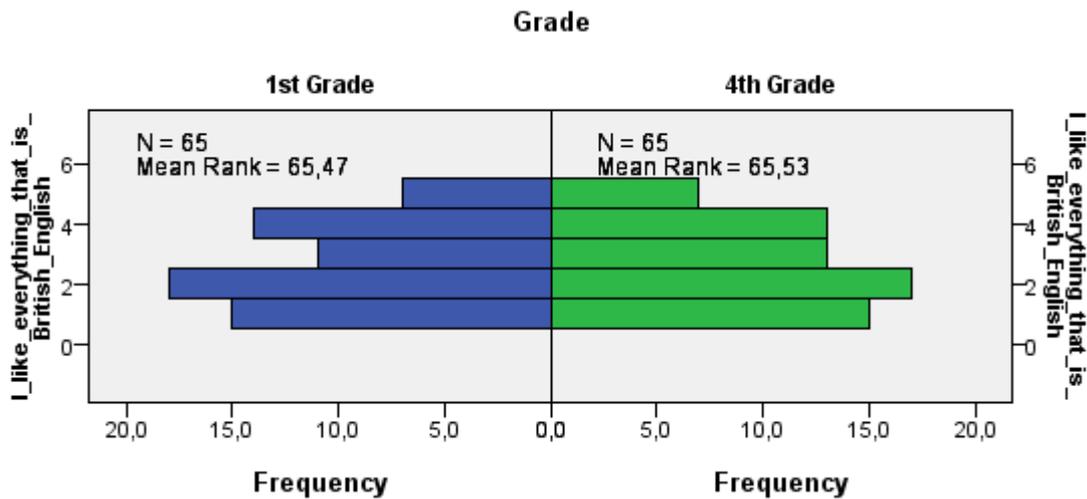
Figure 7. Frequency distribution of responses to I-5

Cross-tabulation results of I-5 showed that 23,1% of the participants ($N_{1stGrade}$ = 15, $N_{4thGrade}$ = 15) *completely agreed*, 26,9% ($N_{1stGrade}$ = 18, $N_{4thGrade}$ = 17) *agreed*, 18,5% ($N_{1stGrade}$ = 11, $N_{4thGrade}$ = 13) *neither agreed nor disagreed,* 20,8% ($N_{1stGrade}$ = 14, $N_{4thGrade}$ = 13) *disagreed*, and 10,8% ($N_{1stGrade}$ = 7 $N_{4thGrade}$ = 7) *completely disagreed* with the statement. From the results, it is apparent that exactly half of the participants (N=65) selected positive option.

American English. Questionnaire items, I-2, I-4, and I-6 aim to measure the participants' perceptions toward AmE. An Independent Samples t-test was performed in order to see whether there is a significant difference in perceptions of 1st and 4th grade students for AmE, and the results were displayed in Table 8, Table 9, and Table 10. Cross tabulation is used to find out the percentages and frequencies of participants' responses to I-2, I-4, and I-6. Frequency distribution of responses to I-2, I-4, and I-6 is illustrated in Figure 8, Figure 9, and Figure 10.

Participants' responses to I-2 "American English has all the qualities to be a world language" are demonstrated in Table 8 below.

Table 8

Analysis of I-2: American English Has All the Qualities to Be a World Language

Grade	N	Mean	Std. Deviation	T	Df	P
1st Grade	65	2,51	1,264			
				1,985	128	,049
4th Grade	65	2,94	1,210			

An independent-samples t-test results in the table indicated that there was a significant difference in the mean scores between 1st grade respondents (M = 2.51, SD = 1.26) and 4th grade respondents (M = 2.94, SD = 1.21) conditions; t(128) = 1.99, p = .049. It is clear from the results that 1st grade students hold significantly more positive opinions toward AmE as a world language than 4th grade students.

The Figure 8 below shows the frequency distribution of responses to I-2.
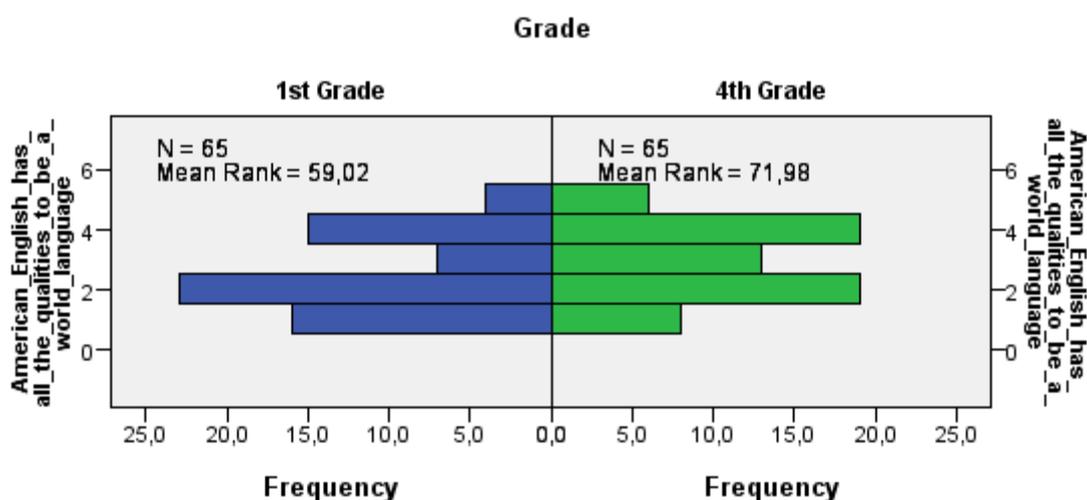
Figure 8. Frequency distribution of responses to I-2

Cross-tabulation results of I-2 showed that 18,5% of the participants ($N_{1stGrade}$ = 16, $N_{4thGrade}$ = 8) *completely agreed*, 32,3% ($N_{1stGrade}$ = 23, $N_{4thGrade}$ = 19) *agreed*, 15,4% ($N_{1stGrade}$ = 7, $N_{4thGrade}$ = 13) *neither agreed nor disagreed,* 26,2% ($N_{1stGrade}$ = 15, $N_{4thGrade}$ = 19) *disagreed*, and 7,7% ($N_{1stGrade}$ = 4 $N_{4thGrade}$ = 6) *completely disagreed* with the statement. It was seen that slightly more than half of the participants (50,8%) agreed that AmE deserves to be world language.

The findings of the I-4 "All Turkish children should learn American English" are presented in Table 9 below.

Table 9

Analysis of I-4: All Turkish Children Should Learn American English

Grade	N	Mean	Std. Deviation	T	df	P
1st Grade	65	2,42	1,171			
				2,797	128	,006
4th Grade	65	3,00	1,212			

The results of the independent sample t-tests illustrated that there was a significant difference in perceptions between 1st grade respondents (M = 2.42, *SD* = 1.17) and 4th grade respondents (M = 3.00, *SD* = 1.21) conditions; $t(128)$ = 2.80, p = .006. The most striking result to emerge from the data is that while 1st grade students agreed with the statement, 4th grade students neither agreed nor disagreed.

Frequency distribution of responses to I-4 is displayed in Figure 9 below.
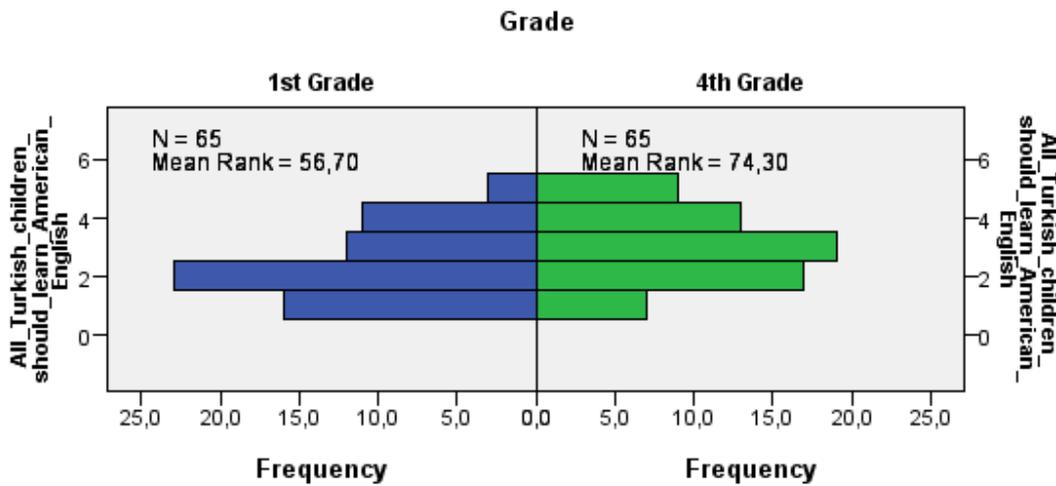
*Figure 9.* Frequency distribution of responses to I-4

Cross-tabulation results of I-4 showed that 17,7% of the participants (N1stGrade = 16, N4thGrade = 7) completely agreed, 30,8% (N1stGrade = 23, N4thGrade = 17) agreed, 23,8% (N1stGrade = 12, N4thGrade = 19) neither agreed nor disagreed, 18,5% (N1stGrade = 11, N4thGrade = 13) disagreed, and 9,2% (N1stGrade = 3, N4thGrade = 9) completely disagreed with the statement. Slightly less than half of the participants (N = 63, 48,5%) agreed that AmE should be taught to all Turkish children.

Table 10 displays the findings of the I-6 "I like everything that is American English".

Table 10

Analysis of I-6: I Like Everything That Is American English

Grade	N	Mean	Std. Deviation	T	Df	P
1st Grade	65	2,42	1,042			
				3,125	128	,002
4th Grade	65	3,08	1,112			

An independent-samples t-test was conducted to compare the perceptions for 1st grade respondents and 4th grade respondents. There was a significant difference in perceptions for 1st grade respondents ($M = 2.42$, $SD = 1.04$) and 4th grade respondents ($M = 3,08$, $SD = 1.11$) conditions; $t(128) = 3,13$, $p = .002$. It was seen that 1st grade students were found to have significantly more positive perception of American English than 4th grade students.

Frequency distribution of responses to I-6 is displayed in Figure 10 below.
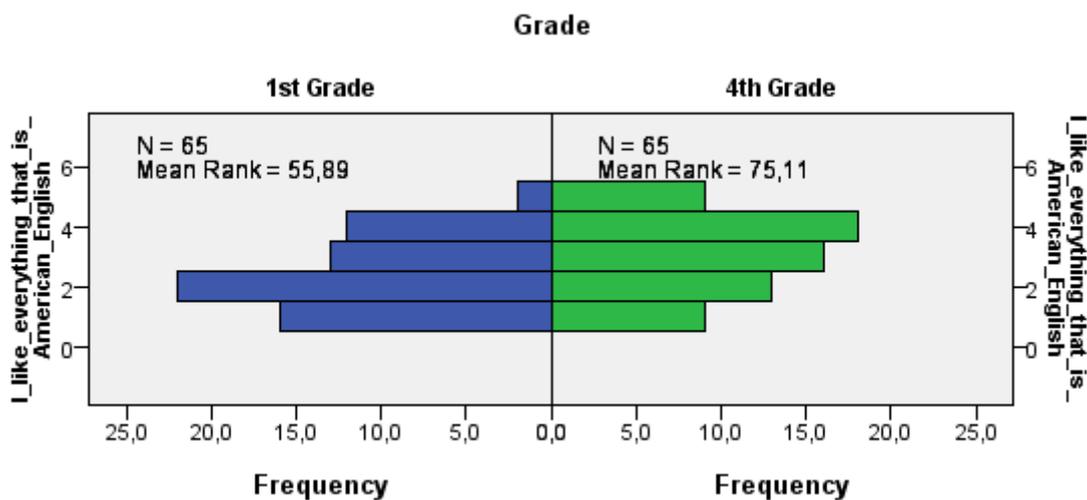
Figure 10. Frequency distribution of responses to I-6

Cross-tabulation results of I-6 showed that 19,2% of the participants (N1stGrade = 16, N4thGrade = 9) completely agreed, 26,9% (N1stGrade = 22, N4thGrade = 13) agreed, 22,3% (N1stGrade = 13, N4thGrade = 16) neither agreed nor disagreed, 23,1% (N1stGrade = 12, N4thGrade = 18) disagreed, and 8,5% (N1stGrade = 2, N4thGrade = 9) completely disagreed with the statement. Much as there are 14 1st grade participants and 27 4th grade participants who disagreed with the statement, 60 of the participants hold positive perception toward AmE.

American culture. Questionnaire items, I-7, I-8, I-9, I-10, I-13, I-15, I-16 and I-18 aim to measure the participants' perceptions toward American culture. An Independent Samples t-test was applied to see whether there is a significant difference in perceptions of 1ˢᵗ and 4ᵗʰ grade students for American culture, and the results were shown in Table 11, Table 12, Table 13, Table 14, Table 15, Table 16, Table 17, and Table 18. Cross tabulation is used to find out the percentages and frequencies of participants' responses to I-7, I-8, I-9, I-10, I-13, I-15, I-16, and I-18. Frequency distribution of responses to I-7, I-8, I-9, I-10, I-13, I-15, I-16, and I-18 is displayed in Figure 11, Figure 12, Figure 13, Figure 14, Figure 15, Figure 16, Figure 17, and Figure 18.

The results of the I-7 "Without the American influence, English would not be such an important language" are shown in Table 11 below.

Table 11

Analysis of I-7: Without the American Influence, English Would Not Be Such an Important Language

Grade	N	Mean	Std. Deviation	T	Df	P
1ˢᵗ Grade	65	2,62	1,042	-,709	128	,479
4ᵗʰ Grade	65	2,80	1,112			

An independent-samples t-test was applied to compare the perceptions for 1ˢᵗ grade respondents and 4ᵗʰ grade respondents. There was no significant difference in perceptions for 1ˢᵗ grade respondents (M = 2.62, SD = 1.04) and 4ᵗʰ grade respondents (M = 2.80, SD = 1.11) conditions; $t(128)$ = -0.71, p = .479. Results show that 1ˢᵗ grade students hold slightly more positive opinions toward the contribution of American influence to the status of English.

The Figure 11 below shows the frequency distribution of responses to I-7.
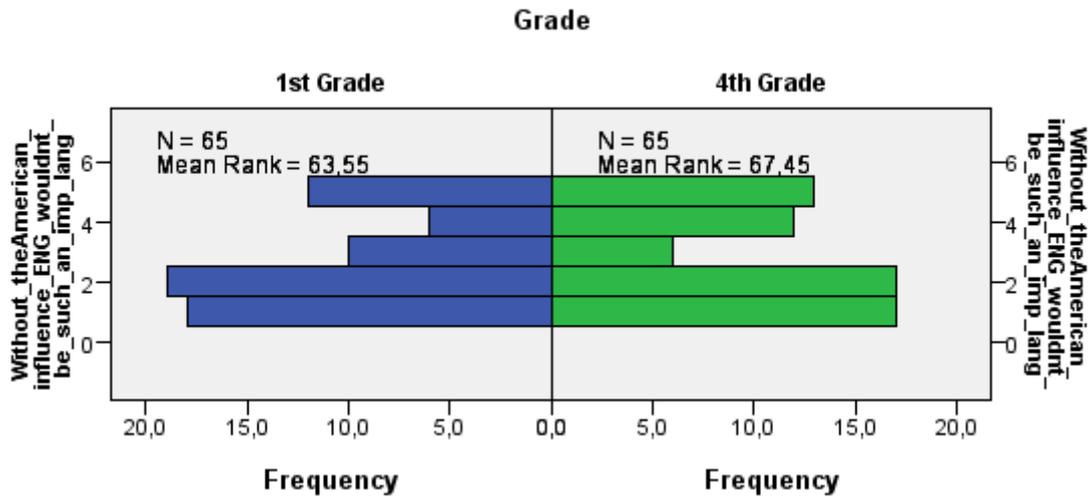
Figure 11. Frequency distribution of responses to I-7

Cross-tabulation results of I-7 showed that 26,9% of the participants ($N_{1stGrade}$ = 18, $N_{4thGrade}$ = 17) *completely agreed*, 27,7% ($N_{1stGrade}$ = 19, $N_{4thGrade}$ = 17) *agreed*, 12,3% ($N_{1stGrade}$ = 10, $N_{4thGrade}$ = 6) *neither agreed nor disagreed,* 13,8% ($N_{1stGrade}$ = 6, $N_{4thGrade}$ = 12) *disagreed*, and 19,2% ($N_{1stGrade}$ = 12, $N_{4thGrade}$ = 13) *completely disagreed* with the statement. The results showed that more than half of the respondents (71 out of 130) agreed with the statement.

Participants' responses to I-8 "I'm worried about the American influence on our culture" are demonstrated in Table 12 below.

Table 12

Analysis of I-8:

Grade	N	Mean	Std. Deviation	T	Df	P
1st Grade	65	2,89	1,042			
				1,164	128	,247
4th Grade	65	2,62	1,112			

An independent-samples t-test results in the table indicated that there was no significant difference in the mean scores between 1st grade respondents (M = 2.77, SD = 1.04) and 4th grade respondents (M = 2.62, SD = 1.11) conditions; t(128) = 1.164, p = .247. However, 1st grade students seem slightly less worried about the American influence.

The Figure 12 below displays the frequency distribution of responses to I-8.
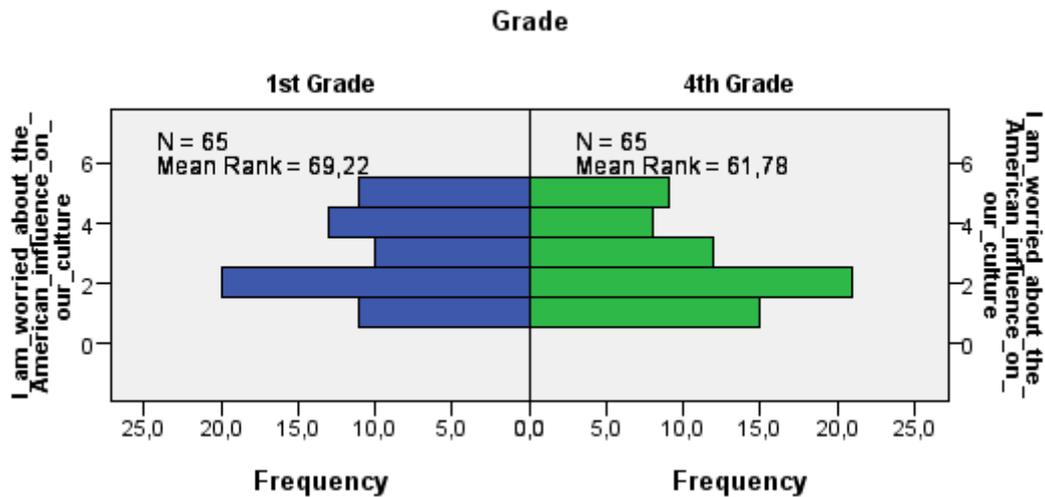
*Figure 12*. Frequency distribution of responses to I-8

Cross-tabulation results of I-8 showed that 20,0% of the participants (N1stGrade = 11, N4thGrade = 15) completely agreed, 31,5% (N1stGrade = 20, N4thGrade = 21) agreed, 16,9% (N1stGrade = 10, N4thGrade = 12) neither agreed nor disagreed, 16,2% (N1stGrade = 13, N4thGrade = 8) disagreed, and 15,4% (N1stGrade = 11, N4thGrade = 9) completely disagreed with the statement. 51,5% of the participants, 67 out of 130, are worried about the American influence on their home culture.

