

INTEGRATING CULTURE INTO EFL/ESL CLASSES

Why and How?

Ayça BAKINER



paradigma akademi

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ORCID NO: xxxxxxxxxxxxxxxxx

ISBN: xxxxxxxxxxxxxxxxx

Sertifika No: 32427

Matbaa Sertifika No: 43370

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Ofis2005 Fotokopi ve Büro Makineleri San. Tic. Ltd. Şti.

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İSTANBUL

Paradigma Akademi bir CNK Kitaplığı kuruluşudur.

Bu Kitap T.C. Kültür Bakanlığında alınan bandrol ve ISBN ile satılmaktadır.

Bandrolsüz kitap almayınız.

Paradigma Akademi – Mart 2021



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To my mother...

(Anneme...)

CONTENTS

Preface	1
----------------	----------

CHAPTER I

Introduction	4
--------------	---

CHAPTER II

Culture	8
---------	---

CHAPTER III

Language	18
----------	----

CHAPTER IV

Language and Culture	24
----------------------	----

CHAPTER V

Foreign Language Teaching and Culture	32
---------------------------------------	----

CHAPTER VI

Teaching Methods and Techniques in English as a Foreign/Second Language	38
---	----

1. Grammar-Translation Method	42
-------------------------------	----

2. Direct Method	43
------------------	----

3. Audio-Lingual Method	44
4. Cognitive-Code Method	45
5. Natural Method	48
6. Communicative Method	48
7. Eclectic Method	51
8. Suggestopedia	51
9. Community Language Learning	52
9.1. Demonstration Technique	54
9.2. Question-Answer Technique	54
9.3. Role Playing and Drama	55
9.4. Educational Games	56
9.5. Brainstorming Technique	56
9.6. Simulation	56
9.7. Pair and Group Work	57
10. The Silent Way	57
11. Total Physical Response	58
12. Audio Visual Method	59
13. Content-Based Method	60
14. Task-Based Method	60

CHAPTER VII

Foreign Language Skills	64
1. Reading Skill	65
2. Listening Skill	68

3. Speaking Skill	69
4. Writing Skill	71

CHAPTER VIII

Integrating Culture into EFL/ESL Classrooms via Technology	76
History of Technology-Enhanced Language Learning	76
Technology in English Language Teaching	76
Computer-Assisted Foreign Language Learning	78
Internet Assisted Foreign Language Learning	79
1. World Wide Web	80
1.1. Web 1.0	81
1.2. Web 2.0	81
1.2.1. Blog	82
1.2.3. Wiki	84
1.2.4. Podcast	85
1.2.5. Social Networking Sites	86
1.2.6. Multimedia Applications	88
1.3. Web 3.0	90
Electronic Mail	91
Mobile Learning	91
Internet Applications	93
Smart Boards	94

CHAPTER IX

Common European Framework of Reference for Languages	98
What Is in the CEFR?	102

CHAPTER X

Discussion and Conclusion	108
---------------------------	-----

CHAPTER XI

Suggestions	112
Appendix	115
References	116
About the Author	131

PREFACE

It goes without saying that the developments in the field of communication and technology especially after World War II shaped the skills that learners should acquire in foreign language teaching. The requirement of intercultural communication and interaction has increased due to the worldwide development of information technologies, transportation facilities, economic activities, and accordingly, international relations. Therefore, intercultural communication competence has emerged as an important aspect in addition to linguistic competence in second language acquisition. It has been widely recognised that when people learn a foreign language, they do not only need to get a good grasp of the grammar rules and vocabulary of that language, but they also need to be able to express themselves in socially and culturally appropriate ways.

One of my friends once had an eye-opening experience on his trip to Russia. Because he wanted to do something nice, he brought a dozen roses to his friend's house on his visit. What he did not know back then was unless there is a funeral; it is considered bad luck to give an even number of flowers in Russian culture. He told me that when his friend saw the bouquet, she looked at the flowers, took one out of the bouquet, threw it in the trash, and then thanked him. Since my friend did not know about this flower gifting etiquette, lack of cross-cultural communication competency in that particular situation affected the conversation he had with his friend in Russian language.

Having gone to Incirlik High School in the Incirlik American Air Base in Turkey for four years, I have always been well aware of how being exposed to a foreign language

in its social and cultural contexts makes a difference in second language acquisition. As an English teacher with 14 years of experience and a person who is still trying to learn new things in this language, my main objective within this study is to present second language acquisition from the perspective that “Language is a communication tool, and communication is more than just the exchange of information in the target language.” In this regard, this book addresses the reasons and ways to integrate the target culture into foreign language teaching.

Ayça Bakıner

February, 2021

CHAPTER I

INTRODUCTION

The necessity of learning a foreign language has been increasing continuously since it associates the international relations, and it still maintains its importance today as it always has been. In particular, the increase in inter-communal relations and co-operations in the 20th century has made it even more significant to recognize the value of foreign language knowledge and having intercultural communication competence, and to know at least one foreign language has even been regarded as a prerequisite in academic and/or professional life (Yaşar, 1990: 378). Mutual understanding and having intercultural communication skills are more important than ever as societies become more diverse. Our nations continue to grow more mixed and as teachers experience cultural and ethnic diversity more in their classrooms due to the global world, an understanding of the relationship between language and culture needs to be established in foreign language teaching. Moeller & Catalano (2015: 327) views a language to be foreign “if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. Studying of another language allows the individual to communicate effectively and creatively and to participate in real life situations through the language of the authentic culture itself. Learning another language provides access into a perspective other than one’s own, increases the ability to see connections across content areas, and promotes an interdisciplinary perspective while gaining intercultural understandings. Language is the tool required for effective human-to-human interactions and yields a better understanding of one’s own language and culture.”

Many difficulties are encountered in the teaching process

of foreign languages, in particular in the English language teaching in Turkey. Perhaps the most important issue creating these difficulties in language teaching is the fact that the target language is considered to consist of only vocabulary and grammar, neglecting cultural dimension and daily expressions of the target language. However, language is not composed of a random combination of words and grammatical structures; the factor which makes the words and the structures meaningful is the context in which words and structures are used (Widdowson, 1990: 111). A learning process that is disconnected from the context of foreign language leads students to develop a negative attitude towards the target language, which poses another problem in foreign language education. Learning a foreign language is not just a matter of finding the expressions of our mother tongue in the target language. The foreign language is an opening to the ideas and beliefs and thinking-value systems of the various societies. The way to comprehend the various activities and behaviours of a society or the individuals of that is possible with learning the language-culture of that community (Ozil, 1991: 100). To know a foreign language also means understanding a foreign culture (Tapan, 1995: 152). The individual behaviours and social structure of a society is a combination of behaviour and thought of individuals shaped by the culture of that society. For this reason, culture is the power that provides communication between individuals through language. Moreover, language and culture are interactive; they are mutually formed by each other and can even change each other. In this sense, language and culture are interwoven together (Brown, 2000: 301).

To be able to interact appropriately with people from the target culture adds up to the intercultural dimension of

foreign language teaching. With the discussions of cultural competency being the fifth skill in foreign language teaching, although this may seem a bit exaggerated to some, in this book, foreign language teaching is considered to be out of its context and incomplete without the integration of the target culture.

CHAPTER II

CULTURE

Culture itself is a difficult term to define, and yet it is safe to say that culture is a phenomenon that surrounds us in every moment of our lives. This phenomenon is used in various realms with different meanings, which creates confusion because this expands the meaning of culture. People who are knowledgeable and well-informed in the society are generally referred to be “cultured,” and those who are indifferent to what goes on in the world and who do not engage in social activities are considered as “uncultured.” However, the fact that even well educated people from the art world sometimes consider the people, who are not like them and who do not exhibit the behaviours they expect, to be “uncultured” contradicts the meaning of culture indicating an intellectual level. Similarly, the fact that someone who grew up in the city does not consider the person who grew up in the countryside to be a “cultured” person indicates a different meaning. The concept of culture is actually used with many words, such as food culture, holiday culture, street culture, and so on. In fact, in all these meanings, a certain way of life is endeavoured to be expressed within the culture. In other words, a person can be considered as “cultured” according to one person and as “uncultured” according to another person. This is determined by the similarities and differences of people’s life styles and habits.

Culture includes meanings varying from author to author and from time to time throughout history. The meaning of culture, a word introduced in the Roman period, has expanded and changed since the 16th century. In the 17th century, the adjective “cultured” was in everyday language. In the 18th century, the concept of culture was also used for products of

value, and an elitist definition was introduced to the culture. In the middle of the 19th century, the terms of mass culture and popular culture emerged (Dollot, 1991: 25).

It can be said that the most significant change in the word of culture occurred after the abstract concepts were added to its meanings. It is stated in some studies that Roman philosophers Cicero and Horatius were the first to use the term culture in terms of raising, processing, and educating people. According to Cicero, culture is the discipline of the human nafs, and it is the behaviour of the person in regard to certain principles and having a personality (Özlem, 2000: 142).

While the famous French scientist/philosopher Abraham A. Moles (1920-1992) stated that the concept of culture was first used in a German dictionary published in 1793 (1983: 1), famous anthropologist Bozkurt Güvenç (2002: 96) stated that the word culture was first used by Voltaire, and it was used in the sense of the formation, development, reinforcement, and glorification of human intelligence. Voltaire indicates intellectuality with culture. In this definition, another dimension of culture is expressed, and society is used outside its scientific meaning.

The definition of culture of T.S.Eliot (1888-1965), the most important representative of modernist poetry in the world, includes the second meaning of culture: “*We can see a religion as the whole way of life of a person, from birth to the grave, from morning to night and even during sleep, and that way of life is also its culture* (Eliot, 1962: 21).” In this definition, culture is seen as “everything” that is learned in everyday life. Within this context, the culture of the individual is related to the culture of the community or class in which she lives; the culture of the community or class depends upon the society that it belongs to. In this case, the main part is the

culture of the society, and as a term, culture should first be examined in relation to the whole society.

British anthropologist Edward Burnett Tylor (1832-1917) introduced a scientific point of view to the word culture in 1871. According to him, culture is a complex whole acquired by man as a member of a society, including knowledge, art, beliefs, tradition as well as other capabilities and habits (Tylor, 1920: 13).