The findings of the I-9 "The United States is the greatest symbol of progress" are illustrated in Table 13 below.

Table 13

Analysis of I-9: The United States Is the Greatest Symbol of Progress

Grade	N	Mean	Std. Deviation	T	Df	P
1st Grade	65	3,14	1,298			
				-1,045	128	,298
4th Grade	65	3,37	1,219			

An independent-samples t-test results in the table indicated that there was no significant difference in the mean scores between 1st grade respondents (M = 3.14, SD = 1.30) and 4th grade respondents (M = 3.37, SD = 1.22) conditions; t(128) = -1.05, p = .298. Even 1st grade students hold less negative perception, both groups do not view the US as the greatest symbol of progress.

The Figure 13 below illustrates the frequency distribution of responses to I-9.
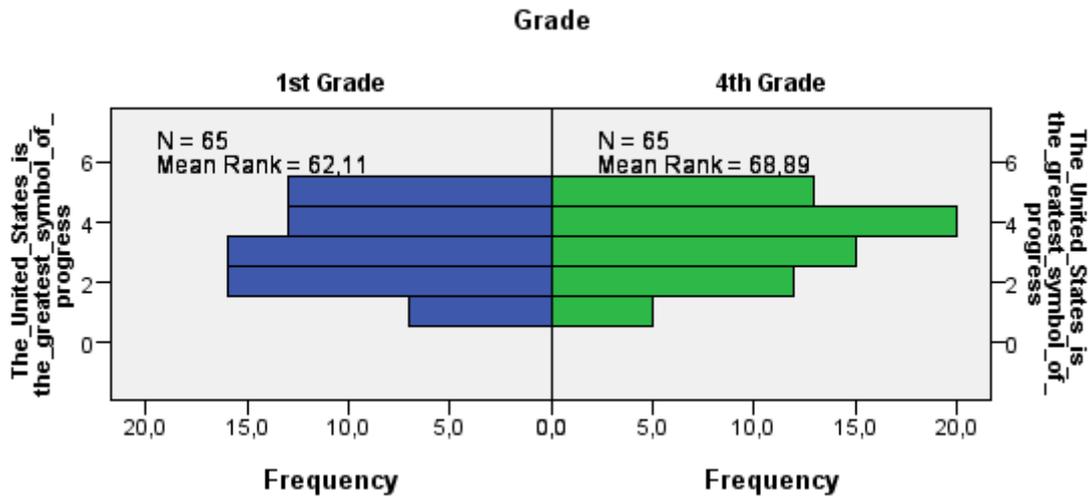
Figure 13. Frequency distribution of responses to I-9

Cross-tabulation results of I-9 showed that 9,2% of the participants ($N_{1stGrade}$ = 7, $N_{4thGrade}$ = 5) *completely agreed*, 21,5% ($N_{1stGrade}$ = 16, $N_{4thGrade}$ = 12) *agreed*, 23,8% ($N_{1stGrade}$ = 16, $N_{4thGrade}$ = 15) *neither agreed nor disagreed,* 25,4% ($N_{1stGrade}$ = 13, $N_{4thGrade}$ = 20) *disagreed*, and 20,0% ($N_{1stGrade}$ = 13, $N_{4thGrade}$ = 13) *completely disagreed* with the statement. While nearly half of the students (59 out of 130) think negatively, 40 out of 130 students view the US as the greatest symbol of progress.

Table 14 displays the findings of the I-10 "I feel a high respect for American citizens".

Table 14

Analysis of I-10: I Feel a High Respect for American Citizens

Grade	N	Mean	Std. Deviation	T	df	P
1st Grade	65	3,29	1,208			
				-,513	128	,609
4th Grade	65	3,40	1,183			

The results of the independent sample t-tests illustrated that there was no significant difference in perceptions between 1st grade respondents (*M* = 3.29, *SD* = 1.21) and 4th grade respondents (*M* = 3.40, *SD* = 1.18) conditions; $t(128)$ = -0.513, *p* = .609. Although 1st grade students hold less negative perception, participants of the study do not feel a high respect for Americans.

Frequency distribution of responses to I-10 is displayed in Figure 14 below.
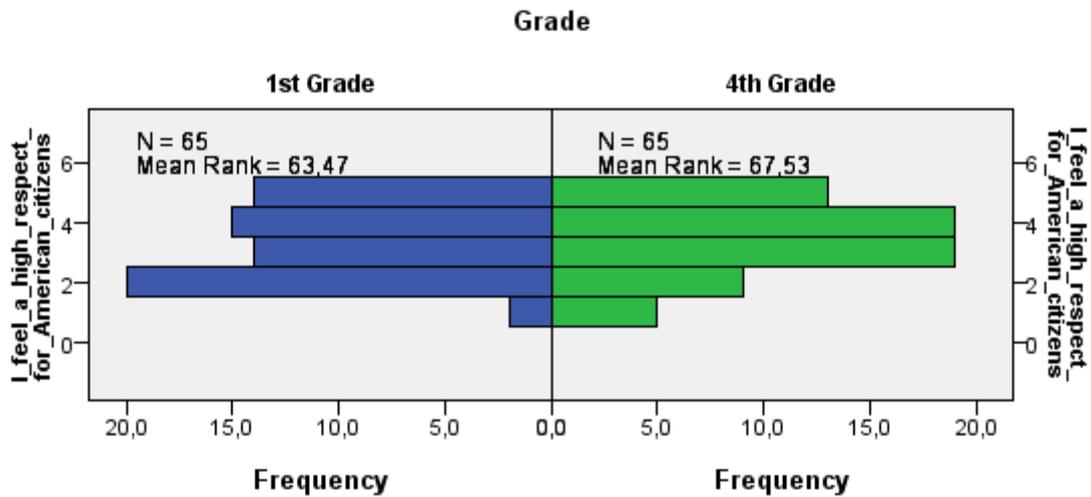
Figure 14. Frequency distribution of responses to I-10

Cross-tabulation results of I-10 showed that 5,4%of the participants (N1stGrade = 2, N4thGrade = 5) completely agreed, 22,3% (N1stGrade = 20, N4thGrade = 9) agreed, 25,4% (N1stGrade = 14, N4thGrade = 19) neither agreed nor disagreed, 26,2% (N1stGrade = 15, N4thGrade = 19) disagreed, and 20,8% (N1stGrade = 14, N4thGrade = 13) completely disagreed with the statement. Results revealed that 61 of the participants do not feel high respect for Americans, and the number of people who chose the midpoint (N = 33) is close the number of the people who agreed with the statement (N = 36).

The results of the I-13 "Americans are poorly educated and rude" are shown in Table 15 below.

Table 15

Analysis of I-13: Americans Are Poorly Educated and Rude

Grade	N	Mean	Std. Deviation	T	df	P
1st Grade	65	3,25	1,042			
				,563	128	,575
4th Grade	65	3,12	1,112			

An independent-samples t-test was performed to compare the perceptions for 1st grade respondents and 4th grade respondents. There was no significant difference in perceptions for 1st grade respondents ($M = 3.25$, $SD = 1.04$) and 4th grade respondents ($M = 3.12$, $SD = 1.11$) conditions; $t(128) = 0.56$, $p = .575$. Although 1st grade students think slightly less negatively about American people, both groups do not hold positive opinions.

The *Figure 15* below shows the frequency distribution of responses to I-13.
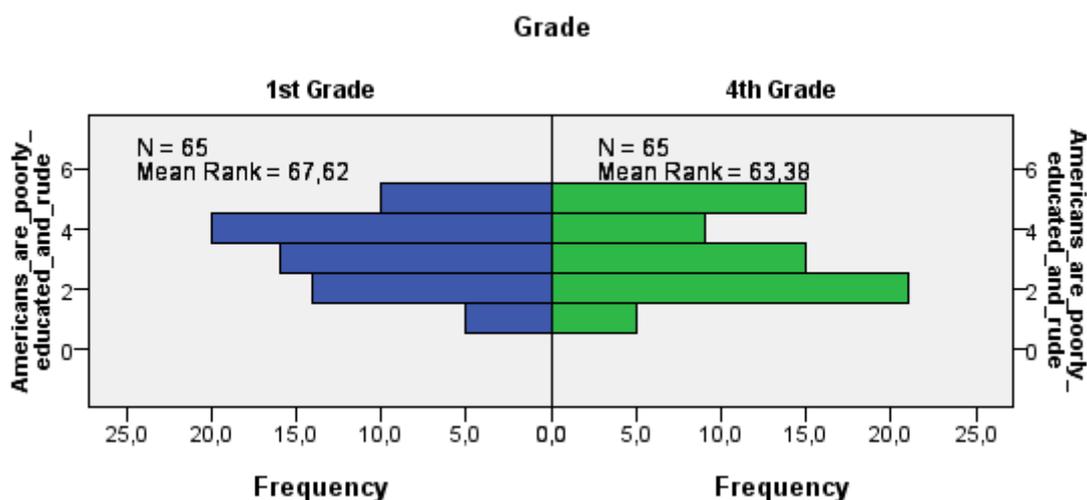
Figure 15. Frequency distribution of responses to I-13

Cross-tabulation results of I-13 showed that 7,7% of the participants (N1stGrade = 5, N4thGrade = 5) completely agreed, 26,9% (N1stGrade = 14, N4thGrade = 21) agreed, 23,8% (N1stGrade = 16, N4thGrade = 15) neither agreed nor disagreed, 22,3% (N1stGrade = 20, N4thGrade = 9) disagreed, and 19,2% (N1stGrade = 10, N4thGrade = 15) completely disagreed with the statement. The ratings show that even though 54 of the students do not consider Americans as being less educated and rude, there are 45 students who think the opposite.

Participants' responses to I-15 "If Turkish people started to speak English, we would adopt American cultural values" are demonstrated in Table 16 below.

Table 16

Analysis of I-15: If Turkish People Started To Speak English, We Would Adopt American Cultural Values

Grade	N	Mean	Std. Deviation	T	Df	P
1st Grade	65	3,22	1,244			
				,070	128	,944
4th Grade	65	3,20	1,265			

An independent-samples t-test results in the table indicated that there was no significant difference in the mean scores between 1st grade respondents (M = 3.22, SD = 1.24) and 4th grade respondents (M = 3.20, SD = 1.27) conditions; t(128) = -0.70, p = .944. The ratings by 1st grade and 4th grade respondents are statistically

similar and they do not believe that Turkish people tend to adopt American cultural values when they start to speak English.

The Figure 16 below illustrates the frequency distribution of responses to I-15.
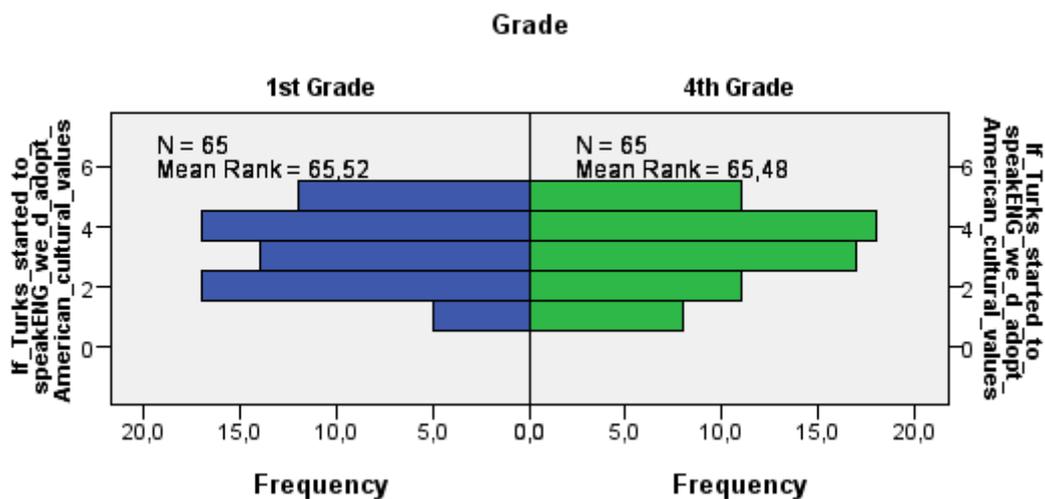

Figure 16. Frequency distribution of responses to I-15

Cross-tabulation results of I-15 showed that 10,0% of the participants (N1stGrade = 5, N4thGrade = 8) completely agreed, 21,5% (N1stGrade = 17, N4thGrade = 11) agreed, 23,8% (N1stGrade = 14, N4thGrade = 17) neither agreed nor disagreed, 26,9% (N1stGrade = 17, N4thGrade = 18) disagreed, and 17,7% (N1stGrade = 12, N4thGrade = 11) completely disagreed with the statement. Although 31,5% of the participants believe that Turkish people might adopt American values, % 44,6 of them do not think so.

The findings of the I-16 "American culture is invading Turkey" are presented in Table 17 below.

Table 17

Analysis of I-16: American Culture Is Invading Turkey

Grade	N	Mean	Std. Deviation	T	Df	P
1st Grade	65	2,94	1,333			
				,417	128	,678
4th Grade	65	2,85	1,189			

The results of the independent sample t-tests illustrated that there was no significant difference in perceptions between 1st grade respondents (*M* = 2.94, *SD* = 1.33) and 4th grade respondents (*M* = 2.85, *SD* = 1.19) conditions; *t*(128) = 0.417, *p* = .678. Although 1st grade students agreed less with the statement than 4th

graders, mean scores of both groups are close to midpoint (neither agree, nor disagree).

Frequency distribution of responses to I-16 is displayed in Figure 17 below.
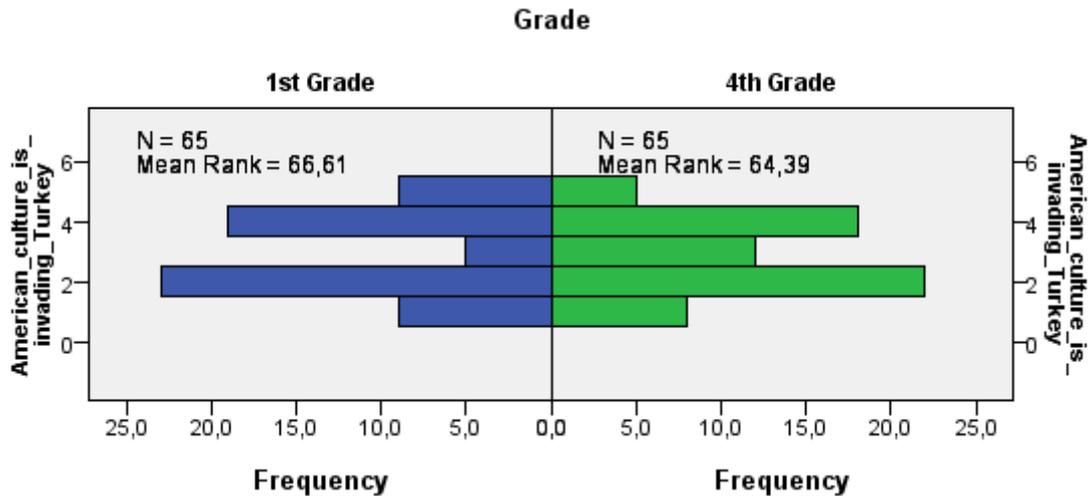
Figure 17. Frequency distribution of responses to I-16

Cross-tabulation results of I-16 showed that 13,1% of the participants ($N_{1stGrade}$ = 9, $N_{4thGrade}$ = 8) *completely agreed*, 34,6% ($N_{1stGrade}$ = 23, $N_{4thGrade}$ = 22) *agreed*, 13,1% ($N_{1stGrade}$ = 5, $N_{4thGrade}$ = 12) *neither agreed nor disagreed,* 28,5% ($N_{1stGrade}$ = 19, $N_{4thGrade}$ = 18) *disagreed*, and 10,8% ($N_{1stGrade}$ = 9, $N_{4thGrade}$ = 5) *completely disagreed* with the statement. The results revealed that there are more people (N = 62) who believe the American cultural invasion of Turkey than those who do not (N = 51).

Table 18 displays the findings of the I-18 "Americans are very open-minded"

Table 18

Analysis of I-18: Americans Are Very Open-Minded

Grade	N	Mean	Std. Deviation	T	Df	P
1st Grade	65	2,91	1,343			
				-,301	115,314	,764
4th Grade	65	2,97	,951			

An independent-samples t-test was performed to compare the perceptions for 1st grade respondents and 4th grade respondents. There was no significant difference in perceptions for 1st grade respondents (M = 2.91, SD = 1.34) and 4th grade respondents (M = 2.97, SD = 0.95 conditions; t(115.31) = - 0.30, p = .764.

The ratings by 1st grade and 4th grade respondents are statistically similar and mean scores of both groups are close to midpoint (neither agree, nor disagree).

The Figure 18 below shows the frequency distribution of responses to I-18.
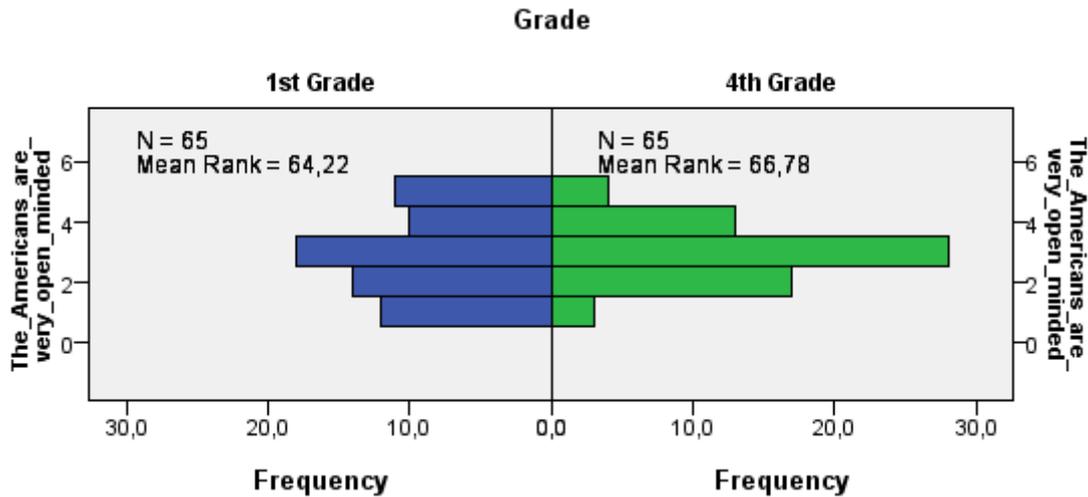

Figure 18. Frequency distribution of responses to I-18

Cross-tabulation results of I-18 showed that 11,5% of the participants ($N_{1stGrade}$ = 12, $N_{4thGrade}$ = 3) completely agreed, 23,8% ($N_{1stGrade}$ = 14, $N_{4thGrade}$ = 17) agreed, 35,4% ($N_{1stGrade}$ = 18, $N_{4thGrade}$ = 28) neither agreed nor disagreed, 17,7% ($N_{1stGrade}$ = 10, $N_{4thGrade}$ = 13) disagreed, and 11,5% ($N_{1stGrade}$ = 11, $N_{4thGrade}$ = 4) completely disagreed with the statement. It is interesting that there are exactly the same number of people who agreed (N = 46) and who neither agreed nor disagreed (N = 46) with the statement.

British culture. Questionnaire items, I-11, I-12, I-14, and I-17 aim to assess the participants' perceptions toward British culture. An Independent Samples t-test was conducted to see whether there is a significant difference in perceptions of 1st and 4th grade students for British culture, and the results were illustrated in Table 19, Table 20, Table 21, and Table 22. Cross tabulation is used to find out the percentages and frequencies of participants' responses to I-11, I-12, I-14, and I-17. Frequency distribution of responses to I-11, I-12, I-14, and I-17 is displayed in Figure 19, Figure 20, Figure 21, and Figure 22.

The results of the I-11 "If I had to leave Turkey and I spoke English perfectly, I'd rather live in England than in the united states" are shown in Table 19 below.

Table 19

Analysis of I-11: If I Had to Leave Turkey and I Spoke English Perfectly, I'd Rather Live in England than in the United States

Grade	N	Mean	Std. Deviation	T	Df	P
1st Grade	65	2,62	1,617	,292	124,951	,077
4th Grade	65	2,54	1,382			

An independent-samples t-test results in the table indicated that there was no significant difference in the mean scores between 1st grade respondents (M = 2.62, SD = 1.62) and 4th grade respondents (M = 2.54, SD = 1.38) conditions; t(124.95) = 0.29, p = .077. It is clear from the results that 4th grade students hold slightly more positive perception toward England than 1st grade student and both groups prefer to live in England rather than the US.

The Figure 19 below illustrates the frequency distribution of responses to I-11.
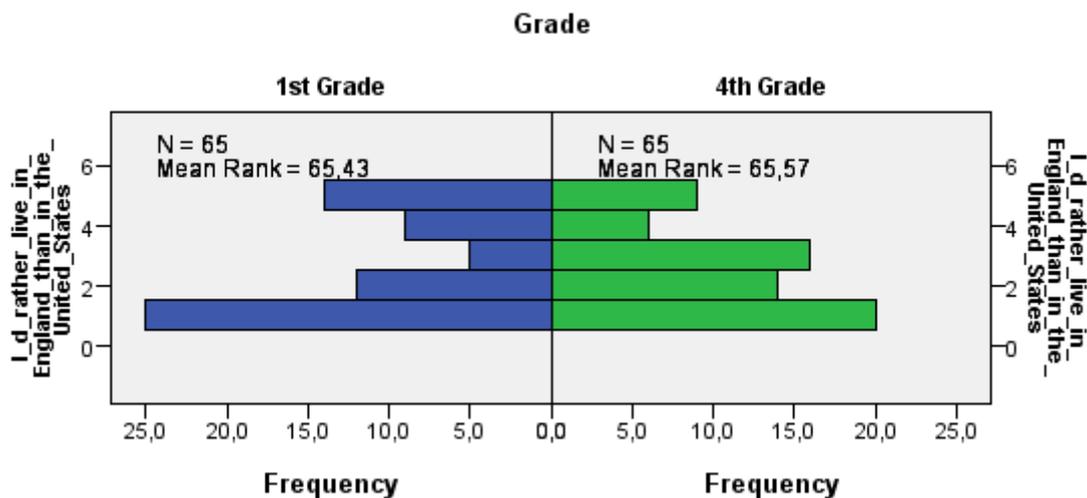

Figure 19. Frequency distribution of responses to I-11

Cross-tabulation results of I-11 showed that 34,6% of the participants ($N_{1stGrade}$ = 25, $N_{4thGrade}$ = 20) *completely agreed*, 20,0% ($N_{1stGrade}$ = 12, $N_{4thGrade}$ = 14) *agreed*, 16,2% ($N_{1stGrade}$ = 5, $N_{4thGrade}$ = 16) *neither agreed nor disagreed,* 11,5% ($N_{1stGrade}$ = 9, $N_{4thGrade}$ = 6) *disagreed*, and 17,7% ($N_{1stGrade}$ = 14, $N_{4thGrade}$ = 9) *completely disagreed* with the statement. It was seen that although 71 of the participants chose England to live in, only 38 of participants chose the US.

Participants' responses to I-12 "The Turks have much more in common with England than with the United States" are demonstrated in Table 20 below.

Table 20

Analysis of I-12: The Turks Have Much More In Common With England than With the United States

Grade	N	Mean	Std. Deviation	T	Df	P
1st Grade	65	3,31	1,185	,657	128	,513
4th Grade	65	3,17	1,219			

The results of the independent sample t-tests illustrated that there was no significant difference in perceptions between 1st grade respondents (M = 3.31, SD = 1.19) and 4th grade respondents (M = 3.17, SD = 1.22) conditions; $t(128)$ = 0.66, p = .513. Although 4th grade students think slightly less negatively in terms of having much more in common with England than the US, both groups do not hold positive opinions and close to midpoint.

Frequency distribution of responses to I-12 is displayed in Figure 20 below.
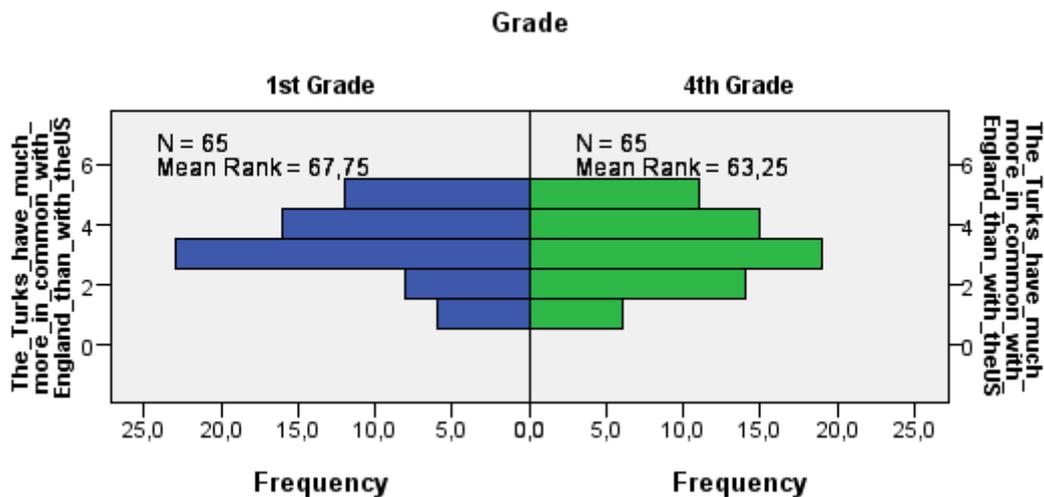

Figure 20. Frequency distribution of responses to I-12

Cross-tabulation results of I-12 showed that 9,2% of the participants ($N_{1stGrade}$ = 6, $N_{4thGrade}$ = 6) *completely agreed*, 16,9% ($N_{1stGrade}$ = 8, $N_{4thGrade}$ = 14) *agreed*, 32,3% ($N_{1stGrade}$ = 23, $N_{4thGrade}$ = 19) *neither agreed nor disagreed,* 23,8% ($N_{1stGrade}$ = 16, $N_{4thGrade}$ = 15) *disagreed,* and 17,7% ($N_{1stGrade}$ = 12, $N_{4thGrade}$ = 11) *completely disagreed* with the statement. The most remarkable result to emerge

from the data is that even 41,5% do not agree with the statement, the number of students who neither agreed, nor disagreed (32,2%) is quite high.

The findings of the I-14 "I prefer the British to the Americans" are presented in Table 21 below.

Table 21

Analysis of I-14: I Prefer the British to the Americans

Grade	N	Mean	Std. Deviation	T	Df	P
1st Grade	65	2,85	1,492	1,354	122,893	,178
4th Grade	65	2,52	1,213			

An independent-samples t-test was performed to compare the perceptions for 1st grade respondents and 4th grade respondents. There was no significant difference in perceptions for 1st grade respondents (M = 2.85, SD = 1.49) and 4th grade respondents (M = 2.52, SD = 1.21) conditions; t(122.89) = 1.35, p = .178. Results revealed that 4th grade students hold slightly more positive perception toward British than 1st grade students, and both groups tend not to prefer the Americans to the British.

The Figure 21 below shows the frequency distribution of responses to I-14.
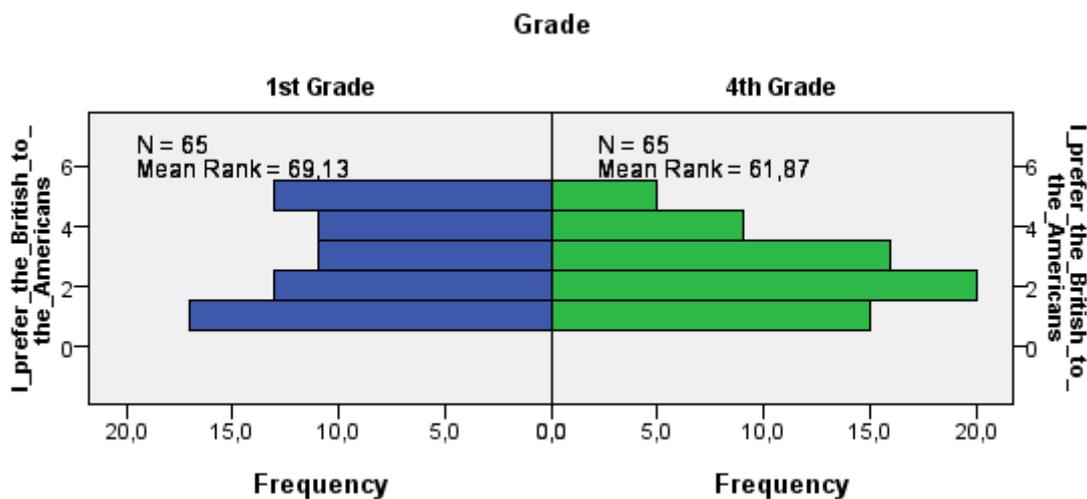

Figure 21. Frequency distribution of responses to I-14

Cross-tabulation results of I-14 showed that 24,6%of the participants ($N_{1stGrade}$ = 17, $N_{4thGrade}$ = 15) *completely agreed*, 25,4% ($N_{1stGrade}$ = 13, $N_{4thGrade}$ = 20) *agreed*, 20,8% ($N_{1stGrade}$ = 11, $N_{4thGrade}$ = 16) *neither agreed nor disagreed,*

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15,4% ($N_{1stGrade} = 11$, $N_{4thGrade} = 9$) *disagreed*, and 13,8% ($N_{1stGrade} = 13$, $N_{4thGrade} = 5$) *completely disagreed* with the statement. Half of the respondents ($N = 65$) prefer the British to Americans, and it is interesting that 29,2% of them neither agreed nor disagreed.

Table 22 displays the findings of the I-17 "The British are very open-minded".

Table 22

Analysis of I-17: The British Are Very Open-Minded

Grade	N	Mean	Std. Deviation	T	Df	P
1st Grade	65	3,02	1,166			
				,941	128	,348
4th Grade	65	2,83	1,069			

An independent-samples t-test results in the table indicated that there was no significant difference in the mean scores between 1st grade respondents ($M = 3.02$, $SD = 1.17$) and 4th grade respondents ($M = 2.83$, $SD = 1.07$) conditions; $t(128) = 0.94$, $p = .348$. Although 4th grade students hold slightly more positive perception toward British people than the 1sth graders, the ratings by 1st grade and 4th grade respondents are statistically similar. Besides, 1st graders are not negative; however, they neither agreed nor disagreed with the statement.

The Figure 22 below illustrates the frequency distribution of responses to I-17.
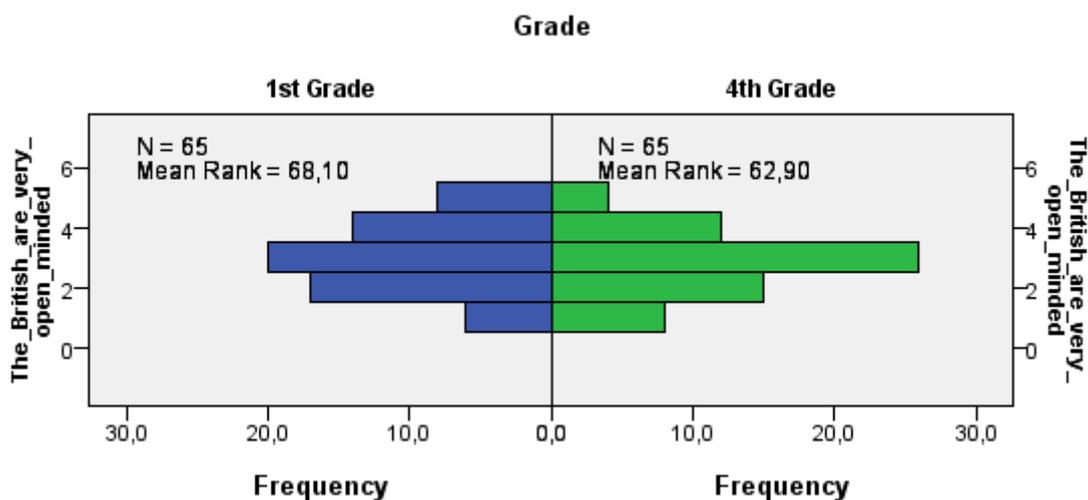

Figure 22. Frequency distribution of responses to I-17

Cross-tabulation results of I-17 showed that 10,8% of the participants ($N_{1stGrade}$ = 6, $N_{4thGrade}$ = 8) *completely agreed*, 24,6% ($N_{1stGrade}$ = 17, $N_{4thGrade}$ = 15) *agreed*, 35,4% ($N_{1stGrade}$ = 20, $N_{4thGrade}$ = 26) *neither agreed nor disagreed*, 20,0% ($N_{1stGrade}$ = 14, $N_{4thGrade}$ = 12) *disagreed*, and 9,2% ($N_{1stGrade}$ = 8, $N_{4thGrade}$ = 4) *completely disagreed* with the statement. It is interesting that there are exactly the same number of people who agreed (N = 46) and who neither agreed nor disagreed (N = 46) with the statement.

British or American English. Paired sample t-test was applied in order to assess whether there was a significant difference in participants' perceptions of BrE and AmE. Therefore, mean scores of I-1 and I-2, mean scores of I-3 and I-4, and I-5 and I-6 were compared, and the results were presented in Table 23, Table 24, and Table 25.

T-test results for the comparison of the mean scores of I-1 and I-2 are presented in Table 23 below.

Table 23

Comparison of I-1 and I-2 (I-1: British English Has All the Qualities to Be a World Language, I-2: American English Has All the Qualities to Be a World Language)

Item	N	Mean	Std. Deviation	T	Df	P
Item 1	65	2,70	1,076			
				-,183	129	,855
Item 2	65	2,72	1,251			

The results of the paired sample t-test in the table indicated that there was no significant difference in mean scores between I-1 (M = 2.70, SD = 1.08) and I-2 (M = 2.72, SD = 1.25) conditions; $t(129)$ = -0.18, p = .855. Responses of participants to I-1 ad I-2 are so similar.

Table 24 displays the t-test results for the comparison of the mean scores of I-3 and I-4.

Table 24

Comparison of I-3 and I-4 (I-3: All Turkish Children Should Learn British English, I-4 All Turkish Children Should Learn American English)

Item	N	Mean	Std. Deviation	T	df	P
Item 3	65	2,88	1,255	1,183	129	,239
Item 4	65	2,71	1,223			

The paired sample t-test results illustrated that there was no significant difference in mean scores of I-3 ($M = 2.88$, $SD = 1.26$) and I-4 ($M = 2.71$, $SD = 1.22$) conditions; $t(129) = 1.18$, $p = .239$. It is clear from the results that participants of the study gave similar responses to I-3 ad I-4; however, there are slightly more students who prefer AmE to be taught to all Turkish children.

The t-test results for the comparison of participants' responses to I-5 and I-6 are demonstrated in Table 25 below.

Table 25

Comparison of I-5 and I-6 (I-5: I Like Everything That Is British English, I-6: I Like Everything That Is American English)

Item	N	Mean	Std. Deviation	T	df	P
Item 5	65	2,69	1,323	-,336	129	,737
Item 6	65	2,75	1,247			

The paired sample t-test results indicated that there was no significant difference in participants' responses to I-5 ($M = 2.69$, $SD = 1.32$) and I-6 ($M = 2.75$, $SD = 2.75$) conditions; $t(129) = -0.34$, $p = .737$. Results show that that participants of the study gave similar responses to I-5 ad I-6; however, there are slightly more students who prefer BrE to AmE.

British or American People. Paired sample t-test was conducted in order to measure whether there was a significant difference in participants' perceptions of British culture and American culture. The t-test results for the comparison of the mean scores of I-17 and I-18 are shown in Table 26 below.

Table 26

Comparison of I-17 and I-18 (I-17: the British Are Very Open-Minded, I-18:
Americans Are Very Open-Minded)

Item	N	Mean	Std. Deviation	T	df	P
Item 17	65	2,92	1,118			
				-,122	129	,903
Item 18	65	2,94	1,160			

The results of the paired sample t-test in the table indicated that there was no significant difference in mean scores between I-17 (*M* = 2.92, *SD* = 1.12) and I-18 (*M* = 2.94, *SD* = 1.16) conditions; *t*(129) = -0.12, *p* = .903. It is seen that responses of participants to I-17 ad I-18 are so similar. Namely, they did not hold negative perception toward British and American people; however, they are close to midpoint.

Perceptions of male and female participants. Much as the research questions do not specifically formed to measure the gender effect on students' perceptions of target language and culture, it was decided later on to provide information based on male and female ELT students' perceptions which might contribute to understanding of the results of the study somehow, or even it might contribute to future studies in the field. That's way, male and female students responses to the questionnaire items are compared and statistically tested. Independent samples t-tests were performed to examine each item in the questionnaire. The results are illustrated in Table 27 below.