According to Jean Paul Sartre (1905-1980), one of the greatest thinkers of the 20th century, culture shapes the personality of individuals within it. Therefore, significant personality differences are seen between an American and a German or Japanese. For Jean Paul Sartre, culture is the creator of “I.” Man is reflected there, and he knows himself there; he can capture his image only in this ancient mirror. From this point of view, people are faced with groups of people who perceive and interpret events and facts differently. The culture of people affects individuals to a great extent that even colours can have different meanings. In both uses, culture (or a culture) is what some people feel or do, unlike others who do not feel or do the same (Wallerstein, 1998: 211).

Edward Twitchell Hall (1914-2009), one of the most important names in the field, approached the culture in terms of communication by saying “Culture is communication, and communication is culture.” In his book, *Silent Language*, Hall explained his thoughts on culture as follows (1959: 29):

“Culture controls our lives. It is not an exotic concept explored by an elite group in the south, yet in an unexpected way, it is a mortar that shapes all of our daily lives. Culture is our behaviour that we don’t think about because we assume

that it is universal, or we think it is unique to us.”

Stating that culture brings identity to the self, Hall (1959: 15) also handles the culture in the sense of communication and summarizes culture as a communication framework, which includes words, actions, body language, facial expressions, gestures, as well as how people perceive time, place, matter, and how they work, love, play, and more.

Based on the definition of the well-known Polish anthropologist Bronislaw Malinowski (1884-1942) (1990: 39), culture is a holistic total of tools and consumer goods, constitutional documents made for various social groupings, human-specific thoughts and skills, beliefs, and ceremonies. In this definition, there is a qualification for the things that human beings generate in their life-universe as opposed to nature. According to the famous sociologist Meryl Aldridge (2006: 47), culture was defined as opposing to nature. Agricultural capabilities were practices to make the plant and animal world more productive; thus, figuratively, human intelligence and creativity was also the cultivation of a civilization in the field of ideas.

Malinowski also added the tools and equipment developed by man to his definition of culture and stated the importance of this in the production and growth of culture. To him, culture is all of the tools and materials that work directly or indirectly to meet the needs of human beings, traditions, and physical or thought-related habits (Malinowski, 1990: 45). From this point of view, it is safe to say that tools and equipments developed by man in order to cope with nature are very significant in the production of culture. The car produced to travel, utensils, such as forks, spoons, knives, and plates that enable us to eat comfortably, and computers have changed the cultures of

the communities and have led to the development of a new culture. For instance, eating with hands has changed after the knife and fork was invented and replaced by a new eating culture. Therefore, new inventions can create new cultures.

The famous Polish sociologist/philosopher Zygmunt Bauman (1925-2017) states that culture is a humane field of action (1998: 159). In Bauman's definition, the focus is on human activities and production. Irish writer Terry Eagleton (1943 -), who shares the view of Bauman, says that "Culture is not transferred through genes." He considers culture as a way of feeling, thinking, and living.

In the opinion of Kramsch (1998: 4-6), culture is to contrast with nature. The nature refers to spontaneous and organically grown; it comes from *nascere* (to born) in Latin. Culture, on the other hand, is the cared and grown and comes from the word *cultivate*, which means growing crops in Latin. To her, nature and culture cannot be considered separately, they add to each other, and culture makes sense to the features coming from nature in social life. Kramsch explains the nature phenomenon and the relationship of culture with the nature in Emily Dickinson's poem "The General Rose" through the example of roses (Kramsch, 1998: 5): In a place full of flowers, roses are beautiful but anonymous, unidentified, and doomed to be forgotten. Nature alone cannot reveal the peculiarity, difference, and unique beauty of the rose. In contrast, culture reveals the peculiar features of rose from nature. Culture causes the creation of a rare perfume scent that is sold at a higher price from that rose with the help of technology. This shows that nature and culture maintain and need each other.

As claimed by Williams (1977: 80), the differences in the use of the word culture in history constituted three

dimensions of the concept of culture. The first one refers to the intellectual, religious, and aesthetic development of the individual, communities, or societies. The second one refers to intellectual and artistic activities and to protect their products. The final one refers to creating a lifestyle, activities, beliefs, and traditions for individuals, communities, and societies. Based on these definitions, Williams explained the differences in the definitions of culture.

Arslan (2004) stated that Ziya Gökalp was the first thinker in Turkish history that tried to find an equivalent to the culture and called it “hars.” Gökalp’s definition of culture is reported as: “Culture is the sum of fundamentals, such as language, religion, literature, fine arts, law, economy, tradition, and custom etc. These are unique to a nation.”

Many definitions of culture have been made since the late 1800s when Tylor first defined it in the scientific sense. However, culture is not genetic in general; however, it is learned and transferred, and there are many social factors affecting culture. Consequently, it is impossible to make a single definition of culture.

Lisa Hoecklin gathers the characteristics of cultures under four main titles and states that in a culture, these four main titles must exist: (1995: 24-25).

“1- It is the sharing system of meanings: Culture dictates what a group of people care about. It guides how the world is perceived, how the individual lives, and how life organizes itself. It is possible for the individuals belonging to the group to see the same things in the same way, which keeps them together ... People must share the system of meanings for an effective,

permanent, and meaningful interaction to occur...

- 2- It is relative: There is no cultural certainty. People in different cultures perceive the world differently, do things with different methods, and there is no standard to suggest that one group is superior or inferior to another. Each national culture is relatively different in terms of perceiving the world and doing things.
- 3- It is learnable: Culture is formed by social structure, not genetic structure.
- 4- It concerns groups: Culture is a collective phenomenon of shared values and meanings. ”

Murdock (1949: 15) summarizes the characteristics of the concept of culture as follows: Culture is behaviour and habits that can be learned, and it is transmitted through language for generations. The doctrines of culture may differ from society to society. Individual attitudes also have an important place in culture; it is a functional component that meets vital and social needs. It is both integrative and differentiating, and culture is about life, but it is an abstract concept. As stated by Murdock, culture is transmitted between generations through language. New generations learn culture and cultural components mostly with the help of language.

Dutch sociologist Geert Hofstede (2001: 9-10) examined national and organizational cultures and argued that there were groupings within these cultures and that this affected the behaviours of the members of the culture. He revealed the five dimensions of the culture, and to him, culture is the collective programming of the mind that distinguishes members of its class from another. In his definition, he used the word “mind” instead of head, heart, and hands. That is, what he means is to

think, feel, and act and the result of them are beliefs, attitudes, and skills. He acknowledges that culture contains values with this definition, and the value system is the core of culture.

The famous Indian linguist Yamuna Kachru (1933 - 2013) said, “Culture is not static, that is, it develops as people continue their daily lives.” In addition, he drew attention to a different feature of the culture (2009: 75-90). All these definitions reveal that culture is the way of handling life. Although culture is tried to be defined through the common characteristics of a certain group, it can be said that they are different because they actually enable us to distinguish one group from the others. This indicates that there is no single definition of culture, and we should underline once again that different fields explain culture differently.

In the book of Anthropology by the American anthropologist Phillip Kottak (1942 -), it is mentioned that a culture is learned by other cultures. Learning styles or ways of transferring cultures to others vary according to each society or each human being. While some learning methods of humans and animals are similar, humans also have some differences from animals. These learning methods are individual situational learning, social situational learning, and cultural learning (Kottak, 1997: 36).

One of the most important building blocks that we encounter when it comes to the components that make up the culture is the language. Since the beginning of the humanity, it has played an important role in communities’ survival. It has always been essential to transfer the knowledge and heritage of human beings to future generations. Almost every community has developed a new language to communicate within itself, and these languages have also become sub-

cultures with various changes within themselves. Today, language is the most prominent feature in distinguishing cultures and even which subculture people come from. Thus, language has strengthened the communication among its own individuals and ensured the continuation of culture.

CHAPTER III

LANGUAGE

It is known that in the history of mankind, people have constantly tried to communicate with each other using pictures, some shapes, or the language of movement and attitude. Language, which is the result of the efforts to negotiate with each other, has a very important place in ensuring communication between people, and it reflects the characteristics, life, world view, philosophy, and beliefs of people by enabling people to express their feelings, thoughts, and wishes with all their subtleties. As a matter of fact, the words we use while expressing ourselves through language, a communication tool, our way of saying, and our attitude, etc. give a lot of information to others about the culture we live in, our environment, and our educational background. Many definitions of language have been made by many scholars until today within this sense. For instance, according to the famous Greek thinker Plato, who is the most important of these thinkers, language is defined as making own private thoughts understandable with the help of sound, subject, and predicate (Aksan, 1995: 11).

Ferdinand de Saussure (1857-1913), accepted as the founder of linguistics, says that language is a natural tool that people have in order to communicate. As stated by him, our body is equipped with vocal folds in order to use the language. There are three basic concepts that Saussure uses to create this map about the structure of the language: *langage*, *langue*, and *parole*. *Langage* is the natural language; it is a product of nature. *Langue* is a special language, and it emerges socially and culturally in society. The *parole* represents the skill that people have; it means speech. By dividing this difference into two as social and individual, he considers language as

a passively and individually assimilated product of speech rather than a function of the speaker and considers speech to be an individual act. Langue and parole have a diametrically opposite structure that can only exist with each other. Langage can be defined as the link that establishes the relationship between the langue and the parole (Saussure, 1959: 10-14).

Ludwig Wittgenstein (1889-1951), one of the greatest philosophers of the 20th century, made an ideal language description similar to Saussure's definition of structural approach in language in the *Tractatus Logico Philosophicus*, which is considered as his first period piece. Wittgenstein (1996: 45), who started his book with the proposition "*The world is everything that is the case*" stated, "*Everyday language is a part of the human organism and is no less complicated than it. It is not humanly possible to gather immediately from what the logic of language is. Language disguises the thought so that from the external form of clothes, one cannot infer the form of the thought they clothe because the external form of the clothes is constructed with quite another object than to let the form of the body be recognized. The silent arrangements for understanding the spoken language are terribly complicated.*"

Although he has different starting points with Wittgenstein, Mikhail Bakhtin (1895-1975) is a thinker and literary theorist who has a similar point of view with his approach to pluralism and thought as an action in language theory. One of the main concepts of Bakhtin's language thinking is heteroglossia, which is multilayered language, that is, multilingualism. Heteroglossia refers to social forms of speech that are structured in different ways in the language. There is a constant interaction between these multilingual structures

in the language. Bakhtin says that language is constantly stratified with the local dialects of any national language, the languages of the age groups, the fashionable jargon, and jokes between the employees of a firm. There are forms and meanings in each language that make up these layers. As long as language is a living being, stratification increases. This stratification is the emphasis on language, and this emphasis is full with social meanings and goals (Bakhtin, 1986: 14).

Saussure, Wittgenstein, and Bakhtin, as opposed to theories that consider the language as dull and ideal, presented language as operational, dynamic, and a unit living with human beings. These new language theories have made it possible to handle human and any information related to it from different aspects. Fields, such as critical discursive psychology have structured themselves through these theories.

When the semiotic and semantic definitions of language are considered again, according to the French linguist André Martinet (1908-1999), a language is a communication tool that allows the separation of human experience into units, in other words, meaning units, which includes a vocalic expression with semantic content (Vardar: 171-172). Doğan Aksan (1995: 55), on the other hand, defines language as “a versatile and highly developed system that enables the transfer of thoughts, feelings, and desires to others by using elements and rules that are common in sound and meaning in a society.”

Kaplan (1915-1986), who says “Language is the mirror of a nation’s life,” stated that since the language accompanies every moment of human life, when you look at the language and the forms of expression in the language, all the emotions, thoughts, and dreams that a nation has lived through the ages

can be found. In this respect, the language of each nation is a summary of the history of that nation throughout the ages (Kaplan, 2000: 143). Therefore, there is a very tight connection between the development of society and the development of language. As the nation progresses and develops, the language of that nation also improves. A high culture can also be created with an improved language (Ünalın, 2010: 29-30). As a result, many features of society, life, traditions, life philosophy, beliefs, in short, culture are affected by the level of the language development. On the other hand, there are many factors that affect the progress of a language. Some of these are socially sourced and are the result of the conditions in which societies live. Climate, plant cover, settlement, and environmental conditions also affect the needs and forms of language (Vendryes, 2001: 23-24).

Language provides communication between people; it has a cultural texture with its words and has existed since the subsistence of mankind. Why we consider language as an institutional system is because it constitutes a functioning structure with its own laws and rules. People should digest the cultural and linguistic features of this system, which are the cornerstones of this system, for their own benefit while gaining from this institution. Otherwise, language will be no longer constructive or beneficial in the communication process and can even lead to various conflicts and development of bias attitudes. In this context, according to the linguist Muharrem Ergin (1988: 3), the language is a natural means of agreement between people, a living entity that has its own laws and is developed only within the framework of these laws, a system of secret treaties emerged at times of unknown origin, and as a matter of fact, it is a social institution made of sounds.

Language, in the simplest form, is a natural tool for communication. As the cornerstone of human life, language is the most influential transmitter of culture and in this context; it has a natural relationship with culture. To Kramersch, (1998: 3) language is the carrier constituent of culture; the element that transfers culture from generation to generation. Language has always been a key indication in our social lives. The concept of culture also comes to the fore by considering language together with the concept of communication. Therefore, the relationship between language and culture needs to be examined thoroughly.

CHAPTER IV

LANGUAGE AND CULTURE

There is a natural relationship between language and culture. Since this relationship is deeply embedded, we can neither consider language separate from culture, nor can we consider culture separate from language. These two phenomena constitute society, or society constitutes language and culture. In other words, as language and culture shape the society to which they belong, society also shapes its language and culture. As a result, it can be said that there is an interaction among language, culture, and society, and language conveys culture.

Language is the most basic element of communication between people. The language acquisition process begins before even a person is born. It is known that a baby can receive and respond to sound when she is in the womb. Language acquisition continues every year after the postpartum period. Another factor that develops in parallel with language in this process is culture. Culture cannot be considered separately from language and vice versa. People's ideas are affected by culture and language. Thus, culture and language of an individual play a key role in thoughts.

Language, beyond being a tool that provides interpersonal communication, is one of the foremost building blocks of the process that provides the logical basis for thinking activity. Along with the words of a language, the most abstract thoughts attain a real form in memories. On the other hand, language is a channel that nurtures the cultural specificities of the society in which it is spoken. In this sense, culture and language are intertwined. Culture is directly related to the vocabulary produced in a language. Existing vocabulary

includes the codes of meaning within the framework of the integrity and regular use that people create by putting them together while expressing themselves, so the parameters of the form of social agreement are established.

The strong influence of the language makes itself felt in all areas of cultural existence. Each part of culture, such as society, religion, literature, history, science, and education is the hallmark of language. Institutions and inter-communal relations, as well as interpersonal relations, are also established and maintained within language. Everything material and spiritual in the society is also in language. Cultural and historical heritage is transferred to new generations only through language. Language is an encyclopaedia/dictionary of the cultural content. It can be seen that the person who initially created her own cultural conditions (environment) starts to live according to the requirements of that culture she later created. Thus, people remain under the influence of culture and adjust their own lifestyle according to the cultural life in which they live. While cultural growth is provided by language, at the same time, the reflections of a culture show itself in the language. Culture, which is a whole of belief, attitude, behaviour, and social habits of the members of a society, requires certain anonymized and generally accepted knowledge that is learned by each member of the society, subsequently, culture is a lifestyle and the knowledge of this lifestyle and the transformation of this knowledge into practice (Ünalın, 2010: 227).

Wenying Jiang (2000) believes that language is an important part of culture and has a key role in culture. Jiang likens language and culture to an iceberg; the tip of the iceberg is the language, and the submerged part of the iceberg is the

invisible parts of the culture. Another comparison of Jiang is as follows: Language is body, and culture is blood. Without culture, language will die. Without language, culture cannot be composed. This shows that language and culture are both intertwined and the transfer of cultural elements is important and required in language teaching because the language is the carrier of the culture, and the transfer of the culture in which it is spoken is especially important for teaching the language precisely.

Jiang's metaphor of blood and flesh embodied the link between language and culture truly well. Uygur presented a different metaphor for the relationship between language and culture by saying language is the cement that holds the cultural structure together. Additionally, Uygur embodied the link between language and culture using different metaphors to eliminate single-sided impressions by stating that "Language is the sun that brightens the cultural field; language is the thread that weaves the culture rug, and it is the river on which all cultural monuments are reflected (Uygur, 1996: 21)." As a result, this relationship-link between language and culture affects each other's enhancement. Language develops with the development of culture, and culture develops and enriches with the development of language. It can be understood what a miracle the language is by examining the culture; and by examining the miracle of language, the effects of culture on human beings can be valued (Güvenç, 1997: 48).

The famous American linguist Robert Lado (1915-1995) indicated that the language does not grow suddenly; it is the main requirement for the culture and the communication of the members of the society. Cultural differences between languages pose problems when learning a second language.

An example of this situation is the rich range of words that Eskimos have for the word “snow.” The differences between these words are not understandable to an English speaker, yet they are important in the Eskimo language and should be used correctly (1964: 7).

Wilhelm von Humboldt believed that it is necessary to research the characters and cultures of nations in their language. Akarsu (1998: 7) emphasized that Humboldt accepted language as the best tool that shows the level of a nation’s culture, and a nation that only makes progress in its own language can be the creator of a true culture. In this sense, language is the source of new ideas and creativity. These two main features of language have made it the biggest protector, creator, and developer of the society and nation identity, which we identify as culture.

Ovando (1990: 341) said, “Language is the way culture expresses itself in sounds.” In other words, language is a reflection and a vocal expression of culture. It carries pieces of culture in it and transfers these pieces with sounds and symbols.

Languages are the reflection of their own culture that they are born in. This brings us to a point explained by Adalı (1983: 31) as follows: “The child opens his eyes in a language that surrounds her. This is her native language. She acquires the sound system of that language, awakens the consciousness of that language through understanding and expression. In other words, language is a tool that people hear since the day they were born; it surrounds them and equips them with the culture they live in.”

There is a field of social linguistics that examines the

interrelation between language and culture. Social linguistics examines the mutual relationship between language facts, social facts, and how these two fields affect each other. The purpose of social linguistics is to elucidate how the social events explain language and how language affects social events and the mutual transition, so it proceeds with the thesis that there is a mutual interaction between language and culture. According to Güven (2012: 55-62), social linguistics includes evaluating all the concepts in the intersection set between language and society in the cause-effect relationship.

The foundation of social linguistics studies is based on the English used in America. The differentiation between the English used in North America and the English spoken by African American community and the search for the facts arising from these differences are the first research subjects of social linguistics. This shows that even among people who speak the same language on the same continent, the use of the language varies because of the cultural differences. Even if it is the same language, it is affected by cultural particulars, and different usage habits emerge. One of the important studies in this field is the Sapir-Whorf Hypothesis. This thesis is based on the premise that all word structures in the mother tongue shape an individual's view of the world (Güven, 2012: 56). As Sapir-Whorf argues (Emmitt & Pollock: 57), different thoughts are brought about by the use of different forms of language. One is limited by the language used to express one's ideas. Different languages will create different limitations, so people who share a culture but speak different languages will have different world views. Still, language is rooted in culture, and culture is reflected and passed on by the language from one generation to the next.

There is a multifaceted relationship between language and

culture as it is complicated to comprehend the conceptual processes of people during communication (Elmes, 2013). In other words, the connection of language with culture and the conceptual processes related to the culture that language contains establish an inseparable connection between these two phenomena. In this way, language becomes directly affected by culture. Within this sense, one can see that learning a new language means getting to know a new culture.

Aksan explains the relationship of language with society and its culture as follows: (1995: 65)

“If we have no knowledge of the way a nation lives, its beliefs, traditions, worldview, various qualities, or even the various events that have occurred in that society throughout history, we can get invaluable and reliable clues in all these subjects only with linguistic studies by examining the vocabulary of this language in detail.”

Some contemporary scholars, including the French sociologist Bourdieu, argue that language is a historical and social phenomenon, and the homogeneous language community view is a virtual one. As stated by him, the common language and the language community that speaks it are structured by social and historical conditions that bring legitimacy to this language. Language is also a construction, but it is such a construction that it provides the formation and transmission of other constructions (all other elements of culture) (Virtanen, 2002: 9). In this sense, language never overlaps completely with culture; it is a branch, a field, and a dimension of culture. However, in terms of its significance, language cannot be compared with any component of culture. Language is the factor that takes place in culture and holds the cultural structure together as a whole. Language establishes

and develops culture and generally provides historical continuity with socialization. People who are members of a community that speaks a common language are also members of a certain culture (Uygur, 1996: 18-19).