Table 27

Comparison of Male and Female Participants' Responses to the Questionnaire

	Male	Female
Item 1	M = 2.52 SD = 1.273	M = 2.78 SD = 0.964
Item 2	M = 2.43 SD = 1.364	M = 2.86 SD = 1.176
Item 3	M = 2.90 SD = 1.303	M = 2.88 SD = 1.239
Item 4	M = 2.45 SD = 1.194	M = 2.83 SD = 1.224
Item 5	M = 2.52 SD = 1.174	M = 2.77 SD = 1.387
Item 6	M = 2.67 SD = 1.097	M = 2.78 SD = 1.317
Item 7	M = 2.69	M = 2.72

	SD = 1.630	SD = 1.414
Item 8	M = 2.74 SD = 1.449	M = 2.76 SD = 1.322
Item 9	M = 3.33 SD = 1.373	M = 3.22 SD = 1.208
Item 10	M = 3.50 SD = 1.174	M = 3.27 SD = 1.201
Item 11	M = 2.57 SD = 1.625	M = 2.58 SD = 1.444
Item 12	M = 3.31 SD = 1.316	M = 3.20 SD = 1.146
Item 13	M = 3.02 SD = 1.220	M = 3.26 SD = 1.255
Item 14	M = 2.43 SD = 1.192	M = 2.81 SD = 1.429
Item 15	M = 3.14 SD = 1.317	M = 3.24 SD = 1.222
Item 16	M = 2.93 SD = 1.421	M = 2.88 SD = 1.182
Item 17	M = 2.90 SD = 1.246	M = 2.93 SD = 1.059
Item 18	M = 3.14 SD = 1.138	M = 2.84 SD = 1.163

Independent samples t-tests results revealed that there was no significant difference in mean scores between male and female respondents for the questionnaire items (p>0.05). It is clear from the results that both male and female students do not hold negative perceptions toward BrE (I-1, I-3, and I-5). Likewise, mean scores of I-2, I-4, and I-6 show that they do not perceive AmE negatively. When the mean scores of responses of participants to I-7, I-8, I-9, I-10, I-13, I-15, I-16 and I-18 were examined, it was found out that female students hold slightly more positive perception toward American culture than male students. Particularly, means scores of I-9 (M_{male} = 3.33, M_{female} = 3.22) and I-10 (M_{male} = 3.50, M_{female} = 3.27) revealed that although students do not view the US as the greatest symbol of progress and do not feel high respect for American citizens, female students are slightly less negative. It can also be said that both groups are close to midpoint. As for the mean scores of I-13 (M_{male} = 3.02, M_{female} = 3.26), there are slightly more male students who view Americans as poorly educated and rude, however, both groups are close to midpoint. The means scores of I-15 (M_{male} = 3.14, M_{female} = 3.24), showed that female students slightly less believe that Turkish people might adopt American cultural values, when they start to speak English. In other words, participants do not agree that America culture might have a negative impact on Turkish culture. However, students in both groups are close to midpoint. The mean scores of I-18 revealed that (M_{male} = 3.14, M_{female} = 2.84) even though both groups

are close to midpoint, while female students holds slightly positive opinions, male students hold slightly negative opinions about American people. As for the perceptions of male and female participants toward British culture (I-11, I-12, I-14 and I-17), both male and female students prefer to live in England rather than the US (I-11, M_{male} = 3.57, M_{female} = 2.58; however, they do not agree that Turkish people have much more common with England than with the US (I-11, M_{male}= 3.31, M_{female} = 3.20). The mean scores of I-14 (M_{male}= 2.43, M_{female} = 2.81) revealed that there are slightly more male students who prefer the British to the Americans than females and students in both groups prefer British people. The results gathered from the I-17 (M_{male}= 2.90, M_{female} = 2.93) revealed that, although students in both groups are very close to midpoint, they hold slightly positive perceptions toward British people and consider them to be open minded.

Summary of the questionnaire findings. In summary, these results indicate that ELT students generally hold positive perceptions toward target language and culture. As for BrE, even though mean scores of I-3 "All children should learn British English" are close to middle option, participants of the study hold positive perception toward BrE. When the results of the I-2, I-4, and I-6 are taken into consideration, the number of positive responses students gave to the items is higher than the negative responses. Namely, participants of the study hold positive rather than negative perception toward AmE. As regards American culture, except the results of I-7 "Without the American influence, English would not be such an important language", participants hold either neutral (neither agree nor disagree) or negative perception toward American culture. It is clear from the results of the I-8 and I-16 they seem worried about the American influence on Turkish culture. That is to say, they consider it as American cultural invasion. The number of participants who consider America as the greatest symbol of progress is lower than those who do not (I-9). As to I-10, the number of people who do not feel a high respect for American citizens is higher than those who do. Moreover, when both the positive and neutral responses to I-10 are taken into consideration, the number of participants who chose the middle point (%33) is too high to be ignored. Similarly, the number of positive and neutral responses to I-18 are equal and there are less people who consider American people to be open-minded. Although there are many students who think Americans are poorly educated and rude, their number is not

higher than those who think they aren't. As for British culture, there are more people who prefer to live in England rather than the US (I-11), and there are more people who prefer BrE to American. However, participants do not agree that Turkish people have much more in common with England than with the United States. In addition to this, the number of participants who selected the midpoint is quite high (I-14). As for I-17, the number of participants who consider British people to be open minded is slightly higher than those who do not. Furthermore, the number of positive and neutral responses is equal. Considering the independent samples t-test results comparing mean scores of 1st grade and 4th grade students responses to the questionnaire, it was seen that both groups hold positive perception toward BrE. However, as for AmE, results revealed that 1st grade and 4th grade students hold significantly different perceptions toward AmE. Besides, the most surprising aspect of the data is that while 4th grade students are much more inclined to choose midpoint, 1st grade students tend to choose positive options which revealed that 1st grade students value AmE more than 4th grade students. As for British and American culture, there is no significant difference between the responses of 1st grade and 4th grade students. In other words, they hold similar perceptions toward both culture.

Semi-Structured Interview Findings

In addition to the quantitative data, qualitative data were obtained through conducting semi- structured interview. Within 130 ELT students at Hacettepe University who responded to the questionnaire, 10 of them were interviewed. For a deeper understanding of the transcribed interview texts and to reach the semi-structured interview findings, content analysis was conducted. It was also aimed to figure out whether there is difference in perceptions of 1st grade and 4th grade students for British English and culture and American English and culture. Transcribed interview texts reread multiple times, and with the help of the similar and repeated responses a code list was developed. Frequencies of the codes were counted, and common codes were put under the same category. To present the results clearly, codes, participants, code counts, and categories were displayed in tables. To maintain confidentiality of participants' identities, rather than using the real names of the students, code names, such as S1 and S2, were used in the study.

While S1, S2, S3, S4 and S5 were used for the names of the first grade students, S6, S7, S8, S9 and S10 were used for the fourth grade students.

Before presenting the findings regarding target language and culture perceptions of ELT students, demographic features of the participants are provided first.
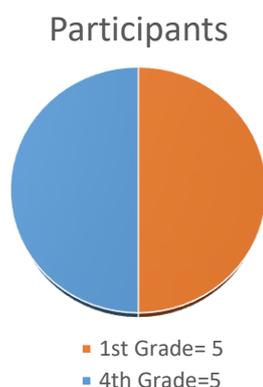
Figure 23. The number of participants

As seen in Figure 23, there are 5 students from 1st grade and 5 from 4th grade aged between 18 and 30 who constitute the participants of the semi-structured interview.

With the help of semi-structured interview questions, seven broad themes emerged from the content analysis and tables were used to present content analysis findings. Findings are presented under the following themes:

- Feelings about being an ELT student,
- Reasons to go to England or America,
- Best and least favorite things about England and America,
- Opinions about British and American people,
- Reasons to choose British or American accent,
- Reasons to choose British or American culture,
- Factors affecting students' perceptions.

Feelings about being an ELT student. To get to know the participants better and contribute to interpretation of the findings, interviewees were requested to answer a question on their feelings about being an ELT student "How do you feel

about being an English Language Teaching student?" first. Interviewees' responses were summarized in Table 28 below.

Table 28

Feelings about Being an ELT Student

Codes	Participants	Code Counts	Categories
Childhood dream	4 (S3, S4, S6, S8)	4	
Loving it	4 (S4, S7, S8,S9)	4	
Happy	3 (S1, S3, S9)	4	
Good	2 (S3, S7)	4	
Enthusiastic	2 (S3, S5)	2	
Like teaching English	2 (S1, S5)	2	Positive expressions
Motivated	1 (S1)	2	
Great	1 (S5)	2	
Lucky	1 (S10)	2	
Precious	1 (S10)	2	
Proud	1 (S6)	1	
Cool	1 (S2)	1	
Codes	Participants	Code Counts	Categories
Not so happy	2 (S9, S2)	2	
Not satisfied	1 (S9)	1	Negative expressions
Demanding	1 (S9)	1	

It was seen from the table that while all of the interviewees expressed positive feelings, however, 2 of them (S2, S9) expressed negative feelings. Most of the students love their department and happy to be an ELT students. Becoming a teacher of English is a dream for S3, S4, S6, and S8 from childhood. They feel motivated, lucky and proud. Two of them expressed their feelings by saying:

> Being a candidate of English Teacher makes me feel very motivated and happy because I am happy when I am learning languages. And these languages' cultures and also I like to teach anything to children or the older age groups. It doesn't matter. I feel really motivated. (S1)

> Since my childhood, I always wanted to be an English teacher. And now finally, I am becoming one. I will be graduated from here like in two months and I like this idea of being a teacher and an English Language Teaching student. I would like to keep studying ELT like with masters or PhD. I love it. (S8)

On the other hand, S2 and S9 expressed their feelings as follows:

> It is cool. It is easy. I think it is easy for me. I think that we have to improve-everyone thinks that they speak English in Turkey but I think that no one can. Even the teachers can't, students can't. (S2)

> It is demanding but not so difficult. I have been working as an English Teacher for three years so I love my job. The problem in ELT department is lots of

lessons aren't so important for our career. I am not so happy, but I couldn't say I am so sad. I just feel neutral. (S9)

S9 also added more comments in the following parts of the interview as given below:

I am not satisfied with my ELT education. I was expecting so many things. There are only three people in the department who are interested in making us much more capable and sufficient teachers. ELT departments must change themselves. (S9)

Although S2 and S9 have positive opinions, they expressed their dissatisfaction with general English teaching and ELT departments in Turkey. It was understood from the comments of S2 that she thinks that English language teachers in Turkey do not have native level proficiency, and so foreign language teaching and learning must be improved. As for S9, he does not think that ELT Department at Hacettepe University meet his expectations and also thinks that many courses provided by ELT departments in Turkey are useless for the teaching career.

Reasons to go to England or America. To get to know the interviewees better regarding their opinions about English speaking countries, they were firstly asked whether they have ever been to America or England. Students' responses were summarized in Figure 24.

Figure 24. Experience abroad

It was found out that only three of the interviewees reported that they had been there. S2 stated that she had been to America, lived there for one year and went to school there, as well. S5 stated that he went to England for work purposes and lived there for years. Lastly, S9 went to America for foreign language education

when he was a prep school student in a different state university. He attended to a language school in Texas for seven weeks. With the aim of finding out interviewees' perceptions toward England and America, they were asked whether they prefer to go to England or America, and they were requested to explain their reasons. Findings gathered from content analysis of the responses were presented in Table 29 bellow.

Table 29

Reasons to Go to England and America

Reasons to go to England			
Codes	Participants	Code Counts	Categories
To see British culture	3 S1, S2, S8, S9	5	British culture
I like British culture	1 S4	4	
To see people	1 S2, S4	2	British people
I like British people	1 S4	1	
Ancestors of English	1 S7	1	
To prepare for a teaching career	3 S3, S6, S7	3	Improving qualifications
To practice English	1 S8	1	
Experience abroad	2 S6, S7	2	
To see London	2 S1, S2	2	London
I love British accent	1 S4	1	British accent
Reasons to go to America			
Codes	Participants	Code Counts	Categories
To see American culture	2 S4, S6	3	American culture
Multicultural	2 S3, S10	2	
To prepare for a teaching career	2 S6, S7	2	
To see the city culture	1 S5	1	
To practice English	1 S8	1	Improving qualifications
Experience abroad	1 S7	1	
A great experience	1 S3	1	
Easy living	1 S10	2	Appealing
Hollywood MBA basketball	1 S5	1	Popular culture

The majority of the interviewees hold positive perceptions toward England and America and prefer to go to both countries. While S1, S4, and S7 expressed that they especially wish to go to England, S10 prefer to go to America. The most surprising result to emerge from the data is that S9 do not prefer to go to America again and stated that "I totally don't like America." In the following parts of the interview, he also stated that "I don't want to go to America again." British culture and British people are the most frequently stated reasons to go to England. Interviewees also wanted to go to England in order to improve their qualifications

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for their future teaching career, to see London and because they like British accent. Three of the participants expressed their reasons as below:

> I would like to go to Britain in that as you know I am an ELT student. That's why I would desire to see the culture of the language which I will teach in near future. That is why I would like to go Britain. (S3)

> I like English culture. I had an experience about English people 4 or 5 years ago. I was a volunteer guide for English orienteering team- National team. They were nice and disciplined. I really like them. Also, I love their accent. (S4)

> It's my dream from my early childhood too. Actually I think every English teacher should have a chance to visit and see their cultures. So, I would I have a chance to see and visit both of them. (S6)

> S3, S6, and S7 emphasized the significance of getting knowledgeable about target culture for their teaching career.

As for preferring America, American culture and improving qualifications for future career are the most frequently mentioned reasons given by the interviewees. One interviewee mentioned that living in America is easier and the other commented on its popular culture which arises his curiosity about getting to know its culture. Some of the reasons stated by interviews are given below:

> Because Hollywood cinema and American culture always dominate our lives and we see some cities and landscapes of cities in movies and we become curious about that. I am particularly interested in MBA basketball. MBA basketball is also the part of their city culture and I learn about their cities cultures like Chicago, or New York, or Portland and one day in the future I'd like to visit those cities. (S5)

> Because I am an ELT student. I will be an English Language teacher so I want to see the culture of that language. (S7)

> Because it would be easier for me to live in America since I am used to use American accent. Also America is a united country. There are a lot of culture. I wouldn't feel alone there because there will be a lot of people who is not Americans. (S10)

> It was inferred from the interviewees' comments that multicultural nature of America makes it worth visiting and getting to know its culture.

Best and least favorite things about England and America. In connection with the previous question interviewees were asked what they like best and least about England and America. Findings gathered from the analysis of the responses were displayed in Table 30 bellow.

Table 30

Best and Least Favorite Things about England

Best things about England				Best things about America			
Codes	Participants	Code counts	Categories	Codes	Participants	Code counts	Categories
British culture	4 S1, S4, S5, S6	7					
British traditions	1 S1	4					
Traditional clothes	3 S5, S8, S1	3		Multicultural	2 S3, S8	2	
British history	2 S4, S8	2	British Culture	Habits and routines	2 S3, S6	4	American culture
British football culture	1 S5	1		American culture	1 S6	2	
British pub culture	1 S5	1		Powerful culture	1 S3	1	
Foods	1 S6	1					
Routines	1 S7	1					
				MBA basketball	1 S5	2	
Music	1 S6	1	Popular culture	Hollywood-	1 S5	1	Popular culture
				Foods	1 S6	1	
				Music	1 S6	1	
				Successful universities	1 S9	1	
The country	1 S1	1		Qualified instructors	1 S9	1	Quality education
Democratic country	1 S9	1	Prosperity	Education	1 S1	1	
Living standards	1 S10	1		Libraries	1 S1	3	
				The living standards	1 S10	1	Prosperity

Least favorite things about England				Least favorite things about America			
Codes	Participants	Code counts	Categories	Codes	Participants	Code counts	Categories
The power of the Kingdom	1 S3	1		American culture	2 S4, S9, S1	3	
Royal family	1 S10	1	Royal power	American street culture	1 S1	1	American culture
Hierarchy in England	1 S10	1		Gun culture	1 S5	1	
Imperialism	1 S4	2	British influence	American celebrities	1 S5	1	Popular culture
Exploitation	1 S1	1		Talk shows	1 S5	1	
				The health service	1 S8	1	Living standards
Hard accent	1 S10	1	British accent	Capitalism	1 S4	2	American influence

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It is found out that British culture, British popular culture and prosperity of the country shaped ELT students' perceptions positively. Majority of the interviewees particularly touched upon British culture in terms of its traditions, traditional clothes, history, football culture, pub culture, foods and routines. However two of the participants (S3, S4) stated that they dislike that monarchy retains its popularity in Britain and British influence on the other nations. S10 expressed that British Accent is difficult to understand. Some of the comments on what interviewees like best about England are as follows:

> I want to learn about Britain, British culture and traditions. Especially the clothes because I am a fan of Peaky Blinders series. I really like their clothes. Their trends. (S1)

> They really love their traditions and preserve their traditions. That's the main difference between American culture and British culture. I like their way of speaking, culture, their football culture, their pub culture. Yes, I quite like British culture. (S5)

> When it comes to United Kingdom, it's the country I would like to visit most in the whole world. I like the traditional sort of structure of the country and I liked the history is being preserved. There is still a queen of the country. And that is somehow not good for the democracy. But keeping the traditions alive seems good to me. (S8)

> They have much more intellectual people. They are really interested in cinema, art, and history. It is more democratic country than America. (S9)

It is clear from the interviewees' responses that they appreciate that British people preserve their history and keep their traditions alive. S1 and S10 commented on what they like least about England as follows:

> Maybe the history, we read that. They exploit most of the cultures. So, it is unfortunately sad thing. So, we have to think about the things they did in the past. (S1)
> For what I least like, I think I can say their accent. It is so hard for me to understand British people. (S10)

As to best things about America, interviewees touched upon American culture, American popular culture, their success in education, and prosperity of the country as below:

> Actually, I watch some TV shows and I heard that libraries in America are really good. But in Turkey, there aren't libraries like them. I really wonder libraries in America, the education there. (S1)

> I am curious about their cultures, especially culture of America because I started to watch their films when I was in high school. And so, I am wondering about

their cultures and their daily routines. I am curious about their foods and their music. (S6)

As far as I watched from the movies and the TV series, the documentaries I follow that multicultural characteristic of the country makes me amazed. (S8)

It is inferred from the comments of the interviewees that they think America's education system is successful, and American popular culture, TV shows, movies, TV series and so on, lead interviewees to hold positive attitudes toward American culture. When it comes the least favorite things about America, some comments made by interviewees are as follows:

I don't think that they have culture. Their origins are from another country. (S4)

And also, their gun culture, their celebrity culture you now. It is easy to poses guns in US. It makes people a bit bully. I didn't go to America, but I can sense it. And their celebrity culture and talk shows create some artificial world. (S5)

And the least thing that I like about them maybe—I don't know—I didn't have any experience but all of my friends say that the health service is not as good as Turkey. You must have a lot of money to pay for your health service or else you can't get any. This is the case about the movies I saw. (S8)

Before going there, I thought that America is a super country in terms of intellectual people and culture, but when I went there I saw people were interested in only drinking beer, wine and eating stake. And, they were so rude. I couldn't see any culture in there. (S9)

It is found out that interviewees hold some negative perceptions toward American culture and even some of the participants (S4, S9) think that America does not have a culture. S5 pointed out high gun ownership in the US and negative impact of celebrity culture on society. High cost and poor quality health care services were also mentioned by one of the interviewees.

Opinions about British and American people. Interviewees were also asked to share their opinions about British and American people. It was thought that analysis of interviewees' opinions on this issue would provide a general idea of how ELT students perceive the target language society. Content analysis findings on opinions about British and American people are displayed in Table 31 below.