All individuals who build a society use this common agreement tool. In this regard, language has created a social understanding in each society. Apart from that, language is an instrument of thought. The famous linguist Joseph Vendryes (1875-1960), who said, “Thought can only function based on the language, by the unity with the language” argued that language is necessary to think and that thought cannot be born without a tool to express human beings have in mind. In this case, when the language that creates and develops thought is blocked, thought is also prevented. Therefore, only a nation that creates and exalts its language can show a real thought activity. A nation whose language is primitive cannot progress in cultural life (Vendryes, 2001: 21).

CHAPTER V

FOREIGN LANGUAGE TEACHING AND CULTURE

The integration of culture is a hotly debated issue; however, based on all of the mentioned approaches that define language with different aspects, it is clear that language and culture cannot be considered separately from each other. The point that should be emphasized in foreign language teaching is the originality in language logic, social perception style, and so on. Also, each language has its own sentence structure, phonetic, semantic, vocabulary, and richness of expression. In this respect, failure to filter such realities through a linguistic filter in foreign language teaching will cause communication problems and support prejudiced attitudes. Thus, a multi-dimensional approach should be adopted in foreign language education. This approach should include the current interaction situations due to the unique structural difference, cultural texture, and the lively and flexible naturalness of the language.

According to Peck (2016: 1), language teaching is incomplete and wrong without teaching culture. For this reason, the curriculum should definitely include cultural transfer in language teaching. The use of culture in language teaching and the combination of language and culture enable language learners not only to hear the language, but also to feel, smell, touch, and see the language.

In language learning, isolating oneself from the cultural foundations of that language prevents the contextual use of the language. Knowing only the language structure and grammar rules does not lead to a special understanding of the political, social, religious, or economic system of the target culture (Seelye, 1976). While teaching a foreign language,

it is important to teach not only grammar rules but also cultural values and concepts with cultural meaning in order to convey deep and authentic meanings in the target language. The experts, theorists, and researchers working in the field of language teaching emphasize that embedding cultural elements in language teaching in the curriculum provides a complete and comprehensive teaching of the language (Canale, 1983; Peck, 1998; Savignon, 2002).

According to Canale and Swain (1979), the main purpose in establishing a relationship between language and culture while teaching the target language is that students who learn a foreign language experience real-life dialogues that they will experience later in real life and make meaningful dialogues. As stated by Kramsch (1993: 25), the most important thing for language learners is to define the third area where they stop at the intersection between the native and target culture and how it will be comprehended well.

Considering the views of the researchers who conducted research on Foreign Language Teaching Curriculum, Dođru (1996: 22) stated that it is not possible to separate the relationship of language from culture. Just as thought influences language and is affected by language, it also affects and is affected by culture. The relationship between these phenomena is an intertwined and complex one. In other words, based on many research results in the literature, language and culture should be taught together. As stated by etinkaya (2008: 3), teaching grammar alone is not enough in the globalizing world. Besides words and grammar, what are just as important are; the cultural differences of countries and the miscommunication caused by these differences, their reflection on the language, and teaching language within the cultural conceptual framework.

It is extremely important to transfer the components of the culture of the foreign language taught so that the foreign language classes can be authentically learned by students, and the teaching can be enjoyable and interesting. In Tomalin and Stempleski's opinion (1993: 6), the transfer of cultural components has seven purposes:

1. "To help students develop an understanding of the fact that all people exhibit culturally-conditioned behaviours.
2. To help students develop an understanding that social variables, such as age, sex, social class, and place of residence influence the ways in which people speak and behave.
3. To help students become more aware of conventional behaviour in common situations in the target culture.
4. To help students increase their awareness of the cultural connotations of words and phrases in the target language.
5. To help students develop the ability to evaluate and refine generalizations about the target culture in terms of supporting evidence.
6. To help students develop the necessary skills to locate and organize information about the target culture.
7. To stimulate students' intellectual curiosity about the target culture and to encourage empathy towards its people."

Brooks (1986: 125) mentions some of the cultural elements that should be embedded in foreign language teaching:

- Greetings, saying goodbye, and conversations between friends

- Introducing people
- Words and patterns to be used in conversations according to age, gender, degree of closeness, social status, and formality
- Questions that should not to be asked (dos and don'ts)
- Traditions, games, music, and phone calls
- Writing a letter
- Inviting someone, making an appointment, and telling the time
- Eating and drinking habits
- Traffic etc.

There is naturally a language-culture relationship not only in foreign language teaching but also in mother tongue teaching because learning a mother tongue is acquiring a culture. Even the smallest speaking acquisition is simply a cultural acquisition (Uygur, 1996: 23).

Firdevs Güneş, one of the respected names in Turkey on Turkish and language education, explains the purpose of language learning as to create the required knowledge, skills, and attitudes for the students and to help learners develop themselves by using them (Güneş, 2013: 25), so she states that the student will use the language in her school and daily life to create an identity and a cultural room. According to her, this situation makes it easier for the student to learn and adapt to the culture she lives in. A similar situation is valid especially for foreigners who live and learn that language in the country where the foreign language is spoken because in order to comprehend these foreign surroundings, it is requisite to know the language of that society. Since language alone will not be enough to understand the society to which one is

foreigner, learning a foreign culture will save the individual from being foreign and make it easier to adapt. Basically, when an individual meets someone in the street and needs to communicate, she will have to speak that language. Since each society has its own way of living, the languages have a particular way of being spoken and written in accordance with the living styles of their societies (Korkmaz, 2005: 740). Therefore, an individual who speaks that foreign language should know this system and surrounding.

Language is a common skill in all persons. There is no difference in structure between languages; there are only cultural differences. For instance, all languages are double-articulating codes containing “semantics” and “phonemes” (Kıran, 2013: 59). For this reason, especially in foreign language teaching, the culture of that language should be included in the learning process in order for the learned foreign language to be more meaningful, and cultural differences should be felt and seen by the students who learn the language. All the things in the society and culture find expression in language. Whatever there is in language, it has its origins or repercussions in society and culture. Which one comes first is a puzzle that philosophers and historians cannot easily solve (Güvenç, 2002: 48).

Although the languages are different from one another, the common purpose they set is communication, and this communication has become a growing requirement among people speaking different languages as well as people who speak the same language, and the need to learn a foreign language has emerged in this direction. In this sense, we need a closer look into the teaching methods and techniques in English as a foreign/second language.

CHAPTER VI

TEACHING METHODS AND TECHNIQUES IN ENGLISH AS A FOREIGN/SECOND LANGUAGE

We can easily say that language teaching has been redesigned in the light of technological developments, and it has improved on a philosophical basis particularly with the reflection of the progress in positive sciences on educational philosophy and contemporary linguistics. While the majority of sources in the relevant literature indicate that the first studies on foreign language learning commenced in the 18th century by defining the rules of the learned foreign language, they also reveal that approximately two centuries ago, foreign language teaching started to be discussed in a scientific dimension. Various approaches have been put forward regarding foreign language teaching, and they have been discussed based on different linguistic foundations. The theoretical foundations of language studies have gained a strong foundation with the structuralism, which started with Ferdinand de Saussure, who examined language with a simultaneous method, and the American Structuralist School that followed him.

Transformational Generative Grammar, which was developed by Noam Chomsky, emerged as the newest and most powerful of the views put forward in the study of languages in the late 1950s. He shed light on the search for a common universal grammar in all languages. This approach also paved the way for the cognitive paradigm to be clarified in linguistics and language teaching and to discuss a new learning theory. This led to the comparison of different languages in comparative linguistics with common criteria and to find the common and different features of languages. Comparative linguistics data were used effectively in building functional foreign language teaching models and in the preparation of foreign language teaching books.

With the change in the study dimensions of linguistics, a new field, pragmatics, has emerged in the second half of the 20th century. The field of pragmatics examines how language is used in a specific context and the relationship between linguistic sign and user. Interpretation of words, how speakers use and understand verbal verbs, and how sentence structures are affected by the relationship between speaker and listener are among the study topics of pragmatic linguistics.

Changes in foreign language teaching methods have also been determined according to the needs of learners throughout history. People are equipped with different traits and different mental structures, so each individual learns with different methods and develops different stages in the learning phase. Learning styles, therefore, vary in accordance with the nature of learning. Many of the teaching methods emerged as a result of the method used previously and were developed to complement the shortcomings of that method.

Methods in language teaching are strategies in the classroom and can be basically defined as different ways of teaching the language. Language teaching method is the way that combines theoretical knowledge with practice and enables the application of theoretical knowledge. Theoretical knowledge in the definition indicates linguistic approaches about the language, learning theories developed for learning, and acquiring a second language. Methods include beliefs about what a language is and how learning takes place, usually based on theoretical approaches. In addition, the methods determine the course syllabi, types of activities in the course, course materials, and the roles of teachers and students in the course. A syllabus is defined as the content of the teaching program. In this context, the method used is important in the preparation of the syllabus (Lewis, 1994: 2).

In addition to these approaches and methods mentioned above, with the increase in the value given to communication in our world, which has become a global village, new approaches have emerged especially regarding people's thinking and learning skills. In these modern approaches developed based on scientific principles, it is seen that new responsibilities are given to teachers and students in the learning process. Nowadays, when we look at the approaches adopted, we can notice that they are considerably different from the traditional structure, based on the student's self-learning, and they aim the teacher to take on new roles. The principles created as a result of these studies in foreign language teaching increased the importance of gaining communication skills for the language users. Since the communicative approach highlights communicative dimensions of the language, it is aimed to use daily language, especially for communication purposes, in foreign language classes and textbooks. In this practice, original texts and authentic materials, which include the daily use of the language learned in the natural communication environment, are frequently used in classes. Linguistic studies and pedagogical approaches formed the basis of method determination, content and tool selection, and evaluation in foreign language teaching.

Even though which teaching method is more effective in achieving the determined goals and which teaching method can be better in making evaluations is not definite, many teaching methods are used in foreign language teaching (Freeman, 1986: 1). Demircan (2005: 6) lists over fifty methods in his book "Foreign Language Teaching Methods." Effective foreign language learning depends not only on the teaching, but rather on the student, who is the subject of learning phenomena. For this reason, it can be said that there

is no single or ultimate method of learning and teaching a foreign language that provides the best efficiency for all learners no matter what.

Since these methods differ along with the cultural dynamics, the main methods classification determined in the seminar on Foreign Language Teaching Programs organized jointly by the Council of Europe and the Ministry of National Education in October 1982 was taken as basis. The most commonly used methods approved by the Council of Europe and its European Centre of Modern Languages are as follows: (Demirel, 2012: 35).

- 1- Grammar-Translation Method
- 2- Direct Method
- 3- Natural Method
- 4- Audio-Lingual Method
- 5- Cognitive-Code Method
- 6- Communicative Method
- 7- Eclectic Method

In addition to these common methods in foreign language teaching, there are some methods that are less common:

- 1- Suggestopedia
- 2- Community Language Learning
- 3- The Silent Way
- 4- Total Physical Response
- 5- Audiovisual Method
- 6- Content-Based Method
- 7- Task-Based Method

1. Grammar-Translation Method

According to this method, foreign language teaching is carried out by translating from the target language to the native language. Especially grammar translation stands out to be an important technique of analyzing the grammatical rules of the target language in detail.

The Grammar Translation Method, also known as the Classical Method, is a foreign language teaching method that came into the picture at the end of the 18th century for the teaching of Ancient Greek and Latin and continued to be widely used until the 1960s. Language teaching was formed with the studies done on dead languages (Brown, 2001: 18).

Grammar-Translation primarily requires a detailed analysis of the grammatical rules of the native language and the target language. It is assumed that the student has mastered the grammar rules of the native language. If there is a lack of knowledge on any subject about the grammar of the native language, it is not possible to learn the target language. Since there is not enough focus on pronunciation, the language learned with this method leads to inadequacy in providing oral communication. Students have problems in speaking and understanding of what they hear because of the lack of communicative activities. The authoritarian attitude of the teacher is also incompatible with the student-centred teaching approach accepted today. Since the vocabulary is limited to the texts used, the lexical resource cannot be developed sufficiently (Memiş & Erdem, 2013: 297). While the method highlights writing ability, grammar rules, and translation skills, other basic language acquisitions, such as speaking and listening inevitably are of secondary importance. In this traditional method, which focuses on rule learning, rational

analysis, and comparative studies, the verbal part of the language and the speaking skill do not have a central place since language is considered as a set of words.

2. Direct Method

Like the Grammar-Translation Method, the Direct Method is one of the oldest methods. Unlike the Grammar-Translation Method, this method puts emphasis on using the foreign language for communication purposes. The most important rule used in this method is that translation is not allowed. The information to be conveyed to the student is supported by visual materials without using the student's native language (Freeman, 2000: 24). In this method, it is thought that a language can be learned best by using it actively in the classroom. Students are expected to discover the grammar rules of the language they have learned while using the language. In fact, in this method, the natural language learning rules are repeated, and the Direct Method has been one of the most prominent methods of the foreign language learning approach also known as the Natural Approach.

Here, students are active at every stage of learning. Teachers should keep students interested in the lesson. The subject is not discussed in detail. There are no intense grammar rules that will bore students. Instead, the most general rules to be taught are comprehended. Since the mother tongue is not included in the learning process, students encode all of what they have learned using the target language. The classes are fun. It is an enjoyable method for teachers and students that can be used especially for the first stages of teaching plurals, for instance.

However, this method also has its weaknesses. Since

the mother tongue is not used, students may find lessons difficult to understand. Because the students learn the subject in general terms, they may be confused in upper levels. In crowded classrooms, the teaching process cannot sometimes be conducted due to the possible noise in the classroom. Practical exercises without teaching the logic may lead to making mistakes. The Direct Method is also the pioneer of the Audio-Lingual Method that followed by it.

3. Audio-Lingual Method

With the entry of the United States into the Second World War, a special foreign language teaching program developed by the United States Army only for the military (Army Specialist Training Program) in order to train military personnel to speak and communicate the language of the nations involved in the war, and this laid the foundation of this method (Brown, 2001: 22).

The Audio-Lingual Method is a foreign language teaching approach that gives priority to the verbal aspect of the language and aims to teach these skills in a certain order by using dialogues and verbal exercises with behavioural learning interpretations. This approach is highly influenced by the belief that fluent language use depends on habits that can be developed with a lot of practice. Most of these practices occur in language laboratories by repeating the verbal exercises for hours (Demircan, 2005: 182).

Memorization takes a great place in this teaching method since language learning is basically a mechanical habit development process. By memorizing dialogues and patterns, making mistakes is minimized. It is thought that it is more important to show the things that are intended to be taught

orally before they are shown in writing. Reinforcement is provided with continuous repetitions.

Teachers who use this method aim to enable students to communicate in the target language. The teacher, who prioritizes the student's speaking and understanding of the spoken, allows the student to do a lot of repetitions, claiming that the students should use the language without stopping and thinking. In this way, the student can develop habits and use the language automatically. The role the student has in the classes is usually based on imitation. The student imitates what the teacher says and memorizes the structure and words. The student should follow the instructions of the teacher as quickly as possible because students are expected to produce without thinking in order to automate learning.

4. Cognitive-Code Method

Cognitive-code Method was founded on the views of the famous linguist Noam Chomsky in the 1960s. Two other important scholars who developed the method and contributed to its recognition are cognitive psychologists John Bissell and linguist Kenneth Chastain. They argue that language is a creative process other than being just a habit.

The method takes its foundations from Chomsky's saying "... language learning is not an issue of habit and conditioning but a creative process; it reflects rational, mental activity rather than reactions except the person..." Chomsky divided the phenomenon of language into language acting, which shows how to use language, and language ability, which shows our ability to use language. According to Chomsky, creation is a process, and it requires mental activity. This view forms the basis of the cognitive learning method (Demirel, 2012: 44). Chomsky states, for language use to be creative for students,

the environment should be new. Recitation and memorization are not considered creative for the speaker. Chomsky divides sentence analysis into surface structure and deep structure.

Surface structure is the structure we read and hear. Deep structure is associated with meaning. For instance, “John is eager to please” means John is willing to please, while “John is easy to please” means it is easy to please John (Albab, 2004: 58). The meanings in these two sentences are different.

The main purpose in the Cognitive-code Method is the ability to use the language, that is, the ability to produce words that have not been memorized before. When it comes to practical speaking, we always think of the practical speech patterns given to us. There are no pattern expressions here. With this method, it is aimed that students achieve to make original sentences suitable for the contexts they are in.

Demirel explains the features of the cognitive learning method as follows: (2012: 45)

- Language is not developing a habit but consciously learning the rules.
- There is no need to include pronunciation teaching as a separate teaching activity.
- Particular emphasis should be placed on developing the skill of comprehension of what is heard.
- Group work and individual training should be supported.
- Grammar rules should be taught by inductive and deductive methods.
- The four basic skills should be developed equally by giving importance to all of them, not particularly according to an order.
- Use of native language and translation are allowed.

- Everything should be taught in a holistic manner and when necessary, visual and auditory tools and other techniques should be utilized.
- Competence in the target language and culture of both languages is the main goal.
- The attitude of the teacher and the student and interaction is especially important for a good learning environment. The teacher is seen as the facilitator of learning, not as a person of absolute authority.

Using mother tongue in the Cognitive Method is a great convenience for teachers and students. Memorization is not used in this method. Students also do not want to memorize. One of the most boring situations for them is memorization. This may be considered as a positive situation for the student. The biggest disadvantage of the method is that although it is seen as a method with high usage and success rate, it is difficult to be applied. Success can be achieved with a suitable student profile and a teacher with sufficient capacity, but different methods and techniques must be applied in addition to this method. More success can be achieved if the subject is divided in a way that ensures integrity of meaning.

According to Swedish linguist Mats Oskarsson, Audio-lingual Method and Cognitive Method differ from each other in two aspects: “What is language” and “How language is acquired.” Oskarsson, who conducted research on this, briefly summarized his results in three items:

- 1- Grammar rules are psychologically real.
- 2- People are born with the ability to learn foreign languages.
- 3- A living language is also a language that can think (Oskarsson, 1974: 19).

5. *Natural Method*

The Natural Method was introduced as an idea (Natural Approach) in 1977 by Tracy Terrel, a Spanish teacher in California, and later outlined by the publication of a book of the same name in 1983 with the contributions of linguist Stephen Krashen (Krashen & Terrel, 1983: 9).

The process of foreign language learning in the Natural Method is the same as the process of native language acquisition. For this reason, the stages of mother tongue acquisition in foreign language teaching should be considered. According to Noam Chomsky, there is a language mechanism in the brain, and human beings are born with language skills. The human brain internalizes what it hears and sees thanks to this language ability and can use this information by placing it in the mind. This ability enables an unlimited number of sentences to be made with the limited number of rules learned (Grabe, 1992: 39).

6. *Communicative Method*

The methods applied in foreign language teaching are constantly changing. It can be said that each new method tries to eliminate the missing points of the previous method. The popular teaching method of the 21st century is based on the perspective that only the word or grammar instruction out of context cannot be sufficient in the globalizing world; it is also crucial to solve the problem arising from the cultural differences of the different countries. After the second half of the 20th century, it was better understood with the “Communicative Language Teaching Method,” which is more widely used in foreign language teaching and is becoming increasingly popular and still retains its popularity, that language and

culture cannot be isolated (Çetinkaya, 2008: 3). By the end of the 1970s, educators began to realize that although they could teach students the rules and structure of the language, students could still not communicate efficiently in the target language. Deciding when and how to say something and using language correctly for communication purposes started to emerge as the main focus of students (Freeman, 2000: 121).

According to this approach, sentences have two different values. One of them is the values related to usage, and the other is values related to use. If we can understand the meanings of the words in the sentence and the language relations between these words, this sentence becomes a proposition. However, for a sentence to gain meaning requires it to be in relation with the sentences coming before it. This is the use value of the sentence. Considering this aspect, the Communicative Method is both active and passive. Understanding the relationships between the word meanings of sentences and words is the comprehension dimension of reading. Understanding the relationships of words and sentences with each other and the value they take is the interpretation dimension of reading. The reading process is a questioning process at the same time with the interpretation dimension (Brumfit & Johnson, 1979; Widdowson, 1978).

The Communicative Method emphasizes that there are some usage and speaking rules in addition to grammar rules in communicating. The main purpose of language learning is to provide written-oral communication, which is the main function of the language. Accordingly, it is important to use language as a communication tool rather than just its rules. The sentence stage in accordance with the rules should be the last stage in language teaching. The mental process that

the student goes through in the language learning process has an important place. According to this approach, students are guided to comprehend what they have learned rather than memorizing patterns. After the mental process they go through, the aim is to enable them to put what they understand into the practice (Hengirmen, 2006: 34).