Table 31

Opinions about British and American People

	British people				American people		
Codes	Participants	Code counts	Categories	Codes	Participants	Code counts	Categories
Kind- polite	5 S1, S3, S7, S9, S10	6					
Tradition-minded	2 S5, S8	4					
Nice	2 S3, S4	2					
Calm	1 S1	1		Nice	3 S2, S4, S10	5	
Friendly	1 S3	1		Welcoming	1 S2	1	
Noble	1 S3	1	Positive opinions	Helpful	1 S2	1	
Disciplined	1 S4	1		Cool	1 S2	2	Positive opinions
More civilized	1 S7	1		More relaxed	1 S3	1	
Intellectual	1 S9	1		Open to new flavors	1 S5	1	
Serious	1 S9	1		Strong social relationship	1 S8	1	
Success-oriented	1 S9	1					
More trustworthy	1 S9	2					
Punctual	1 S10	1					
Codes	Participants	Code counts	Categories	Codes	Participants	Code counts	Categories
				Rude	2 S9, S7	3	
				Lack of morality	1 S3	3	
Distant	2 S1, S9	2		Negative perception	1 S1	1	
Not straightforward	1 S5	2	Negative opinions	Ignorant	1 S5	1	Negative opinions
Sort of racist	1 S8	1		Not so welcoming	1 S9	1	
				Not so intellectual	1 S9	1	
				Racist	1 S10	1	

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It was interesting to find out that positive opinions expressed by the interviewees about British people are more than those expressed about American people. It was also surprising to find out that negative opinions about Americans are more than those expressed about British people. While British people were viewed to be kind, disciplined, serious, and intellectual, Americans were viewed to be rude, more relaxed and less intellectual. There are also common opinions about British and American people expressed by the interviewees, such as nice and racist. Some comments about British people are as follows:

> British people are calm and kind people, however sometimes they could be so distant to another person. (S1)

> The first thing that I realized in England that people were not as straightforward as I expected. It was a bit difficult for me because in normal social encounters we, human beings, look each other in the eyes and then talk. But, in England people are not that straightforward and they avoid eye contact. But, then after, I realized that it was a common thing. There was no prejudice against me. (S5)

> I have some native speaker friends who was in England and who lived there for a while. But they don't have British origin, they told me that the British people are sort of, but not totally, they are sort of racist about the countries they were born. (S8)

> They are more polite. They are maybe a little bit cold fish, but I like their seriousness in nationality. They are just focusing on their job. They are just trying to be successful whatever they do. (S9)

S1 thinks British people are distant, similarly, S9 thinks they are a little bit cold fish and serious. S9 thinks it is because they are success-oriented and determined people and recognizes this as the national characteristics of British people. Some comments about American people are as follows:

> We judge American people for being cold, but they're not. They are very welcoming. They did support me a lot. They did help me a lot. So I really don't have anything to say bad about them. (S2)

> What I like about them is sometimes they are curious about different foods and cousins. But, I am talking about the people I personally met with. It is just my impression. (S5)

> They are really ignorant about the rest of the world. Beyond Atlantic Ocean they have no idea about what is going on. (S5)

> When I went there I saw people were interested in only drinking beer, wine and eating stake. And, they were so rude. (S9)

> I don't feel anything negative or positive. I am sure they are nice people but many of them are racist. That is my least favorite thing. (S10)

Although one of the interviewees (S8) expressed that British people were not totally racist, the other interviewee (S10) stated that many Americans were racist. While one interviewee (S2) thinks Americans are welcoming people, some interviewees (S9, S10) think they are rude and not so welcoming. It is found out that participants might have opposite opinions about American people.

Reasons to choose British or American accent. In order to find out perceptions of interviewees toward British and American accent, they were asked whether they value British or American English and requested to state their reasons. Content analysis findings of the data regarding accents are presented in Figure 25 and Table 32 below.
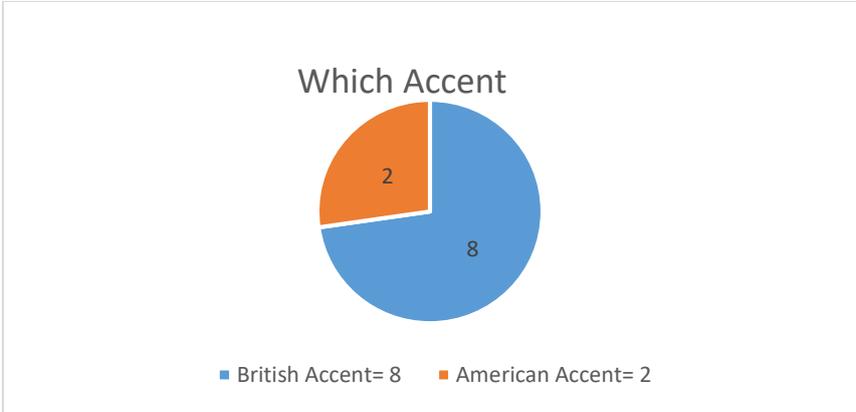
Figure 25. British or American accent

Findings presented in Figure 25 revealed that while 8 of the interviewees value BrE more, there are 2 interviewees (S9, S10) who value AmE more. It can be said that interviewees prefer BrE to AmE.

Table 32

Reasons to Choose British or American Accents

British Accent				American Accent			
Codes	Participants	Code counts	Categories	Codes	Participants	Code counts	Categories
Sounds good	4 S2, S4, S5, S8	6					
Kind and polite	2 S1, S8	2					
Pure	1 S3	1	Perceptions of British accent	Global dominance	2 S9, S1	2	American influence
More natural	1 S6	1					
More authentic	1 S6	1					
Like a melody	1 S8	1					
Originated in Britain	2 S7, S8	2	Origin of the language	The most popular variety	1 S9	1	Popularity
The most popular variety	1 S3	1	Popularity				
Experience in England	1 S5	1	Personal experience	Sounds more enjoyable	1 S10	1	Perceptions of American accent

Findings in Table 32 revealed that while ELT students stated so many positive perceptions about British accent, such as kind, polite, pure, natural and authentic, only one participant thinks that AmE sounds more enjoyable. There is one interviewee who thinks BrE is the most popular variety as well as there is one who thinks AmE is. Some reasons given for choosing British accent are as follows:

I like the sound of British accent. But I don't know. I lived in the USA, so I cannot choose one. If I had a chance to choose I would choose to talk in British accent. (S2)

I can't decide on which on is more valuable, but if I have to learn or teach just one of them, I would choose the British because it sounds more natural and more authentic to me. (S6)

The British were the first speakers of English. When you hear the British accent it is more like a melody. You can see the politeness in the language. When it comes to American, it was founded later. (S8)

Even though S2 has been to America and speaks with American accent, she preferred British accent. The reason for S8 and S7 choosing British accent is that English was originated in Britain. Though S5 thinks there isn't much difference between BrE and AmE, his experience in England made him choose British accent.

The reasons why interviewees choose American accent are below:

Although I like British people and the government, I prefer to teach American English, because America is dominating the world. Majority of people in abroad speak with American English. This is totally understandable. Although there is no culture in America, I think that I must teach my students American English. (S9)

I value American accent more because it is more enjoyable to hear for me. (S10)

Although S1 and S9 preferred different accents, they share the same opinion about America. To clarify, even S1 preferred British accent, she thinks people in Turkey should learn American accent, because America is a global power which dominates the world.

Reasons to choose British or American culture. To find out interviewees preferences for British and American culture, they were asked whether they value British or American culture and requested to state their reasons. Content analysis findings of the data regarding target culture are presented in Figure 26 and Table 33 below.
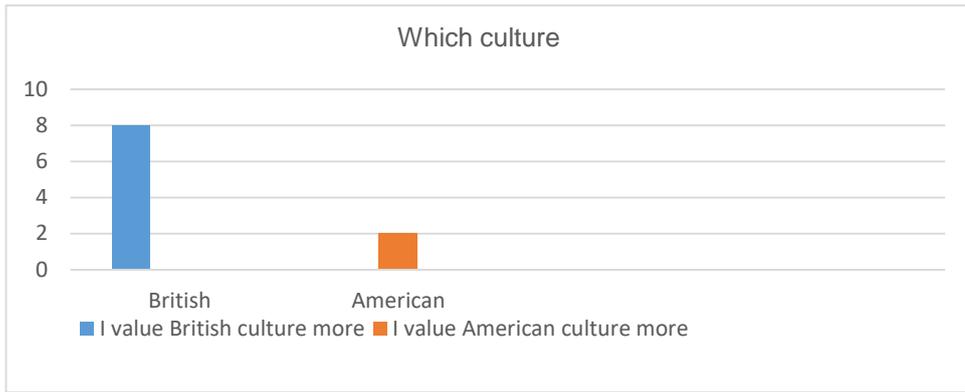
Figure 26. British or American culture

Findings displayed in Figure 26 revealed that while 8 of the interviewees preferred British culture, there are only two interviewees who preferred American culture. It can be said that interviewees preferred British culture to American culture.

Table 33

Reasons to Choose British or American Culture

British Culture				American Culture			
Codes	**Participants**	**Code counts**	**Categories**	**Codes**	**Participants**	**Code counts**	**Categories**
Very old	2 S3, S8	2					
Rich cultural heritage	2 S5, S4	2					
Rich culture	1 S10	1	Perceptions of British culture	Multicultural	1 S3	3	Cultural aspects
Preserved	1 S3	1		American Literature	1 S8	1	
Fascinating	1 S5	1					
Original	1 S7	1					
Having common customs	1 S1	1					
British foods	1 S1	1					
Pub culture	1 S5	1	Cultural aspects	Welcoming people	1 S2	1	American people
British literature	1 S8	1					
British history	1 S8	1					
British people	1 S9	1	British people	Suits me	1 S6	2	Have more in common
Tradition-minded	1 S8	1					

As for the reasons stated by interviewees for choosing either British or American culture, findings in Table 33 revealed that positive perceptions held by the ELT students toward British culture are more than those held toward American culture. They preferred British culture because they think it is very old, rich, preserved, fascinating, and original. Moreover, they think British people have a vast cultural heritage. Some cultural aspects, such as British foods, pub culture, literature, and history lead interviewees to prefer British culture. Positive perceptions toward British people is the other reason why they preferred British culture. Some reasons given for choosing British culture are as follows:

> I like British culture more because they have customs like in Turkey, for example the tea, I like very much drinking tea because of our traditions and habits. So, I wonder about British foods, as well. So, I prefer British culture to American. (S1)

> British culture. Because their cultural heritage is so massive. It is really fascinating when you read about it. That is why I am more attached to British culture. It is still biased idea because I lived there. I didn't have chance to get to know American culture. Especially pub culture, I liked about. When you walk into a British pub, it is like you walk into a different world because you don't feel alone. You just socialize with people that you don't know. So, it is very amazing. Whereas in the other countries including Turkey, you go to a pub and you wait for the waiter or waitress to serve you. But in England, you just grab your drink at the bar and start talking to people. They are really friendly when it comes to sharing a drink or something. (S5)

> About that, I think that I can't come with the final answer because they are foreign to me. I like reading about British literature or American Literature. So, both. If I need to answer with one, I would pick British because of the reasons that I would like to visit Britain. (S8)

> Since America is a fairly new country I don't think they have a rich culture to be honest. When I was in Erasmus in Portugal I took American Culture classes. And I was thinking the same thing what does America have as culture? That's why I think British culture is bigger than the American culture. (S10)

S1 preferred British culture because she thinks Turkish people have much more in common with British culture than American culture. Although S5 have many reasons to choose British culture he expressed that he hadn't been there, so he might be biased against American culture. Although some interviewees (S3, S8) expressed that it was difficult for them to choose one of them because either they hadn't been there, or they valued both cultures, finally they stated that they chose British culture because they think it is old and preserved and they would like to get to know more about British culture.

As for American culture, two interviewees, S2 and S6, stated that they preferred American culture as below:

> I don't know much about the British, so I cannot really choose one. People say that Turkish people are like really welcoming, but no. Americans are ahead of us. So, I am going to choose American. (S2)

> Actually, American culture is closer to me because its own traditions and their culture, music and foods are closer to me and my characteristics. (S6)

S6 is the only interviewee who preferred American culture without hesitation. She thinks that Turkish people have much more in common with American culture than American culture.

Factors affecting students' perceptions. Through previous interview questions, interviewees shared their feelings, thoughts, opinions and perceptions regarding target language and culture. As the last question dealing with ELT students perceptions, interviewees were asked that what factors affect their perceptions toward target language and culture. Table 34 displays the content analysis findings of the data below.

Table 34

Factors Affecting Students' Perceptions

British English and culture				American English and culture			
Codes	Participants	Code counts	Categories	Codes	Participants	Code counts	Categories
				Movies	5 S2, S3, S5, S6, S8	6	
				TV series	3 S5, S6, S8, S10	4	
TV series	5 S4, S5, S6, S8, S10	5		Books, articles	2 S1, S6	2	
Movies	4 S2, S5, S6, S8	5		Videos	1 S2	1	
Music	2 S6, S9	2	Popular culture	Talk shows	1 S5	1	Popular culture
Videos	1 S2	1		Music	1 S6	1	
Talk shows	1 S5	1		Documentaries	1 S8	1	
Books, articles	1 S6	2		American celebrities	1 S10	1	
				American Youtubers	1 S10	1	
				Media	1 S10	1	
British history	4 S1, S4, S8, S9	4					
British architecture	1 S1	1	British culture	American literature	1 S1	1	American culture
British culture	1 S5	1		American habits	1 S3	1	
Keeping the culture alive	1 S5	1					
Long-standing traditions	1 S5	1					
British people	5 S3, S4, S9, S7, S9	4	British people	Experience in the US	1 S2	1	Experience abroad
A beautiful civilization	1 S1	1	Civilized nation	American people	1 S3	1	American people
A massive empire	1 S5	1					
The way they talk	1 S5	1	British accent	Education	1 S9	1	Education
British accent	1 S7	2					
My teachers	1 S4	1	Language education	Global dominance	1 S9	1	American influence
Codes (Negative)	Participants	Code counts	Categories	Codes (Negative)	Participants	Code counts	Categories
				Americans' habits	1 S3	1	American culture
TV series	1 S10	1	British accent	Americans' behaviors	1 S3	2	
				Americans	1 S4	1	American people
				Rude people	1 S7	1	

Capitalism	1 S4	1	American influence
Social media	1 S7	1	Popular culture
The high crime rate	1 S7	1	News

It is clear from the Table 34 that there are various factors affecting people positively and negatively. It is found out that popular culture including movies, TV series, books, videos, talk shows and so on, is the most frequently stated factor for both cultures and accents. Some interviewees' comments on the issue are as follow:

> May be the language itself. British English sounds very good when it is compared to American. So, British people seem more civilized and unique. (S7)

> United Kingdom has a long history. We have learned the history of English people that attracted me more about learning their history. Learning foreign countries' history attracted me. In addition to history, American and British movies and TV series. If I could got the chance to visit these countries, I would have some more reasons. (S8)

> They have so big history behind them. They value culture, movies and art. British songs are more meaningful. British people are more trustworthy. (S9)

Apart from popular culture, when interviewees talk about BrE and culture, they also mentioned British culture, British people, British accent, and language education as factors affecting their perceptions. S10 mentioned TV series as a factor affecting her perception toward BrE and culture by saying "When I try to watch British series like "Sherlock", it was hard for me to listen to them". Some interviewees' comments on factors affecting their perceptions toward American English and culture as follows:

> I like reading books about American culture and like Edgar Allan Poe. American literature can be interesting. But, I don't have a lot of idea about it. Most of my friends really love series from America and England. I am not a fan of every series. I am a fan of Peaky Blinders Series. (S1)

> Many things affect us. When I watch a movie or anything, video. You get something out of that about people and if it is American, you get something about the culture or the language. When I watch something in British accent, I can't understand much. But, I just love the sound of it. When I lived in the USA, everything affected me. My experiences, my teachers, people, the school. (S2)

> To be honest, I learned English when I was watching TV series. And those TV series were mostly American ones. That's why I started to hear Americans and I like it more. Also, American TV stars, like singers, actors and actresses. Or, Youtube, I like following Youtube. I like American Youtubers more. So media. (S10)

As for American English and culture, apart from popular culture, interviewees mentioned American culture, their experiences abroad, American people, America's education system, American influence and the news as factors affecting their perceptions. S7 emphasized the effect of social media and the news on her perceptions toward American people by saying "I think that they are rude people. I

don't know why. May be because of the news, social media. And, the higher crime rate of the world is there."

Suggestions for English language teachers and curriculum designers from ELT students. As the final question of the interview, ELT students were asked whether they have any suggestions for English teachers and curriculum designers to be able represent the target language and culture to language learners better. Some 1st grade students didn't know what 'curriculum' means, that's why they didn't proposed any suggestions. Interviewees' suggestions for language teachers and curriculum designers are summarized below.

Suggestions for language teachers. Interviewees' suggestions for language teachers to represent the target language and culture to language learners better were read through and summarized as follows:

S1: FL teachers should integrate culture teaching in language teaching to help learners gain cultural knowledge. By this way, learner can confidently communicate with people from other countries.

S2: Rather than teaching too much grammar, teachers should promote speaking in target language through designing culture-related speaking activities.

S3: They should Encourage FL learners to interact with target language speakers in the target language speaking environment. Even, they can invite their colleagues from other nations to the classroom.

S4: Rather than teaching too much grammar, they should provide students with cultural information through using maps, videos and literary texts.

S5: FL learners should be exposed to listening input to develop their listening comprehension, therefore, teachers should use aural materials or audio-visual materials, like videos.

S6: To create motivation for culture learning, FL teachers should use authentic materials and should make learners to speak more in target language. They should encourage FL learners to get to know the target culture in its hometown.

S7: Every FL teacher should have an experience abroad in target language country to get to know the culture of the target language community. Furthermore, to

provide cultural information they should show videos in target language and bring pictures about target culture to the class.

S8: They should encourage students to celebrate holidays and special occasions of target language speaking country, like Halloween, without involving political and religious issues.

S9: They should integrate target culture literature in language classes to present the target language and culture better.

S10: To present the target language and culture better they should use authentic materials.

Suggestions for curriculum designers. Interviewees' suggestions for curriculum designers to represent the target language and culture to language learners better were read through and summarized as follows:

S3: They should develop education programs including more speaking activities to promote interaction.

S4: They should integrate more speaking tasks into the curriculum.

S5: To improve learners' listening comprehension, they should include more audio materials into the curriculum.

S6: They should integrate target culture teaching into the curriculum.

S8: They should develop more flexible educational programs that let teachers make some changes in teaching target culture.

S9: They should integrate a piece of target culture literature into the curriculum.

S10: They should add authentic materials to the curriculum.

Suggestions proposed by the interviewees above will be mentioned again in the pedagogical implications section in the following chapter.

Chapter 5

Conclusion, Discussion and Suggestions

In this chapter, firstly, findings of the questionnaire and findings of the semi-structured interview will be discussed under the subheading "Discussion". Secondly, this section will be followed by the subheadings of "Conclusion", "Pedagogical Implications", and "Suggestions" where the suggestions for the further studies will be provided.

Discussion

In this section, in order to find out the possible relationships between the responses given by the participants to the questionnaire items and the semi- structured interview questions; and also how these relationships might help to reach a conclusion about ELT students' perceptions toward British English and culture and American English and culture will be discussed. All the findings will be taken together and will be discussed in accordance with the research questions formed by the researcher at the beginning of the study. There are six questions concerning with the ELT students' perceptions toward target language and culture.

In the previous chapter, the findings of the quantitative and qualitative data analysis were presented successively with the help of tables and figures. For the analysis of the quantitative data, each questionnaire item was statistically tested through SPSS 21.0. Therefore, data obtained from 18 items were analyzed in terms of British English, American English, British culture, and American culture. Independent samples t-test, cross-tabulation, and paired sample t-test were applied to get the results regarding participants' responses to the questionnaire items. Independent samples t-test was conducted to measure whether 1st grade and 4th grade students hold different perceptions toward target language and culture. Cross-tabulation was applied to find out all the participants' perceptions toward target language and culture. And lastly, paired sample test was conducted to compare the mean scores of questionnaire item pairs (1-2, 3-4, 5-6 and 17-18) regarding British and American English and British and American culture. Mean scores, significance values, response frequencies, and percentages got from the tests results helped to report the study results.

As to qualitative data analysis, data obtained from the semi-structured interviews including 6 questions conducted with 10 ELT students were analyzed through content analysis. Recorded interviews were transcribed first and read through multiple times to find out the related points stated by the interviewees and their meanings. With the help of the most frequently stated responses, a code list was developed. Via this code list, responses in each transcript were coded. Related codes were put together to create categories. For each interview question, codes, code counts, and categories were presented in tables. Merged tables were used to present the interview findings clearly and make comparisons about interviewees' perceptions of both accents and both cultures. In the light of research questions, findings of the study will be discussed below.