Some features of the method can be discussed as follows: (Richards & Rodgers, 2001: 64)

1. What is required for learners to learn a language is to use that language in communication.
2. The purpose of classroom activities should be authentic and should include meaningful communication.
3. Fluency is an important dimension of communication.
4. Communication involves a combination of different language skills.
5. Learning is a creative structuring process and involves trial and mistakes.

In the Communicative Method, the mother tongue can be used in the classes in a controlled and limited manner. Translation can be practical where necessary. Different methods, such as role playing, interviews, games, and pair or group work can be used in the classes. Dialogue studies are advanced and enriched in time. At the beginning or end of the dialogue, relevant sentences about previously learned topics or daily situations are added, blanks are left in the sentences in the dialogue, and the students are asked to complete or match the sentences with (Hengirmen, 2006: 37).

7. Eclectic Method

The Eclectic Method was put into practice by two linguists named Henry Sweet and Harold Palmer. The Eclectic Method is not a method; it is a mix of methods. Rather than a specific method, it is a technique of choosing and applying methods suitable for the purpose of teaching. The basic principle is that instead of a single and precise approach, each method that has the appropriate features and general principles for the target language education is used together in a way that will provide the highest benefit. The main goal is to get maximum benefit from each method and tool that will carry language teaching to the target. The teacher chooses the best and useful features of language teaching methods and uses them in line with the purpose (Hengirmen, 1999: 40).

8. Suggestopedia

Suggestopedia is a teaching style developed after 1960 by the Bulgarian psychologist and educator Georgi Lozanov. Suggestopedia, made up of the words “suggest” and “pedagogy” means educational suggestion. The main purpose of the method is for students to learn in a relaxed environment. One of the most important points of the teaching process is the comfortable atmosphere and music created for the student.

Classes are taught in an environment with pleasant and cheerful posters on the walls, comfortable seats for students in well-lit classes. The studies are accompanied by music chosen according to the purpose. In order to eliminate the difficulty of understanding, the dialogues given to the students are given in a foreign language on the right and a translation in the native language on the left. In order for students to feel comfortable, they are given a false name and a profession. Thus, students

who are prone to preserving their personality feel comfortable under these new biographies (Demircan, 2005: 188-189).

The main purpose is to remove barriers to learning. Learning takes place in an extremely cheerful and relaxed environment. Students unintentionally learn from the walls and the materials around them. There is not much emphasis on grammar rules. Mother tongue and translation technique can be used. It is thought that the subconscious of the student can be reached more easily with the participation of artistic elements, such as music and painting. Mistakes made are corrected kindly and without making the student feel bad (Freeman, 2000: 78). Today, these ideas and methods put forward by Lausanne are used in many European countries. Suggestopedia, proposed by UNESCO, is applied today as rapid learning, multi-level learning, and super learning.

9. Community Language Learning

In Community Language Learning, it is the student that is more active, not the teacher. The teacher tries to reach the goal by placing the students in a circle or in several groups. The teacher no longer has the role of only instructor; instead she takes the role of facilitator. Students can choose one student as their advisor in their group. This type of method allows students to communicate with each other comfortably. The teacher can only be an outside supervisor or an observer. In this method, it is possible for students to use their native language as well as the target language. Therefore, positive attitudes and behaviours between teacher and student by speaking in both languages gain importance.

The benefits of Community Language Learning can be listed as follows: (Senemoğlu, 2005: 497).

1. Collaborative learning helps students to be motivated to learn and maintain their attention.
2. It is especially effective in helping students with low ability to gain problem solving and high-level thinking skills.
3. It provides the students with the ability to see the world from other people's perspectives. As a result, students' empathy skills improve; they accept children in need of special education more easily and guide their development.
4. Students learn to respect the opinions of others, to be tolerant, and to discuss.
5. Interacting with peers during learning gives students joy; the teaching-learning environment becomes amusing for students.
6. Collaborative learning aids students build up their sense of self-esteem and self-efficacy as it requires the contribution of each individual in the group.
7. Students' fear of making mistakes and their anxiety levels are minimized, and teachers make sure that they are active and participating in the teaching-learning process.
8. It helps students meet their sense of belonging needs.

Main community teaching techniques include demonstration technique, question-answer technique, role-playing and drama, educational games, brainstorming, simulation, and pair and group work.

9.1. Demonstration Technique

Demonstration technique shows how to do a particular activity or presents it in general terms. It appeals to the senses of sight and hearing and is aimed at gaining practice-level behaviours. In this technique, the teacher addresses the sensory organs of the students by showing an experience through a demonstration. What the students will do is presented to the student first with the demonstration technique, and then the students are expected to do this. In this way, students gain knowledge and skills and improve their speaking and writing skills in foreign language lessons. With the demonstration technique, students learn what they see better, and they remember what is demonstrated better.

9.2. Question-Answer Technique

The question-answer technique is based on making a person think through questions and expressing them in written or verbal form since Socrates until today. The question-answer technique was developed to make teaching more effective and to eliminate the routine of the narrative technique. Furthermore, despite the contemporary changes in education, it still maintains its importance (Aykaç, 2005: 134).

This technique is most frequently used by teachers. The teacher can use this technique at every stage of the subject matter. It is a technique that can be used to check the prior knowledge of students before starting the new topic, to check whether the topic is understood, or to reinforce the topic. Since the technique is aimed at determining the level of recall of the information taught students, it may bring some negativity with it. While trying to determine the student's level of

remembering information, the desired level of participation in the classes may decrease. Despite this, the question and answer technique maintains its importance today. The application of the technique is quite simple: The teacher asks questions to the students about the topic. The teacher gives a certain amount of time. At the end of the given time, the teacher hears and checks the answers. If the student cannot answer the question or answers incorrectly, the other students are given a voice. The teacher repeats the question answered by the students by making the necessary changes.

9.3. Role Playing and Drama

Role-playing technique is based on re-enacting experiences and emotions. It is safe to say that this technique can bring some colour to the classes. Re-enactment allows the student's personality to develop. Students practice speaking, proper word stress, diction, pronunciation, listening, and body language. The role-playing technique can be used in all lessons of formal education.

Although the concepts of drama and role playing are used interchangeably in terminological terms, there is a difference between the two. Role playing is one of the activities used in drama. In drama, roles are more prominent than the role-playing technique. However, both of them aim to improve the student's social skills. In both of these methods, the student finds her personality, learns to empathize with other students, and understands what she thinks and feels better. Even if there may be some students sitting without doing anything during the activities, they are in fact active because they try to understand the practice.

9.4. Educational Games

Because topics can become more interesting with educational games, they allow even the most passive student who does not participate in the classes to involve. Games are a break from the usual routine of classes. Not only do they encourage students to interact and communicate, but also they are motivating and challenging. While the games are chosen by the teacher, they should be simple and easy to understand by all students. More precisely, they should be appropriate for the levels of students at different levels as the aim here to reinforce learning.

9.5. Brainstorming Technique

Brainstorming is the expression of the group members' ideas without analyzing them in order to bring a solution to a topic under discussion, and all these ideas are analyzed and evaluated afterwards. It starts with some answers, ideas and/or relevant words to a question or problem posed by the teacher. This technique allows students to listen carefully, focus on the topic, explain personal opinions, and discuss those opinions. Students have fun when applying this technique and feel safe when speaking. Their focus is on a particular topic, and this can actually help students learn acceptance and respect for individual differences. Students expand their knowledge by building each other's contributions.

9.6. Simulation

Simulations are instructional scenarios where the learners are in an imaginary world. This world is defined by teachers, and students learn from experiencing it. They promote critical thinking since they are open-ended. They allow students to do

educational studies on the given context, assuming it is real. Teachers should make sure that students both understand and learn from the simulation. One main drawback of simulations is the assessment of the student as the process can be complex.

9.7. Pair and Group Work

Pair and group work is a student-centred technique, and in this technique, students are divided into groups of no more than four, depending on the number of the students in the class. The aim of the technique is to make the lesson more efficient by freeing the students from the fear of making mistakes and their anxieties.

For pair and group work, once students are used to working in pairs, it should first be considered how they will be divided into groups. The reason why pair work comes first is that students can control their behaviour more easily. While determining the groups, the concepts, such as friendships, different talents, and characteristics should be taken into consideration. In order to prevent the problems that may arise, activities that require sufficient use of foreign languages should be selected. If the students are older, it can be explained to students why a pair work is done. Pair and group work enable learners to socialize and facilitate a deeper comprehension of the content like brainstorming. They expose student to diverse ideas. It is a great way for students to learn from each other.

10. The Silent Way

The Silent Way is a foreign language teaching method introduced by Caleb Gattegno. It is a method that prioritizes learning instead of focusing on teaching. The teacher is like an observer in the classroom, avoids all distracting actions, and

does not interfere unless absolutely necessary. This method is called Silent Way because the teacher directs this learning without speaking (Gattegno, 1963). Gattegno suggested establishing an artificial and over-guided path in language teaching instead of natural methods. The main tools of the Silent Way are coloured tables and coloured rods. Every piece has its meaning. The teacher helps students grasp not only the language itself but also the context by giving commands using the rods. In addition to these tables, word tables with generally numbers between 500 and 800 words are also used. Translation is avoided when connecting words and structures with their corresponding meanings via colour bars.

Students studying the target language with the Silent Way obtain internal criteria that play a fundamental role in their education throughout their lives. These internal criteria allow students to observe their own production and correct themselves if there is a mistake. This situation, which can also be called as awareness, composes the main core of the Silent Way.

11. Total Physical Response

The Total Physical Response Method is a method that aims to develop the ability to understand what you hear and verbal expression at the beginning level through physical motor activities that fulfil verbal commands. This method, created by James Asher, was developed by using developmental psychology, learning theory, and humanistic education approach (Curtain & Dahlberg, 2010: 87).

The aim of the Total Physical Response Method is to gain verbal proficiency and to teach basic speaking skill. Improving understanding is a tool in this method. Students should communicate with native speakers of the language

they learn without anxiety. Determined goals can be achieved using action-based imperative type exercises. After the verbal imperative exercises, reading and writing activities can be included. The development of students' speaking skills follows a natural process.

12. Audio Visual Method

The Audi-Visual Method argues that language learning is a natural process, which first begins with listening, continues with speaking, reading, and then writing skills improve. This method was developed by linguists, such as Skinner, Bloomfield, Nelson Brooks, and Lado in the 1930s. Due to the ongoing war in these years, the American army established military bases in various countries, and the necessity for American soldiers to learn the language of these countries soon arose. This method was developed with the support of the University of Michigan since the desired result could not be obtained with the known classical methods in a short time. The result was successful and had a greater impact than expected with the Audio Visual Method. Due to this success, the method also started to be used in schools and became widespread in secondary schools in the 1950s (Demircan, 2005: 211).

All exercises in the Audio-Visual Method are in the form of questions and answers. The lesson begins with a movie or video that matches the image and speech unit. Then the teacher checks whether the students understand or not with the question and answer method. If the students do not really understand, the parts that they do not understand are selected from the screened film and shown again. If there are new words in the film, the language is memorized through laboratory work. In the next step, tape and film are shown to the students

separately. For example, the movie is shown without tape, and students are asked to remember some phrases from the script or add their own comments (Stern, 1991: 152-173).

One of the most criticized aspects of the method is that the mother tongue and translation are free from this method. Translating or including translation exercises is believed to be a method that disrupts language production, and therefore it is considered as a factor that should be excluded in foreign language teaching.

13. Content-Based Method

Content-based Method is an approach that is designed according to the competence or skills that learners are supposed to acquire, not according to foreign language curricula. The word content in the title refers to the topics we learn by studying the language or communicating in that language. The important part of this method is the meaning expressed in language, not the language itself. According to this approach, classes should be environments based on information exchange and real communication, and the focus of language teaching should not be the grammar. The focus of language teaching should be real-life contexts (Richards & Rodgers, 2001: 15).

14. Task-Based Method

In the Task Based Method, learning materials and teaching are based on doing a task. Activities and tasks are key elements emphasizing communication and meaning. According to the method, the most effective way to learn a language is to communicate meaningfully and purposefully through specific activities and tasks. Selected tasks should be rich in language and involve different skills. Tasks reflect real-life situations,

which is extremely useful to fulfil students' real needs.

All language teaching approaches and methods differ from each other in terms of content and teaching and learning styles. Larsen-Freeman (2000: 178) summarized the approaches in foreign language learning, the perspectives of these approaches to language and culture, and the learning and teaching styles according to the approaches in the book "Techniques and Principles in Language Teaching" as in Table 1.

Table 1. *Approaches in language teaching and learning and teaching styles specific to these approaches*

Method/ Approach	Language/Culture	Language Learning	Language Teaching
Grammar-Translation	Literary language culture: Literature and the fine arts	Exercises mental muscle	Have students translate from target language (TL) texts to native language
Direct Method	Everyday spoken language culture: History, geography, everyday life of TL speakers	Associate meaning with the TL directly	Use spoken language in situations with no native-language translation
Audio-Lingual Method	Sentence and sound patterns	Overcome native language habits; form new TL habits	Conduct oral/aural drills and pattern practice
Cognitive-Code Approach	Grammar rules	Form and test hypotheses to discover and acquire TL rules	Do inductive/deductive grammar exercises
Silent Way	Unique spirit/ melody	Develop inner criteria for correctness by becoming aware of how the TL works	Remain silent in order to subordinate teaching to learning. Focus student attention; providing meaningful practice

Desuggestopedia	Whole, meaningful texts; vocabulary emphasized	Overcome psychological barriers to learning	Desuggest limitations: teach lengthy dialogues through musical accompaniment, playful practice, and the arts
Community Language Learning	Student generated	Learn non defensively as whole persons, following developmental stages	Include the elements of security, attention, aggression, reflection, retention, discrimination
Comprehension Approach: Natural Approach, the Learnables, Total Physical Response	Vehicle for communicating meaning; vocabulary emphasized	Listen; associate meaning with TL directly	Delay speaking until students are ready; make meaning clear through actions and visuals
Communicative Language Teaching	Communicative competence Notions / functions Authentic discourse	Interact with others in the TL; negotiate meaning	Use information gaps, role plays, games
Content-Based, Task-Based, and Participatory Approaches	Medium for doing/ learning	Attend to what is being communicated, not the language itself, except when form-focused	Engage students in learning other subject matter, tasks, or in problem-solving around issues in their lives
Learning Strategy Training, Cooperative Learning, and Multiple Intelligences		Learning how to learn	Teach learning strategies, cooperation, use a variety of activities that appeal to different intelligences

Larsen-Freeman (2000: 178) Published with the approval of the author (Appendix).

CHAPTER VII

FOREIGN LANGUAGE SKILLS

Foreign language teaching consists of the basic language skills of listening, speaking, reading, and writing, just like in mother tongue teaching. Among these, listening and reading skills are receptive skills as they are based on understanding, and learners do not produce the target language at the time, whereas speaking and writing skills are productive skills. Each of these skills is tried to be developed by individuals who learn a foreign language in an interdependent manner. The better a foreign language learner is in each skill area, the more successful she is in learning the language. Therefore, foreign language teaching should be designed bearing ways to improve these skills in mind from the very beginning. Since the aim here is to enable the learners to improve each skill area, it is required to examine the teaching process of basic language skills that are significant in foreign language teaching in detail.

Linguists include basic skills in language teaching under the headings of receptive skills (reading, listening) and expressive skills (speaking, writing). Expressive skills are the verbal or written expression of the individual's own feelings and thoughts. Receptive skills are about understanding a speaker or a written discourse. When it comes to receptive skills, learners are not passive when they listen or read because they encode and think about the answer/feedback they are about to produce. These four skills allow learners to comprehend and produce the target language and have effective communication. Although it may seem to be forward to some researchers; cultural awareness and intercultural communication skill can be seen as the fifth skill in foreign language teaching.

1. Reading Skill

There are various definitions of reading skill. It is defined to be introverted problem solving process (Bernhardt, 1991: 6), reader's process of solving complex problems on the text (Schoenbach, et al., 2000), and the process of deriving meaning from the text as a cognitive process (Grabe, 2002: 51).

Reading is an activity that requires technical knowledge, such as mutual communication and learning the subject area as well as being related to the aspects of the person, for instance, voice, speech, and eyes. The motivation of the student and liking the act of reading are also important for foreign language learning and teaching. In addition, reading is one of the most preferred activities because it can be done without being dependent on a place or a person. If the written discourse is interesting to the reader, it is safe to say that this will increase motivation to read more. Reading skill consists of some sub-skills. The prominent of the various skills stated in the literature can be grouped under the following headings:

Prediction

This skill is about the student's predictions on the meaning of the words she does not know in the reading text. To achieve this, the meaning integrity of the sentence and various clues in the sentence are used (Mei-Yun, 1989).

Getting Detailed Information

This skill requires a careful reading of the material in order to obtain information on a certain subject or to learn the answer to a certain question. This skill is used, for example, when it comes to finding a number in the phone book (Harmer, 1985: 286.). In other words, this skill helps the learner find the desired information in the reading material.

Finding and Supporting the Main Idea

This skill is about finding the main ideas or supporting ideas in the reading material. While the learner is reading the text, she tries to understand the main and supporting ideas and the relationships between them. This skill helps the individual to learn the reading material in a meaningful way (Demirel, 1990: 118).

Finding Appropriate Titles

This skill requires finding the appropriate title for a reading material that the learner reads and comprehends carefully (Harmer, 1985: 287). Based on the content of the text, learners create or choose a title for the given reading text.

Summarizing

Summarizing skill is related to the summarization of a material read in the target language. The important thing here is that the learner explains the reading material with her own sentences and paraphrases the text.

Also, there are skimming and scanning techniques in reading. Skimming allows readers to read more quickly and decide if the text is interesting for them. They can easily have an idea about whether they should read more or not. Learners skim a text to obtain the gist, which is the overall meaning of a written discourse. Scanning, on the other hand, is finding specific information. This technique saves a lot of time as learners do not have to read every single word.

To Dökmen (1994: 23), “Understanding a text read in foreign language lessons is making associations between graphics and symbols and the written text, analyzing exactly what is meant to be explained in the text with words, fully comprehending the meaning of idioms, sentences,

paragraphs, and the whole text, evaluation of what is read, and understanding the author's purpose and mood.”

Studies reveal that the defined comprehension problems related to effective reading in second language and foreign language learners consist of poor decoding, limited lexical resource and poor inference skill. According to Demircan (1990: 120), students should try to develop certain reading skills in foreign language teaching as well as in the mother tongue. These skills include guessing the subject of a text with a title, suggesting a suitable title for the text, predicting the meaning of unknown words with the help of the context, having a general knowledge about the text, obtaining detailed information about the text, finding the main idea and supporting ideas of the text, transferring relevant information, and summarizing the text.

There are many techniques to evaluate reading skill in foreign language teaching. Anderson (Cited in Razi & Razi, 2012: 295) stated that regardless of the evaluation technique used, there are three types of information in the text as textually explicit, textually implicit, and script-base/scripturally implicit. While the answers to textually explicit questions are clearly included in a single sentence in the text, answering the textually implicit questions depends on the readers' ability to see the connections of the sentences in the text. Finally, the background knowledge of the reader is essential to answer the script-base/scripturally implicit questions in the text. Hence, answering such questions is beyond understanding the text.

Although there are many techniques used to measure reading skill, none of them can be considered to be ideal tools that can be used in all situations. In this regard, it will be more effective to use the techniques fitting to the situation

by considering the advantages and disadvantages of many different question techniques that can be used in reading exams, such as multiple choice, gap-filling, question-answer, cloze test, C-test, cloze extraction, summarizing, true-false, error-finding, short-answer, matching, and sequencing (Razi & Razi, 2012: 295).

2. Listening Skill

Listening skill is one of the building blocks of language teaching and learning. Human ear perceives sound waves and transmits them to the brain for processing. The moment when the hearing organs and the brain are in mutual interaction, listening occurs. Listening is the basic requirement of these sounds perceived by ear in language learning. It can be called as the first stage of understanding since it enables to recognize sounds and expressions in a foreign language and to understand the message from the speaker fully and accurately.

Voice communication between people takes place with a speaker, a listener, and a mediator between the two, that is, language. In terms of sound, source, receiver, and sound waves are another aspect of these three elements. The mind of the speaker reaches to the brain of the listener through the auditory organs after being revealed by the command given by the brain and by being transformed into language sounds by the speech organs. Then it is decoded there, and the thought that the speaker wants to explain is enabled (Aksan, 1995: 13).