Research question 1: What are the perceptions of ELT students toward British English and culture? Overall, findings of the study revealed that ELT students hold positive perceptions toward British English and culture. Cross tabulation is used to find out the percentages and frequencies of participants' responses to the questionnaire items (I-1, I-3, I-5, I-11 I-12, I-14, and I-17). Although participants' responses to I-3 "All Turkish children should learn British English" are close to neutral, test results of the questionnaire items 1 and 5 revealed that nearly half of the participants hold positive views, and they think that British English deserves its status of a world language. As for British culture, the test results of the questionnaire items 11, 12, 14 and 17 revealed that although more than half of the participants prefer British people to Americans and prefer to live in England rather than in the US, they do not think that we have much more in common with British culture. As for I-17 which measures participants' perceptions toward British people whether they are very open-minded, the percentage of positive responses and the percentage of middle option are the same. This might reveal that either participants are neutral or they do not have enough information about British people.

When it comes to the findings of the content analysis, responses to the interview questions concerning BrE, British culture, British people and England, revealed that the majority of interviewees hold positive perceptions toward British English and culture. In this respect, the semi-structured interview findings are in line with the questionnaire findings. Interviewees, as prospective English teachers, stated that they were willing to go to England, practice English and get to know more about British

culture. They think British people have a rich culture and an old history. Besides, they think British people preserve their history and keep their traditions alive. They generally think that British people are kind, tradition-minded, intellectual and disciplined. There are only a few people who think that they are distant and sort of racist. They admire the way British people talk and they think BrE is preserved and kind and sounds like a melody. It is observed that one interviewee who has been to England before and lived there for two years has more things to say about British English and culture. Besides, he expressed his feelings and opinions more passionately than the other interviewees who hold positive perceptions toward British English and culture, as well. This can be because of that his experience abroad and good memories about England affect his perceptions toward British English and culture positively. This finding is in line with the Paik, Anzai, and Zimmerman (2011)'s study carried out with 8 college students in the US. They examine whether student' attitudes toward Japan and Japanese people change after a 3-week study-abroad program. Findings of the study revealed that after the program, the majority of students adopted more positive attitudes toward Japanese culture and its people and students expressed their willingness to interact with Japanese people in their own language.

Research question 2: What are the perceptions of ELT students toward American English and culture? Overall, findings of the study revealed that ELT students hold positive perceptions toward American English, however they have some concerns about American culture. Cross tabulation is used to find out the percentages and frequencies of participants' responses to the questionnaire items (I-2, I-4, I-6, I-7, I-8, I-9, I-10, I-13, I-15, I-16, and I-18). As to AmE, the test results of the questionnaire items 2, 4, and 6 revealed that nearly half of the participants hold positive views, and they think that American English deserves its status of a world language and all children in Turkey should learn American English. When it comes to American culture, the test results of the questionnaire items I-7, I-8, I-9, I-10, I-13, I-15, I-16, and I-18 revealed that although participants appreciate the contribution of the American influence to English to become an important language in the world through their responses to I-7, participants' responses to I-8, I-9, I-10, I-13, I-15, I-16, and I-18 were either neutral or negative. They do not consider America as the greatest symbol of progress, in addition to this, they are worried about American influence on their culture. The general public survey carried out by the Pew Research Center for the People & the

Press (2013) in 2007 and 2012 in 16 countries revealed that people worry about spreading American ideas and customs. Even though American soft power is receiving a growing appreciation from many countries, people displeased with the situation that American ideas and customs affect their country.

Although there are more people who think positively regarding I- 18 "Americans are open-minded" than negatively, the neutral responses are equal to positive ones. This can be because that either participants are neutral, or they do not have enough information about American people.

When it comes to the semi-structured interview findings concerning American English and culture, only two of the participants preferred American English to British English, so interviewees didn't mention American English a lot. Interviewees, as prospective English language teachers, stated that they hoped to go to America, practice English and get to know more about American culture. Due to its multicultural nature and the effect of American popular culture, interviewees seem willing to go to America. These findings are congruent with the findings of the general public survey carried out by the Pew Research Center for the People & the Press in 2007 and 2012 in 16 countries. The survey revealed that people find American media and entertainment industry quite successful. With its music, films and TV programs the country made its mark particularly on people under 30 years of age. However, some interviewees think that there is no culture in America. In addition, interviewees criticized high gun ownership, high crime rate, and poor quality health services in the US. As for American people, interviewees hold both positive and negative perceptions toward American people. While some of them think Americans are nice, welcoming, and more relaxed people, the others think that they are rude, ignorant, not so welcoming and racist. In this sense, it can be said that interviewees' perceptions toward American people and culture are not so positive. Contrary to the findings of the questionnaire, there were only two interviewees who preferred American English, and interviewees think that due to America's global dominance, it would be better to teach American English in Turkish schools. In the light of semi-structured interview findings, it can be said that although participants do not hold negative perceptions toward American English, they do not prefer to speak with American accent when they are asked to choose either British or American accent.

Research question 3: Do first grade students' perceptions of British or American English differ from fourth graders'?. It was found that each participant has his/her own noteworthy reasons to choose a more favorable variety of English. As for British English, the questionnaire findings revealed that 1st grade students' perceptions of BrE do not differ from 4th graders'. Independent samples t-tests were applied to compare 1st and 4th grade students' responses to I-1, I-3, and I-5, and the obtained data revealed that there is no significant difference in perceptions between 1st grade and 4th grade students (p>.05). However, as to I-1 and I-3, perceptions of 4th graders toward BrE are slightly more positive than perceptions of 1st graders. In addition, semi-structured interview findings didn't reveal any difference in perceptions between 1st and 4th grade interviewees.

As to American English, independent samples t-tests were applied to measure whether there is any difference in perceptions of 1st and 4th grade students for AmE. Obtained data regarding I-12, I-4, and I-6 revealed that there is a significant difference in perceptions between 1st and 4th grade participants (p<.05). In other words, 1st grade students' perceptions of AmE differ from 4th graders'. Means scores for I-12, I-4, and I-6 revealed that 1st grade students hold more positive perceptions toward AmE than 4th grade students. However, semi-structured interview findings didn't reveal any difference in perceptions between 1st and 4th grade interviewees. 1st grade students'' perception can be explained by the study carried out by Matsuura, Chiba, and Yamamoto (1994). The study dealing with Japanese university students' attitudes towards different varieties of English indicated that participants of the study hold more positive attitudes toward America English than the other varieties including both the native and non-native varieties. They explained this as the result of exposure to American English since American English is preferred more as an instructional model at high schools in Japan than British English, which is the other instructional model used in Japanese high schools.

Research question 4: Do first grade students' perceptions of British or American culture differ from fourth graders'?. When it comes to British culture, independent sample t-tests results regarding I-11, I-12, I-14, and I-17 revealed that there is no significant difference in perceptions between 1st and 4th grade students (p>.05). To put it another way, 1st grade students' perceptions of British culture do not differ from 4th graders'. Although it is found that perceptions of 4th graders toward British

culture are slightly more positive than perceptions of 1st graders, semi-structured interview findings didn't reveal any difference in perceptions between 1st and 4th grade interviewees.

As regards American culture, similar to findings mentioned above, independent samples t-test results regarding I-8, I-9, I-10, I-13, I-15, I-16, and I-18 didn't reveal any difference between 1st and 4th grade ELT students' perception of American culture(p>.05). In other words, 1st grade students' perceptions of American culture do not differ from 4th graders'. It is found out that although perceptions of 1st graders toward American culture are slightly more positive than perceptions of 4th graders, semi-structured interview findings didn't reveal any difference in perceptions between 1st and 4th grade interviewees. Some participants asserted that as they hadn't been to the U.S they didn't have sufficient information about Americans and their culture.

Research question 5: Do students value British English and culture or American English and culture more?. In order to find out whether ELT students value British English and culture or American English and culture more, paired sample t-tests results, data obtained from the cross-tabulation tables and semi-structured interview findings will be discussed in this section. Paired sample tests were applied to compare participants' responses to questionnaire item pairs (1-2, 3-4, 5-6 and 17-18) regarding whether students value British or American English and British or American culture more. The results of the paired sample t-tests indicated that there was no significant difference in mean scores between I-1 and I-2, I-3 and I-4, I-5 and I-6, and I-17 and I-18 (p>.05). In other words, ELT students do not value British English and culture or American English and culture more.

Frequencies and percentages obtained from the cross-tabulation tables revealed that although ELT students hold positive perceptions toward BrE, AmE, and British culture, they hold either neutral or negative perceptions toward American culture.

As to interviewees' responses to interview questions, it is find out that 8 of 10 interviewees prefer British English and culture to American English and culture. ELT students hold more positive perceptions for British English, British culture and British people than for American English, American culture, and American people. These findings are congruent with the findings of the study conducted by Cruz and Cazorla (2015). They carried out an empirical study on the attitudes of the students of

English Philology toward BrE and AmE, and they found out that English Philology students preferred BrE to AmE. As for them, student' acquaintance with BrE is one of the reasons of their preference for British English. The study conducted by Ladegaard and Sachdev (2006) on Danish high school students and EFL university students revealed similar findings about students' preferences for British and American accent. Although students held positive perceptions toward American culture, they expressed a higher preference for British accent.

Findings of the study revealed that ELT students hold positive perceptions toward British and American English. But, when the data obtained from the interviews are taken into consideration, it can be said that ELT students are likely to prefer British English to American English. Moreover, although students hold positive perceptions toward American English, responses to the questionnaire items and the semi-structured interview questions revealed that ELT students' perceptions of American culture are not so positive. In this respect, it can be said that ELT students have more inclination to prefer British culture to American culture.

It is found out that not only students' perception of target language and culture but also other reasons are effective on their answers. Namely, although participants have a common concern about the cultural destruction that American culture cause, 1st grade students still prefer American English and hold positive perception toward it in the quantitative study. The reason for this could be the frequency of exposure to AmE, the direction in which they have been pulled by their teachers, and other reasons.

When students were asked to state the factors that affect their perceptions toward target language and culture, it is found out that popular culture including movies, TV series, books, videos, talk shows and so on, is the most frequently stated factor for both cultures and accents. As for BrE and culture, students also mentioned British culture, British people, British accent, and language education as factors affecting their perceptions. As for American English and culture interviewees mentioned American culture, abroad experience, American people, America's education system, American influence and the news as factors affecting their perceptions. There was only one interviewee who mentioned her English language teachers as a factor affecting her perceptions and there was no students who mentioned the courses they took in the ELT department. It can be because of that either students forgot to mention this factor, or culture teaching is not integrated into

the ELT curriculum followed by the department. The empirical study carried out by Byram (1989) emphasizes the importance of the culture teaching in language teaching. The study revealed that cultural learning is essential to pave the way for students to learn about other cultures' way of living, which may serve to change learners' perception toward other people and change them to become more understanding of others.

Conclusion

The present study was conducted to examine the perceptions of ELT students toward target language and culture at a state university in Turkey and find out whether they value British English and culture or American English and culture more. It was aimed to provide the curriculum designers and EFL educators with valuable data regarding the differences and similarities between tendencies of 1st and 4th grade ELT students, their perceptions, feelings and thoughts about target language, target culture and target language speaking people. The study was carried out with 130 1st and 4th grade students who are enrolled in the Department of English Language Teaching at Hacettepe University, Ankara. To contribute to a better understanding of the study results, mixed-method research design, which combines quantitative and qualitative research methods, was employed. The questionnaire with 18 items adapted from Cruz and Cazorla (2015) was used to collect the quantitative data of the study. The semi-structured interview with 6 questions concerning interviewees' perceptions toward target language and culture was used. To analyze the quantitative data SPSS Statistics 21.0 was used. Through conducting content analysis the qualitative data composed of transcribed interviews were analyzed

The findings of the questionnaire and the findings of the semi-structured interview were presented successively with the help of tables and figures. The findings obtained from questionnaire item were reported under the related subheading. These results indicated that ELT students generally hold positive perceptions toward target language and culture. As for BrE and AmE, participants of the study hold positive perception toward both varieties of English. As regards American culture, participants hold either neutral (neither agree nor disagree) or negative perception toward American culture. They were worried about the American influence on their culture. As for British culture, generally, they gave positive responses. They do not agree that

Turkish people have much more in common with England than with the United States. The independent samples t-test results comparing students' responses to the questionnaire, revealed that 1st grade students value AmE more than 4th grade students do. As for British and American culture, 1st grade and 4th grade students hold similar perceptions. The results of the paired sample t-test indicated that ELT students do not value British English and culture or American English and culture more. When the percentages and frequencies obtained from the cross-tabulation are also taken into consideration, the questionnaire findings can be summarized as while ELT students hold positive perceptions for BrE, AmE, and British culture, they hold either neutral or negative perceptions for American culture.

The findings of the content analysis revealed that the majority of interviewees hold positive perceptions toward British English and culture. They hoped to go to England, practice English and gain knowledge about British culture. As for participants, British people are kind, tradition-minded, intellectual and disciplined and they have an old history and rich culture. Only a few people hold negative opinion about them. They admire British English and think it is preserved and kind. As for American English and culture, the findings of the content analysis revealed that only two of the participants preferred American English to British English. Interviewees wished to go to America, practice English and gain knowledge about American culture. Some students think that there is no culture in America. Some of them think Americans are nice, welcoming, and more relaxed people, the others think that they are rude, ignorant, not so welcoming and racist. In this sense, it can be said that interviewees' perceptions toward American people and culture are not so positive. The semi-structured interview findings didn't reveal any difference in perceptions between 1st and 4th grade interviewees. There were only two interviewees who preferred American English and two interviewees who prefer American culture. In the light of semi-structured interview findings, it can be said that although participants do not hold negative perceptions toward American English, they do not prefer to speak with American accent when they are asked to choose either British or American accent. As for British and American culture, they hold positive perceptions for both cultures, however they hold more negative perceptions towards American culture and people.

It can be concluded that ELT students at Hacettepe University hold more positive perceptions toward British English and culture than American English and

culture. In addition to this, the outcomes of the study suggest that ELT students have less favorable perceptions towards characteristics of Americans and American culture.

Participants expressed their needs for more cultural exposure through using movies, maps, literary contexts and so on in the classroom to raise cultural awareness of the target culture. They claimed that language teaching cannot be achieved by too much grammar teaching as well. It is concluded that presenting the target language together with its culture enables the learners to become familiar to target language speaking country's beliefs, norms and values which results in behavioral changes in language learners towards the learning and using the target language. What is more, it drives curiosity to discover more about the target language context and increases eagerness to attribute meanings to bits and pieces of its culture.

The findings of the study are congruent with findings of the studies conducted by Byram (1989); Cruz and Cazorla, (2015); Ladegaard and Sachdev, (2006); Matsuura et al., (1994); Paik et al., (2011) and the findings of the Pew Research Center for the People & the Press (2007). Moreover, they are in line with the arguments stated by Alptekin, (1984); Alptekin and Alptekin, (1984) and Stern, (1992).

Pedagogical Implications

The findings of the study have some pedagogical implications which aim to provide new perspectives to English Language Teachers, curriculum designers and researchers. The findings may help to gain a deeper understanding of foreign language learning and teaching processes and lead to some fundamental changes in the course content of the ELT departments.

This study revealed that although ELT students at Hacettepe University do not hold negative perceptions toward American English, they hold more positive perceptions toward British English. Besides, they have less favorable perceptions toward American culture. Based on these findings, British English could be preferred as the variety for the language classrooms in the country. However, further research is required to be carried out at the ELT departments of other universities in Turkey to find out which variety is more preferable for the students. Therefore, based on the findings, English language teachers/ instructors could stick to a particular variety and it could be adopted as the instructional model of the institutions. Moreover, foreign language teaching course materials should be designed based on this variety.

It is clearly seen from the findings that the more students are exposed to target language and culture, the more they hold perceptions for them. As Alptekin (1984) remarked excluding culture from language teaching makes the language become empty and language learners are deprived of the opportunity to familiarize themselves with the target culture. As ELT students in the study expressed their eagerness to get to know more about British and American culture, both British and American culture teaching should be integrated into the foreign language curriculum and ELT curriculum followed by the departments.

It is believed that the suggestions stated by the participants of the study could be used as a guide to provide more realistic pedagogical implications to integrate target culture teaching into foreign language teaching. To create motivation for culture learning, FL teachers should teach less grammar and design culture-related speaking activities to promote speaking in target language. Alptekin and Alptekin (1984) point out that creating situations- specifically inspired by students' needs and interests- where students are able to experience using of English both in their home country and in the English speaking country should be one of the goals of language courses to be realized.

FL teachers should use authentic materials, make learners to speak more in target language, encourage students to celebrate holidays and special occasions of target language speaking country, show videos in target language and bring pictures about target culture to the class. As participants suggested, using aural materials or audio-visual materials such as videos may be an effective teaching tool for developing listening comprehension skills of the foreign language learners.

To give students a real chance to interact with target language speakers, they can invite their colleagues from other nations to the classroom. According to stern (1992) when a language learner communicates with a native speaker s/he starts to perceive the target language as a living reality. Even communicating with a single individual, the language learner gets the opportunity of getting impression of the general thoughts, beliefs, values, and expectations of the target community.

What is important here is that curriculum designers should develop more flexible educational programs that let teachers make some changes in their classroom practices, in accordance with their students' interests, goals, and needs. Stern (1992) believes that although curriculum development is considered the duty of the experts in

the field, classroom teachers, parents, citizens and especially the opinions and attitudes of students should be involved in the process. A good curriculum should be flexible and adaptable and should provide teachers with freedom of adaptation under certain circumstances. They should develop education programs including target culture teaching. Audio materials, target culture literature and other authentic materials should be added to the curriculum. The last but not least, they should add more speaking activities to the curriculum in order to promote interaction.

Suggestions

In this section based on the limitations of the study, some suggestions will be made for further studies. To begin with, a similar study on ELT students' perception of target language and culture could be conducted with a larger size of sample which could increase the generalizability of the results. In addition, a similar study could be conducted at the ELT department of other universities in Turkey, in view of the fact that students' perceptions may change over time based on various reasons, the longitudinal survey design could be used to find out how students' perceptions change over time and what factors lead to these changes.

To obtain more detailed information about the participants who fill in the questionnaire, items regarding participants' experience abroad, educational background such as foreign language education in elementary and high school, beliefs, opinions and feelings could be added to the questionnaire. On the other hand, to differentiate the language related and culture related items phonological dimensions can be embedded in the questionnaire. Furthermore, items that focus on and analyze accent comprehension can be added to the questionnaire.

Moreover, ELT students' perceptions of local culture may affect students' tendencies while responding to the semi-structured interview questions. That is why, this variety could be taken into consideration in further studies.

Lastly, to reach all the members of the target sample, data collection should be planned attentively. Since 4th grade students might plan to graduate before the spring term, the data could be collected during fall semester.

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THE QUESTIONNAIRE

Dear participants,

In this study, it is aimed to investigate ELT students' perceptions of British English and culture, and also American English and culture. In this context, you are asked to fill out the questionnaire according to your perceptions. The questionnaire consists of 18 items. Participation in this questionnaire is entirely voluntary and your responses will not be assessed and affect your grades. Be assured that your identity will be kept confidential. Furthermore, the information gathered through this questionnaire will be used for this study only. Thank you very much for agreeing to take part in this study.

Gender: Male ☐ Female ☐

Grade: 1st ☐ 4th ☐

Nickname: ……………………………..

For each of the following statements mark the number you believe best expresses your opinion.

Use the following scale:

1 if you **completely agree**
2 if you **agree**
3 if you **neither agree nor disagree**
4 if you **disagree**
5 if you **completely disagree**

1. British English has all the qualities to be a world language.

1	2	3	4	5

2. American English has all the qualities to be a world language.

1	2	3	4	5

3. All Turkish children should learn British English.

1	2	3	4	5

4. All Turkish children should learn American English.

1	2	3	4	5

5. I like everything that is British English.

1	2	3	4	5

6. I like everything that is American English.

1	2	3	4	5

7. Without the American influence, English would not be such an important language.

1	2	3	4	5

8. I'm worried about the American influence on our culture.

1	2	3	4	5

9. The United States is the greatest symbol of progress.

1	2	3	4	5

10. I feel a high respect for American citizens.

1	2	3	4	5

11. If I had to leave Turkey and I spoke English perfectly, I'd rather live in England than in the United States.

1	2	3	4	5

12. The Turks have much more in common with England than with the United States.

1	2	3	4	5

13. Americans are poorly educated and rude.

1	2	3	4	5

14. I prefer the British to the Americans.

1	2	3	4	5

15. If Turkish people started to speak English, we would adopt American cultural values.

1	2	3	4	5

16. American culture is invading Turkey.

1	2	3	4	5

17. The British are very open-minded.

1	2	3	4	5

18. Americans are very open-minded.

1	2	3	4	5

APPENDIX-B: The Semi-structured Interview

1. Could you please talk about yourself? Which grade are you in? How do you feel about being an English Language Teaching student?

2. Have you ever been to America or England?

   If yes, how long did you stay there? Why did you go there? What did you like and dislike about this country/ these countries and its/their citizens?

   If no, would you like to go there? Why/ Why not? What do you like best and least about these countries and their citizens?

3. In view of the fact that you are both an English user and learner, do you value British or American English more? Why do you think so?

4. Do you value British or American culture more? Why do you think so?

5. What are the factors that affect your perceptions toward British English and culture, and also American English and culture?

6. What are your suggestions for English teachers and curriculum designers to be able represent the target language and culture to language learners better?

APPENDIX-C: Transcription of Semi-structured Interviews

A semi-structured interview conducted with S1, a first grade student

I: Could you please talk about yourself?

S1: Yes, of course. My name is S1. I am from Bursa. I am a student of Hacettepe University. I am studying ELT.

I: Which grade are you in?

S1: I am a junior.

I: Junior student, all right. How do you feel about being an English Language Teaching student?

S1: Being a candidate of English Teacher makes me feel very motivated and happy because I am happy when I am learning languages. And these languages' cultures and also I like to teach anything to children or the older age groups. It doesn't matter. I feel really motivated

I: thank you. Have you ever been to America or England?

S1: No, I haven't been to neither of them.

I: Would you like to go there.

S1: Definitely. I would like to go especially London.

I: So, why do you think so?

S1: Because I am curious about English culture and especially Britain. Especially London, I am just wondering the Baker Street.

I: What do you like best and least about these countries and their citizens?

S1: I want to learn about Britain, British culture and traditions. Especially the clothes because I am a fan of Peaky Blinders Series. I really like their clothes. Their trends.

I: Is there anything that you don't like about England?

S1: Maybe the history, we read that. They exploit most of the cultures. So, it is unfortunately sad thing. So, we have to think about the things they did in the past. What I like about British people is that they are calm and kind people, however sometimes they could be so distant to another person and it is really interesting how they can manage both approaches toward the people around them.

I: So, what are the things that you like and dislike about America?

S1: Actually, I watch some TV shows and I hear that libraries in America are really good. But in Turkey, there aren't libraries like them. I really wonder libraries in America,

the education there. I dislike the American street culture actually. So, I have drawbacks about America and its culture.

I: People? What about the people?

S1: Yes.

I: In view of the fact that you are both an English user and learner, do you value British or American English more?

S1: I like British accent more because it sounds kind and polite, but I actually think we tend to learn American because of the impact of America.

I: What about in the classrooms? Which variety do you prefer?

S1: Most of the students' books are prepared according to American culture. Sometimes they are mixture of British and American. I really observed that.

I: Do you value British or American culture more?

S1: As I said before, I like British culture more because they have customs like in Turkey, for example the tea, I like very much drinking tea because of our traditions and habits. So, I wonder about British foods, as well. So, I prefer British culture to American.

I: What are the things that affect your perceptions toward British English and culture, and also American English and culture?

S1: I am affected by its history, and architecture maybe.

I: Positively or negatively?

S1: Positively. It is a beautiful civilization in this century.

I: What about American English and culture? What are the things that affect your perceptions?

S1: I like reading books about American culture and like Edgar Allan Poe. American literature can be interesting. But, I don't have a lot of idea about it. Most of my friends really love series from America and England. I am not a fan of every series.

I: What are your suggestions for English teachers and curriculum designers to be able represent the target language and culture to language learners better?

S1: Teachers can make improvements in the field of culture teaching because if the students don't know about the culture, they will just memorize the things in grammar or in vocabulary. It doesn't work in any area in daily life. We can make it more daily-life related, so we can speak more confidently with our foreign friends.

I: What are your suggestions for curriculum designers?

S1: Unfortunately, I am a junior student I don't have a lot of idea about curriculum. So, I can't say anything about it.

I: Ok. Thank you so much.

I: You are welcome.

A semi-structured interview conducted with S2, a first grade student

I: Could you please talk about yourself?

S2: My name is S2. I am a first grade at Hacettepe University. I am 18 almost 19.

I: How do you feel about being an English Language Teaching student?

S2: It is cool. It is easy. I think it is easy for me. I think that we have to improve everyone thinks that they speak English in Turkey but I think that no one can. Even the teachers can't, students can't.

I: Have you ever been to America or England?

S2: Yes, I have been to USA I even lived there for one year. It was 2011. I went to school there. But I have never been to England.

I: You went there for your education. Is that right?

S2: Yes. My brother lived there for four years. He was preparing for the Olympics. As family we went there. I went to school there too. It was just a normal school.

I: What did you like and dislike about this country and its citizens?

S2: Well we judge American people for being cold, but they're not. They are very welcoming. They did support me a lot. They did help me a lot. So I really don't have anything to say bad about them.

I: So, you don't have any negative opinions about America and American people. So, you have said that you have never been to England. Would you like to go there?

S2: Yes, I would. I would get to see the culture, the people and the place.

I: So, what do you like best and least about England and its citizens?

S2: I really don't know much about them. So, I can't say anything.

I: Nothing then. Ok. Here is my third question. In view of the fact that you are both an English user and learner, do you value British or American English more?

S2: I like the sound of the British accent. But I don't know. I lived in the USA so I cannot choose one. If I had a chance to choose I would choose to talk in British accent.

I: But right now, you are using the American accent. So, do you value British or American culture more?

S2: I don't know much about the British, so I cannot really choose one. But I think that American people are really cool and nice.

I: So, you don't have any idea about British people.

S2: I heard that—My family went there, London. They had good time. I don't know. People say that Turkish people are like really welcoming, but no. American are ahead of us. So, I am going to choose American.

I: What are the things that affect your perceptions toward British English and culture, and also American English and culture?

S2: Many things affect us. When I watch a movie or anything, video. You get something out of that about people and if it is American, you get something about the culture or the language. When I watch something in British accent, I can't understand much. But, I just love the sound of it.

I: So, we can say movies affect your perceptions.

S2: Yes.

I: Are there any different things that you want to mention?

S2: When I lived in the USA, everything affected me. My experiences, my teachers, people, the school.

I: What are your suggestions for English teachers and curriculum designers to be able represent the target language and culture to language learners better?

S2: I would suggest to talk. When they read they get it, or hear it they get it, but they can't speak. So, it doesn't really make sense. I still don't know The Simple Past, Present Perfect and so on. But, I think that I can understand and speak and so. I don't see the point in teaching those because no one talks that way.

I: So, do you mean teachers should use speaking as an exposure to teach the language.

S2: Yes.

I: What about the culture?

S2: May be they can talk about the culture and students too. May be teacher can give a task related to the culture. Students can learn one subject and they can prepare a presentation about it.

I: Do you have any suggestions for curriculum designers?

S2: I don't know what the curriculum designers do.

I think that we shouldn't teach the students Simple Past as a grammar because they do not use it. I am not using it. People in USA don't use it so no one really care about them. We do a lot of mistakes when we talk in Turkish. They do, too.

A semi-structured interview conducted with S3, a first grade student

I: Could you please talk about yourself?

S3: My name is S3. I am a first grade student in Hacettepe University. I took the prep school last year.

I: How do you feel about being an English Language Teaching student?

S3: Actually it is good and enthusiastic. It gives me good energy in that from my childhood. I wished to be an English teacher. That's why I'm here and I'm happy.

I: Good. Have you ever been to America or England?

S3: Unfortunately, no.

I: If no, would you like to go there?

S3: Both of them.

I: Why would you like to go there?

S3: I would like to go to Britain in that as you know I am an ELT student. My department enlightened Britain highly and that's why I would desire to see the culture of the language which I will teach in near future. That is why I would like to go Britain. I would like to go America because there are lots of culture. And, American culture is the mixture of lots of cultures. It would be great experience for me.

I: All right. What do you like best and least about these countries and their citizens?

S3: For England, British people are good people and they are noble. Also I find the British culture very kind. They are very intimate. I do not like that there is a lot of power of the Kingdom. I love the democracy.

And as to America, ıt is a mixture of different cultures and I love that. They have different habits. They have the power to affect other cultures. That's way I love them. But I don't like that they are not good when it comes to morality and ethics. They don't behave so well.

I: Because of moral issues.

S3: Yes.

I: I see. Thank you. Here is my third question. In view of the fact that you are both an English user and learner, do you value British or American English more?

S3: Actually British because the world English is British. As I said before American is the mixture of other cultures but British English is the pure one.

I: Ok. Do you value British or American culture more?

S3: Actually I give value both of them exactly because—I don't know—culture is culture. All of them have their own rules. I do respect all of them. But ıf I had to choose, I would choose British because it is very old and pure.

I: That's way you choose British culture. Ok. What are the things that affect your perceptions toward British English and culture?

S3: Actually, the people of these cultures. Thanks to technology, we can get lots of information about other cultures and countries. As far as I can see when it comes to ethics Americans do not behave so well.

American habits are so widespread because of this we can get information about them. But also Hollywood films which are a bit part of the American culture. Sometimes there are very relaxed people. They have good habits. For example they have barbecue and beach parties.

I: Do you mean they are social?

S3: Yes, they are social. The thing that I don't like is that they throw away lots of food. I think this is because of ethic.

I: Do their habits affect your perceptions positively or negatively?

S3: Both.

I: Ok. Thank you. Here is my last question. What are your suggestions for English teachers to be able represent the target language and culture to language learners better?

S3: I should encourage their students for student exchange programs like Erasmus in that it will allow students to interact with foreigners. The interaction is very important because only with interaction you can see the differences between these cultures. Unfortunately, sometimes technology is not enough to show these differences. Students should interact more. Teachers must do their best when it comes interacting with their students. They may encourage them to go abroad. Or, they may invite their colleagues from different nations to their classrooms.

I: Thank you. What are your suggestions for curriculum designers to be able represent the target language and culture to language learners better?

S3: They may mainly focus on the students' abilities not the knowledge because knowledge may be gained by memorizations or by listening. Abilities are much more important. Knowing the language is not enough, but speaking it, feeling it, writing it and listening it. They should focus on the skills which teach the language best. They should focus on speaking and interaction. This will improve their language ability and social ability.

I: Do you think this will also help the students to get information about the target culture?

S3: Yes. Through speaking they will learn their customs and accents. For example Americans are more relaxed people than the British.

A semi-structured interview conducted with S4, a first grade student

I: Could you please talk about yourself? Which grade are you in? How do you feel about being an English Language Teaching student?

S4: My name is S4. I am from Sivas, but I live in Antalya. I was graduated from Anatolian Teacher Training High School.

I: How do you feel about being an English Language Teaching student?

S4: I always wanted to be a teacher and I still want to be a teacher. I love being here.

I: You are a motivated student then.

S4: Yes, I am.

Q2: Have you ever been to America or England?

S4: No.

I: So, if no, would you like to go there?

S4: I would like to go to England first, then the United States of America.

I: First England, then America. All right.

Why would you like to go there?

S4: I like English culture. I had an experience about English people 4 or 5 years ago. I was a volunteer guide for English orienteering team, national team. They were nice and disciplined. I really like them.

I: These were British people?

S4: Yes.

I: OK. So you thought that they were nice. First of all this is the reason and the culture.

S4: And their culture.

I: All right.

S4: Also, I love their accent.

I: What about America? Why would you like to go there?

S4: I think I just want to go to almost everywhere in the world. But not for specific reason.

I: No specific reason for America. All right. What do you like best and least about England and its citizens?

S4: The best is their history and culture. And the worst thing is—I don't know. What I don't like about Britain and British people is imperialism, I think. It is a bad thing.

I: What do you like best and least about America and its citizens?

S4: I don't like specific things about America. But in America there is capitalism. I don't like this. I think it is as same as England. I don't like capitalism and I don't like imperialism.

I: What do you like best about Americans?

S4: I think they are nice people. But I don't think that they have culture. Their origins are from another country.

I: Ok. Thank you. Here is my next question. You are both an English user and learner, do you value British or American English more?

S4: I like British accent.

I: British accent. Why do you think so?

S4: And, actors and actresses. Their accents are very nice.

I: So you like British actors and actresses more than the American ones.

S4: This is because of their accents.

I: Ok. Thank you. Do you value British or American culture more?

S4: British culture.

I: Why do you think so?

S4: Because America hasn't got a big culture.

I: British people have a long history. That is why—Ok

S4: Yes.

I: Ok. Thank you. What are the things that affect your perceptions toward British English and culture, and also American English and culture? First British and then America.

S4: The TV series, maybe also teachers, people who I met before.

I: What about American English and culture? What are the things that affect your perceptions?

S4: I think history affects me. British history affects me, but American history not. Nowadays, there are some people around who try to impose American culture to me. They try to affect me positively. But I don't like it because—I don't know—I feel so bad about Americans.

I: Ok. You have negative feelings.

S4: Yes. As I told you I think it is because of capitalism.

I: Ok. Here is my last question. What are your suggestions for English teachers and curriculum designers to be able represent the target language and culture to language learners better?

S4: Actually in our lessons, we never talk about culture I think. We always talk about grammar, grammar structures etc. In high school, İt was like this. And in university, again it is like this. I think they should inform us about British culture and also about American culture.

I: How can they do this? Do have any idea about this? How can they integrate culture teaching in their lessons?

S4: Teachers may use the map of countries, some videos or some paragraphs about cultures. Curriculum designers should do more things about speaking because we don't have enough experience about it. I like grammar but most of students hate English because of grammar.

I: So, they should integrate speaking tasks more to the curriculum.

S4: Yes.

I: I see. S4, thank you so much.

A semi-structured interview conducted with S5, a first grade student

I: Could you please talk about yourself?

S5: My name is S5. I am 35 years old. I majored in the navy, but I tried my luck with a second university again. Now, I am studying ELT.

I: How do you feel about being an English Language Teaching student?

S5: Well, it is great actually because I have always been enthusiastic about teaching English to my peers as well as young children because it is really important in the navy. So, that was the reason I enrolled for the school. So, it feels great, so in the future maybe I will be an English Teacher and I would teach in the navy.

I: I am happy for you. Have you ever been to America or England?

S5: England.

I: Just England?

S5: Yes.

I: How long did you stay there?

S5: Two years.

I: Two years, ok. Why did you go there?

S5: For work purposes. The Turkish Government sent me there.

I: So, for work. What did you like and dislike about England?

S5: Well, the first thing that I realized in England that people were not as straightforward as I expected. It was a bit difficult for me because in normal social encounters we, human beings, look each other in the eyes and then talk. But, in England people are not that straightforward and they avoid eye contact. It was a bit difficult for me to make contact with people because I felt like, you know, why? You didn't like me, why are you not looking at me? That's kind of feelings. But, then after, I realized that it was a common thing. There was no prejudice against me. And, I came to like English culture afterwards. I didn't have much information about English culture, but I read about their culture, their history and their traditions and they are really tradition minded, tradition oriented people. That is amazing actually. They really love their traditions and preserve their traditions. That's the main difference between American culture and British culture. I am not expert of both cultures but the main difference. And, I made a lot of British friends during my stay there and it was great actually. I like their way of speaking, culture, their football culture, their pub culture. Yes, I quite like British culture.

I: When did you start to read about British culture and history?

S5: After I came to London, I thought that it was time to read about the country's history, the country that I lived in, so I started to reading only after I moved in London.

I: I see. Thank you. I said that you haven't been to America. Would you like to go there?

S5: If I have an opportunity, I would like to visit America as a tourist.

I: So, why would you like to go there?

S5: Because Hollywood cinema and American culture always dominate our lives and we see some cities and landscapes of cities in movies and we become curious about that. I am particularly interested in MBA basketball. MBA basketball is also the part of their city culture and I learn about their cities cultures like Chicago, or New York, or Portland and one day in the future I'd like to visit those cities.

I: Actually, you mentioned some of the things that I am curious about. But, I would like to ask you one more time this question. What do you like best and least about America and its citizens?

S5: What I don't like about America is they are really ignorant about the rest of the world. Beyond Atlantic Ocean they have no idea about what is going on. I have many American friends also, when you talk to them you really realize that they don't have any idea what you are talking about. And Americans' constant ignorance about

different cultures a bit irritates me. And also, their gun culture, their celebrity culture you now. It is easy to poses guns in US. It makes people a bit bully. I didn't go to America, but I can sense it. And their celebrity culture and talk shows create some artificial world.

I: So, you don't like these things. What do you like about America?

S5: MBA basketball and cinema.

I: What do you like and dislike about Americans?

S5: I don't like their ignorance of different cultures. What I like about them is sometimes they are curious about different foods and cousins. But, I am talking about the people I personally met with. It is just my impression.

I: All right. Here is my third question. Thank you. In view of the fact that you are both an English user and learner, do you value British or American English more?

S5: I value British English more, but I don't know really why. May be it is because I lived in the UK for two years. And, I became attracted to their language. Whenever I see something British on the TV, the feeling of nostalgia is awakening me. I miss this country. Maybe that's why I value British English more. Actually, there are not much difference between British English and American English anyway. They are mutually intelligible languages. There aren't much differences. But, the way they speak and the accent they have, it always reminds me the time I spent in UK. So, that's why I like British English more.

I: All right. Thank you. Here is my fourth question. Do you value British or American culture more?

S5: British culture.

I: British culture. And one more time, can you summarize me the reasons that you are choosing the British culture?

S5: Because their cultural heritage is so massive. It is really fascinating when you read about it. That is why I am more attached to British culture. It is still biased idea because I lived there. I didn't have chance to get to know American culture. Especially pub culture, I liked about. When you walk into a British pub, it is like you walk into a different world because you don't feel alone. You just socialize with people that you don't know. So, it is very amazing. Whereas in the other countries including Turkey, you go to a pub and you wait for the waiter or waitress to serve you. But in England, you just grab your drink at the bar and start talking to people. They are really friendly when it comes to sharing a drink or something.

I: That is a good thing. Thank you. What are the things that affect your perceptions toward British English and culture?

S5: What affects my inclination, perceptions toward British English and culture, ok? When it comes to British English as a language, as a dialect, as an accent before I went to England, I was always fascinated by the way they talk especially on BBC. And, when you watch a historical movie, when you see lots of actors such as Laurence Olivier, the way they pronounce words, it makes me want try to imitate their accent. That's why I particularly like about British English. When it comes to British culture, I think it is related with, you know, their culture and the way they exhibit their culture is splendid. Maybe it is because they were massive empire until World War II. It is very satisfying to see the way they keep up with their traditions. Maybe their enthusiasm to keep their traditions in fact fascinates me.

I: Thank you. What are the things that affect your perceptions toward American English and culture?

S5: Hollywood usually shapes my mind about American culture. And movies, talk shows and TV series. But not the people I interacted with because only a handful of people I interacted before.

I: Ok. I see. I am going to ask my last question. What are your suggestions for English teachers to be able represent the target language and culture to language learners better?

S5: First of all, as a student I would like to say is to give us more about listening orientated classes. I think it is very important because I have been through this. When I first joined in an international community years ago I always thought that I can understand English very well, but I realized that my opinion actually not true. I just didn't understand people that was because of my lack of experience with listening to people. So, I think English lessons in our classes should include more aural lessons maybe some videos, short videos to make people familiar with British and American accent. At least students should clearly understand native speakers.

I: So, more listening exposure. Do you have any suggestions for curriculum designers to be able represent the target language and culture better?

S5: For curriculum designers, I must say the same things. As a first grade student, I realized the lack of listening lessons. If curriculum designers include more lessons with audio materials that will be perfect.

I: Ok. Thank you so much.

S5: You are welcome.

A semi-structured interview conducted with S6, a fourth grade student

I: Could you please talk about yourself?

S6: Hi! I am S6. I am 20 years old. I am a fourth grade student in English Language Teaching Department at Hacattepe University. I am prospective English teacher.

I: How do you feel about being an English Language Teaching student?

S6: I am so proud of being an ELT student. Actually, it is my dream from my early childhood. I think the teachers are the most important part of our country, our world actually.

I: I am happy for you. Have you ever been to America or England?

S6: Unfortunately, I have never been there.

I: If no, would you like to go there?

S6: Of course.

I: Why would you like to go there?

S6: It's my dream from my early childhood too. Actually I think every English teacher should have a chance to visit and see their cultures. So, I would I have a chance to see and visit both of them.

I: Ok. What do you like best and least about these countries and their citizens?

S6: I am curious about their cultures, especially culture of America because I started to watch their films when I was in high school. And so, I am wondering about their cultures and their daily routines. I am curious about their foods and their music.

I: So, are there any things that you don't like about these countries?

S6: I think I don't have any bias actually.

I: In view of the fact that you are both an English user and learner, do you value British or American English more?

S6: I can't decide on which on is more valuable, but if I have to learn or teach just one of them, I would choose the British because it sounds more natural and more authentic to me.

I: Ok. Do you value British or American culture more?

S6: Actually, American culture is closer to me because its own traditions and their culture, music and foods are closer to me and my characteristics, but the accent of British is the best one I think.

I: What are the things that affect your perceptions toward British English and culture, and also American English and culture?

S6: I read many books and articles about them and I learned so many things in my undergraduate years. Except from this I watched many British and American films and I think that American culture and Americans' perceptions are closer to me. And also series and music.

I: Books, articles, films, series and music. What are your suggestions for English teachers and curriculum designers to be able represent the target language and culture to language learners better?

S6: Actually, they should widen their students' world by using authentic materials. They may prepare some materials to promote and motivate them to learn more about different cultures actually. But, they should make the students to use the language more and see these cultures in their places actually. I hope every student and English language teacher will have a chance to see and live in these countries. Students should watch their films, listen their music or something like that.

I: In the classroom or outside of the classroom.

S6: Both in the classroom and outside of the classroom. It is not just about our lessons or the things we have to do. It is more about life.

I: Thank you. What are your suggestions for curriculum designers?

S6: They may add some lessons which are more related to cultural things.

I: Thank you so much.

S6: Thank you.

A semi-structured interview conducted with S7, a fourth grade student

I: Could you please talk about yourself?

S7: I am S7. I am studying in Hacettepe University. I am senior so I am studying for KPSS.

I: Good luck.

S7: Thank you. That is all.

I: How do you feel about being an English Language Teaching student?

S7: I think it very good and exactly knowing a second language is a good thing so I love my department.

I: Thank you. Have you ever been to America or England?

S7: Unfortunately, I haven't. I only have been to Sweden for a short time.

I: If no, would you like to go there?

S7: Of course. England actually.

I: Why do you think so?

S7: Because I am an ELT student. I will be an English Language teacher so I want to see the culture of that language.

I: Especially the culture of American or British people?

S7: I think British people because the ancestor of the language is there.

I: Ok. What do you like best and least about these countries and their citizens?

S7: I heard that English people are very kind. I want to see their daily life. But when it comes to American people, I am not sure actually.

I: Thank you. Here is my third question. In view of the fact that you are both an English user and learner, do you value British or American English more?

S7: British English.

I: British English. Why do you think so?

S7: Because English came from Britain and belong to them. But, American English has some assimilations. A type of assimilation, not the origin of the language.

I: So, you think that British English is more original than the American English.

S7: Yes.

I: Ok. Thank you. Do you value British or American culture more?

S7: I think British culture.

I: Why do you think so? Why not American but British?

S7: Because American culture was gathered from many nations. I don't think that a culture originated from there. They took the culture from other countries. It is not original.

I: What are the things that affect your perceptions toward British English and culture?

S7: May be the language itself. British English sounds very good when it is compared to American. So, British people seem more civilized and unique.

I: What are the things that affect your perceptions toward American English and culture?

S7: I think that they are rude people. I don't know why. May be because of the news, social media. And, the higher crime rate of the world is there.

I: Ok, thank you. What are your suggestions for English teachers and curriculum designers to be able represent the target language and culture to language learners better?

S7: I think for becoming a good English Language teacher, we should go and see the culture of that language in mainland because culture and language are always interrelation with each other. Without one of them, culture or language, it lacks of something. We lack of this experience. May be we will be a good teacher. Also, we should show some videos and pictures about that culture. They should show something related to the culture in classroom.

I: Through videos and pictures, am I right?

S7: Yes. Music also. As for the curriculum designers, I am thinking. May be it is not about curriculum designers but about government, they should give the chance of going these countries to students.

I: Like Erasmus Programmed?

S7: Yes. It is very limited. Only few students can go abroad.

I: Thank you so much.

S7: You are welcome.

A semi-structured interview conducted with S8, a fourth grade student

I: Could you please talk about yourself?

S8: This is S8. I am a senior student at Hacettepe University. I study English Language Teaching. That's all I can say for now.

I: How do you feel about being an English Language Teaching student?

S8: Since my childhood, I always wanted to be an English teacher. And now finally, I am becoming one. I will be graduated from here like in two months and I like this idea of being a teacher and an English Language Teaching student. I would like to keep studying ELT like with masters or PhD. I love it.

I: Ok. Good. Thank you. Have you ever been to America or England?

S8: No, I haven't been to any native English speaking countries.

I: All right. If no, would you like to go there?

S8: Yes. Both countries I would like to visit. So I imagine, if I could find any chance to go there, I would and I will. I still hope I can. Both for practicing English and knowing the culture in a better way.

I: So, for these reasons you want to go there. What do you like best and least about these countries and their citizens?

S8: Firstly, I have some friends who visited America before for Work and Travel projects. As for touristic purposes, I don't have any friends who visited there. Their

feedback are about that. As far as I watched from the movies and the TV series, the documentaries I follow that multicultural characteristic of the country makes me amazed. Their connection with themselves to be honest makes me feel good. I think that can be my favorite thing about that.

And the least thing that I like about them maybe—I don't know—I didn't have any experience but all of my friends say that the health service is not as good as Turkey. You must have a lot of money to pay for your health service or else you can't get any. This is the case about the movies I saw.

When it comes to United Kingdom, it's the country I would like to visit most in the whole world. I like the traditional sort of structure of the country and I liked the histories being preserved. There is still a queen of the country. And that is somehow not good for the democracy. But keeping the traditions alive seems good to me. It can be my favorite thing about that. And my least favorite thing is I have some native speaker friends who was in England and who lived there for a while. But they don't have British origin, they told me that the British people are sort of, but not totally, they are sort of racist about the countries they were born.

I: May I go on with my next question?

S8: Yes.

I: In view of the fact that you are both an English user and learner, do you value British or American English more?

S8: That is a bit complicated. I like British English a lot. I adore the way they speak and now I try to use British accent. Then my internship started at the beginning of this year. I worried about the students won't understand me if I speak with British accent and that's why I switched my accent to American accent. I still love speaking with British accent. I value it more.

I: So, British accent?

S8: I don't know. May be The British were the first speakers of English. When you hear the British accent it is more like a melody. You can see the politeness in the language. When it comes to American, it was founded later

I: Do you value British or American culture more?

S8: About that, I think that I can't come with the final answer because they are foreign to me. I like reading about British literature or American Literature. So, both. If I need to answer with one, I would pick British because of the reasons that I would like to visit Britain.

I: So, you are curious about British culture more maybe and you have positive perceptions toward American culture as well.

S8: Yes. Not negative.

I: Ok. Thank you. What are the things that affect your perceptions toward British English and culture, and also American English and culture?

S8: As I said before United Kingdom has a long history. We have learned the history of English people that attracted me more about learning their history. Learning foreign countries' history attracted me. In addition to history, American and British movies and TV series. If I could got the chance to visit these countries, I would have some more reasons. That's all.

I: OK. What are your suggestions for English teachers and curriculum designers to be able represent the target language and culture to language learners better?

S8: I think all my teachers from the primary school to high school and to the university they all represented the culture, language in the best way they could.

I: Could you share with me what they did, so you think that they did their best?

S8: For example, in primary school our English teacher encouraged us to celebrate Halloween without mentioning the religion. They never involved the political and religious issues in culture teaching. As for curriculum, it should be more flexible. And a teacher should get the right to add anything. As far as I know from my internship, the topics are not flexible. The book they give includes certain topics that can't be changed with anything else and replaced.

I: So, the teacher are not free enough to teach the culture.

S8: Yes.

I: Thank you so much.

S8: You are welcome.

A semi-structured interview conducted with S9, a fourth grade student

I: Could you please talk about yourself?

S9: First of all, I am S9 and thirty years old. I graduated from Economics and English and then finish my master degree. I was working in a bank as an expert and I changed my job. And, I changed my career to become an English Teacher. I am a fourth grade student at Hacettepe University.

I: How do you feel about being an English Language Teaching student?

S9: It is demanding but not so difficult. I have been working as an English Teacher for three years so I love my job. The problem in ELT department is lots of lessons aren't so important for our career. I am not so happy, but I couldn't say I am so sad. I just feel neutral.

I: Ok. Have you ever been to America or England?

S9: Yes, America. In 2006, I went to Texas X University, after passing my exam in Bilkent Prep School and they send us to Texas for language class.

I: So, how long did you stay there?

S9: Seven weeks and this is for language education. And, I totally don't like America.

I: Why do you think so?

S9: Before going there, I thought that America is a super country in terms of intellectual people and culture, but when I went there I saw people were interested in only drinking beer, wine and eating stake. And, they were so rude. I couldn't see any culture in there. Yes I prefer American English to British English. I don't want to go to America again.

I: So, can I ask you this question? What did you like and dislike about America and its citizens?

S9: The thing I like best, they have unbelievably successful universities. You can easily change your department there if you are not happy. When it comes to comparing Hacettepe University with Texas University, their professors work harder. They are more productive. And one person told me that, if you come from Middle East, you're a terrorist. They are not so welcoming people.

I: Ok. These are your thoughts about Americans and America. What about England. What do you like best and least about England and its citizens?

S9: They are more polite. They are may be a little bit cold fish, but I like their seriousness in nationality. They are just focusing on their job. They are just trying to be successful whatever they do.

I: What about the country?

S9: They have much more intellectual people. They are really so interested in cinema, art, history. It is more democratic country than America. Rulers of the America are just showing themselves as democratic, but in reality they are not

I: Thank you so much. In view of the fact that you are both an English user and learner, do you value British or American English more?

S9: Although I like British people and the government, I prefer to teach American English, because America is dominating the world. Majority of people in abroad speak

with American English. This is totally understandable. Although there is no culture in America, I think that I must teach my students American English.

I: Do you value British or American culture more?

S9: British culture.

I: Why do you think so?

S9: Because they are more polite and trustworthy in their society. They don't have corrupted government. They do not hide the truth and they accept the bad things they did in the past. I like British English and culture, but I must teach American English. So, it will be easy for my students to survive when they go abroad.

I: Ok. Thank you. What are the things that affect your perceptions toward British English and culture?

S9: They have so big history behind them. They value culture, movies and art. British songs are more meaningful. British people are more trustworthy.

I: Ok. What are the things that affect your perceptions toward American English and culture?

S9: They are so successful in education. They support their universities and academicians. People live in the society safely without going to jail even they have different political ideas and sexual preferences. And their power of domination of the world.

I: Ok. Thank you. Here is my last question. What are your suggestions for English teachers to be able represent the target language and culture to language learners better?

S9: For example in our department, our professors shouldn't force us to write some kind of lesson plans because they are useless. In ELT departments, they don't give enough value to literature.

I: Do you mean integrating literature in lessons will help to present the target language and culture better?

S9: Yes. Exactly. This is the same for language classes. For example, I use some literature work in my classes and it helps my students to understand easily. This also helps to teach the target culture.

I: What are your suggestions for curriculum designers to be able represent the target language and culture better?

S9: If I were them, I would totally make students watch American or British movies. For example, I am using British and American movies and TV series in my classes. You

couldn't imagine how much I became so successful to make them speaking in English. And, they should integrate a piece of literature to curriculum.

I: Thank you so much X. Would you like to add anything else?

S9: You are welcome. I am going to graduate at the end of the term, but I am not satisfied with my ELT education. I was expecting so many things. There are only three people in the department who are interested in making us much more capable and sufficient teachers. ELT departments must change themselves.

A semi-structured interview conducted with S10, a fourth grade student

I: Could you please talk about yourself?

S10: Hello! My name is S10. I am a fourth year student at Hacettepe University, ELT Department. I am going to graduate after a couple of months.

I: How do you feel about being an English Language Teaching student?

S10: I actually feel lucky because I know a language and I am able to teach that language to new generation and I think it is so precious because teachers can touch the new generations. I think it is so precious that is why I feel so lucky.

I: Thank you. Have you ever been to America or England?

S10: No, I haven't.

I: So, if no, would you like to go there?

S10: Yes, I would like to go both of them but if I had to choose one of them I would prefer to go America.

I: America. So, Why America?

S10: Because it would be easier for me to live in America since I am used to use American accent. Also America is a united country. There are a lot of culture. I wouldn't feel alone there because there will be a lot of people who is not Americans.

I: All right. What do you like best and least about America and its citizens?

S10: About America, I like best I think the living standards would be nice there. As far as I see from Turkey, they live in a comfortable life. The least I like about America is Donald Trump, so politic issues. About citizens, actually I don't feel anything negative or positive. I am sure they are nice people but many of them racist. That is my least favorite thing.

I: Thank you. ? What do you like best and least about England and its citizens? Do you have similar feelings?

S10: About Britain, again living standards. They are similar might be a bit but similar. I find British people very kind which is my favorite thing about them. Also, they make me feel like they are very punctual and this is also a nice thing. For what I least like, I think I can say their accent. It is so hard for me to understand British people. I also don't like royal family, hierarchy in England as well.

I: In view of the fact that you are both an English user and learner, do you value British or American English more?

S10: I value the American accent more because it is more enjoyable to hear for me.

I: More enjoyable, ok. What about culture? Do you value British or American culture more?

S10: Since America is a fairly new country I don't think they have a rich culture to be honest. When I was in Erasmus in Portugal I took American Culture classes. And I was thinking the same thing what does America have as culture. That's why I think British culture is bigger than the American culture.

I: So, you choose the British culture.

S10: Yes.

I: Ok. What are the things that affect your perceptions toward British English and culture, and also American English and culture?

S10: To be honest, I learned English when I was watching TV series. And those TV series were mostly American ones. That's why I started to hear Americans and I like it more. I started watching them with "How I Met Your Mother" first. When I try to watch British series like "Sherlock", it was hard for me to listen them. That's why my attitude is shaped that why. Also, American TV stars, like singers, actors and actresses. Or Youtube, I like following Youtube. I like American Youtubers more. So media.

I: Thank you. Here is my last question. What are your suggestions for English teachers and curriculum designers to be able represent the target language and culture to language learners better?

S10: For English teachers, of course authentic materials. I think it is very important to be using them because language and culture like they are together. We can't separate them. That's why we need to use original, authentic materials presenting the language and the culture together. As for curriculum designers, when the curriculum does not support the authentic materials, teachers generally find it hard to prepare different materials to every single lesson. So, maybe if those authentic materials are integrated

to our curriculum, it would be a better area for teaching and learning English in our country.

I: So, extra material should be added to the curriculum. Thank so much.

S10: You are welcome.

APPENDIX-D: Ethics Committee Approval

T.C.
**HACETTEPE
ÜNİVERSİTESİ**
Rektörlük

Sayı   : 35853172-101.02.02
Konu   : Hanife KUŞKU Hk. (Etik Komisyon)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi   : 24.05.2019 tarihli ve 51944218-101.02.02/00000608610 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili ve Eğitimi Bilim Dalı yüksek lisans programı öğrencilerinden **Hanife KUŞKU**'nun **Dr. Öğr. Üyesi İsmail Fırat ALTAY** danışmanlığında yürüttüğü "**İngiliz Dili Eğitimi Öğrencilerinin Hedef Dil ve Kültüre Yönelik Algıları: İngiliz mi, Amerikan mı?**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **28 Mayıs 2019** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

APPENDIX-E: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;

- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;

- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;

- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;

- all cited studies have been fully and decently referenced and included in the list of References;

- I did not do any distortion and/or manipulation on the data set,

- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

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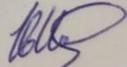
Hanife KUŞKU

APPENDIX-F: Thesis/Dissertation Originality Report

21/10/2019

HACETTEPE UNIVERSITY

Graduate School of Educational Sciences

To The Department of Foreign Language Education

Thesis Title: ELT STUDENTS' PERCEPTION OF TARGET LANGUAGE AND CULTURE: BRITISH OR AMERICAN

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname:	Hanife KUŞKU
Student No.:	N15221015
Department:	Foreign Language Education
Program:	English Language Teaching
Status:	☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.

Signature
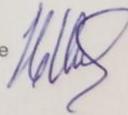
ADVISOR APPROVAL
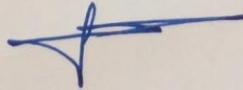
APPROVED
Assist. Prof. Dr. İsmail Fırat Altay

APPENDIX-G: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan **"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge"** kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. [1]

- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren ... ay ertelenmiştir. [2]

- o Tezimle ilgili gizlilik kararı verilmiştir. [3]

21 /10 /2019
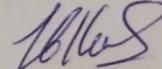
Hanife KUŞKU

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge"

(1) *Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.*

(2) *Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3.şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.*

(3) *Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.*
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.