According to Aktaş (2005: 7), the following factors play an active role in the natural communication process: the source of the produced information or news, in other words, the person who produces the information or news and sends it to

someone else; sender, second person receiving the generated information; listener, and the third is the sound waves called “channels” that enable the information produced by the speaker to reach the listener.

Demircan (2005: 143) introduces many reasons as to why visual elements are essential in successful teaching of listening and speaking. He indicates that the picture shown with the sound has a stronger emotional effect than the sound alone. In short, a contemporary education environment should be created in order to improve the listening skill in foreign language teaching, and the auditory and audio-visual tools suitable for the education environment should be used as much as possible. The lessons should be enriched with all kinds of communication tools and other resources with the help of the developing technology.

3. Speaking Skill

According to the studies in the literature, speaking, one of the first language skills of human beings, is the most used skill after listening. As is known today, listening skill begins in the womb. It is accepted that speaking skill starts with the first sounds the child makes with the birth. Today, thanks to the mass media; the role of verbal expressions has become as important as written expressions (Marshall, 1994: 25).

Speaking is like writing words on the surface of water. Our words are unmarked on the water, and they disappear immediately. If we want our words to be proven and permanent, we must speak by making black dots on the white page. This is an important difference between speaking and writing. Writing helps us review our thoughts and be aware of our feelings (Wilkinson, 1986: 32).

Speaking skill can be defined as the ability to express an individual's feelings, thoughts, and observations in a foreign language she has learned with words and phrases appropriate to her level. Speaking should not be seen to be just conveying words to the other party with sounds. In particular, the structural and sound features of the language learned and the pronunciation differences between native and foreign languages should be taught clearly because good grammar and rich vocabulary will not be enough for a healthy conversation.

Teachers have the most main responsibility for the improvement of speaking skills. Teachers should guide students with questions and answers appropriate to their level, ensure that they introduce themselves with simple expressions by following a simple to complex path, and they should act as a guide with the instructions given to the students in this conversation process. Student-student interaction is just as vital as teacher-student interaction in developing this skill as peer-learning is highly effective.

There are two activity groups as controlled and free exercises in the development of speaking skills in foreign language education (Shumin, 2001: 204):

- 1) **Controlled Exercises:** Controlled exercises in the form of short dialogues aim to overcome the difficulties students face in key structures, pronunciation, and vocabulary.
- 2) **Free Exercises:** Students need a natural conversation environment where they can freely use the language. In providing such an environment, games (drawing games, memory games, puzzles, word games, and interviews) are stimulating activities.

In order to become skilful at speaking, it is necessary to gain cognitive competence. Therefore, speaking is a language skill that requires both psycho-motor and cognitive competence. The purpose and significance of this productive skill is that learners can express themselves verbally in a social environment because human beings are social creatures.

4. Writing Skill

Writing, by its very nature, encompasses other skills and many sub-skills. For that reason, it has a particular place. It can be complicated to learn, and it takes time as cognitive processes are required while writing, and there are grammar and spelling rules to be followed. The author creates a meaning by establishing a relationship between what she knows and believes in the text (Flood & Lapp, 1987: 15). To these cognitive processes, we can add factors, such as vocabulary, cohesion, coherence, organizational skills, and the author being both a reader and a speaker at the same time. In other words, writing is a process full of difficulties in terms of linguistic and the articulacy of the student. Writing skill cannot only be seen as a communication tool, but it should rather be seen as a tool for learning, organizing knowledge, expressing thoughts, and even learning to think. Hardships faced by students while writing indicate lexical resource, sentence structure, appropriate language in different contexts, and different ways of expression.

Zhenhui Rao (2007: 100), one of the professors at Jiangxi Normal University, explains the place of writing skills in foreign language teaching as follows:

“Writing has always been considered as an important skill in learning and teaching foreign languages throughout

history. Writing triggers thinking, forces students to focus and organize their thoughts; it improves their ability to summarize, analyze and criticize, motivates learners to learn foreign language, and think critically.”

As Çakır (2003: 32-33) stated, cited from Raimes (1983), every program including the teaching of writing skills should be designed in the light of some components for an effective teaching:

1. Syntax (sentence structure, connection of sentences, formal preferences, etc.)
2. Content (cohesion, coherence, originality, etc.)
3. Grammar (rules about subject-verb agreement, conjugations, etc.)
4. Text layout
5. Word choice
6. Writing purpose
7. Target audience (reader)
8. The author’s writing process (determining the writing subject, pre-writing, drafting, reviewing, feedback, revising, etc.)

Today, there are various opinions and approaches that shape the teaching of writing. According to Silva (1994: 11-17), many methods, principles, and approaches have an effect on writing theory in the second language, and they have continued to exist until today by interacting with each other. The most effective of these are Guided composition, The Traditional Verbal Arts, and Process Approach.

Guided Composition is a technique, in which the model paragraph is imitated, and students' drafts are graded based on their vocabulary and sentence structures. It is an auxiliary element used in the development of other skills. In the mid-1960s, it became clear that this model was insufficient. With this inadequacy, The Traditional Verbal Approach became more important.

The Traditional Verbal Arts Approach involves the logical outlining and organization. Emphasis is on structure and ways of developing ideas in paragraph and composition. After the ideas related to the given subject are listed, irrelevant ideas are eliminated, a draft frame is prepared by producing main and intermediate supporting sentences from the remaining ideas, and the text is written in the light of this framework. Today, the effect of this approach still continues. It can be said that the drawbacks of Guided Composition and contemporary-traditional verbal arts approaches to boost creative thinking led to the emergence of the process approach.

The foundations of the Process Approach should be sought in the studies of cognitive psychologists, such as Bruner, Gagné, and Ammon. The Process Approach was shaped with a study by Janet Emig in 1971. Admitting that the writing process consists of a series of phases that the author goes through while creating the first draft, Emig divides these phases into five categories: pre-writing work, drafting, checking, proofreading, and publishing (Hoskisson and Tompkins, 1987: 163). In this approach, students follow some pre-writing activities and create some outlines by brainstorming and/or doing research on the given topic. In this process, ideas can be developed either alone or through group work. As a result, all ideas are evaluated and unrelated ones are omitted,

and by doing so, main and supporting ideas are created. Later, students write the first draft. The first draft is evaluated by the teacher or another student designated by the student who wrote the first draft, using the checklist in the textbook. The student revises and makes some changes in what she wrote according to the feedback of the other student. The student then gives the paper to the instructor to be checked once more. The instructor checks the errors in the written discourse and gives it back to the student by writing instructional notes using codes. Then the student gives the final form to what she has written and submits it to the instructor.

CHAPTER VIII

INTEGRATING CULTURE INTO EFL/ESL CLASSROOMS VIA TECHNOLOGY

History of Technology-Enhanced Language Learning

Each new invention that came into the picture with technological developments has led to the progress of different practices and methods in different disciplines. Linguists did not remain indifferent to these developments, and they tried to adapt each new development to their own fields. In the first half of the 20th century, technological innovations were followed in the field of linguistics. These developments, however, were not effective enough to be brought into the classroom environment. After the Second World War, this picture began to change gradually, and a number of attempts emerged for the effective use of new inventions and technological innovations in the classroom. Language laboratories were created with new devices, such as video, television, and sound recorders. These appeared for the first time in the United States to teach foreign languages to the military personnel. This change in the American armies continued during the 1960s and 1970s with computers rapidly. Although the desired level of efficiency could not be met initially, especially with the invention of the Internet, technology began to be used more widely in foreign language teaching. Scholars suggested that language can only be learned together in the context of the culture it belongs to, and they stated that computers are extremely useful tools for introducing culture into the EFL/ESL classroom environment.

Technology in English Language Teaching

In addition to communication-oriented language teaching, technology, rapidly progressing in today's information age

due to the developments in communication field, has become an essential part of our lives. Changes in this field also affect the field of education. Technology, when used correctly, makes the education and learning effective, efficient, and attractive, and it facilitates human life. The idea that it is no longer enough to teach only words and grammar rules in the globalized world brings the idea to the mind that educators should be open to new methods of teaching foreign language. Technology Enhanced Language Learning (TELL) is an approach that has been used in recent years after the use of computer-assisted language teaching to enrich the teaching environment (Slate, Manuel & Brinson, 2002; Hertel 2003; Usun, 2003). Technology is an effective and attractive learning source for integration of the target culture into the classroom (Beauvois, 1994; Lunde, 1990; Vincent & Hah, 1996). Technology Enhanced Language Learning has emerged as a method which started as Computer Assisted Language Learning (CALL) in the beginning, and then was incorporated into the educational technology field with the mentioned developments. In this approach, it is believed that authentic materials that can be used in technology enhanced language learning will help teach the socio-cultural knowledge of the target language. More to the point, the fact that the visa is required for visiting foreign countries and that most countries do not support programmes that allow students and teachers to experience the target language in its context make the learning isolated. In this book, the natural learning environment and context wherein some students cannot be due to some limitations is suggested to be provided by the aid of technology.

Computer-Assisted Foreign Language Learning

That EFL/ESL classrooms are culturally diverse environments leads to an increase in educational computing. To Warschauer and Healey (2009: 31), the use of computers in foreign language teaching is divided into three phases as behavioural, communicative, and integrated. Each of these stages corresponds to a certain level of technology and a certain pedagogical approach. Computers provide lifelike natural-speaking models of the language in a variety of multimedia. They provide a language learning curriculum determining the next most suitable step for the learner and practise related to that step, being available at any time and keeping a record of what the learner has done before.

The behavioural period covers the 1950s and the late 1970s. It adopts the behavioural learning model, and it is a type of practice based on repetitive language exercises. The communicative phase covers the late 1970s and early 1980s. According to the approach, the software should enable students to produce original expressions by helping them understand the grammatical structure. The integrated phase, on the other hand, is a period that was studied in the early 1990s, and language use was mostly based on cognitive approach. In this task and project-oriented approach, listening, reading, speaking, and writing skills were integrated with technology (Warschauer & Healey, 2009: 32-35).

Egbert (2005: 5) indicated a different view by stating that computer-assisted foreign language education should not be a term that defines desktop computers, but it should also include technologies with electronic chips and the software that runs it. These technologies and software include online

games, online blogs, online websites, e-mail, voice talk, written speech, video conferencing, electronic discussion groups, network applications, and web-based bulletin boards, which include cultural components of the target language.

Computer Assisted Language Learning has some disadvantages, on the other hand. In developing countries, financial problems play an important role in computerized education policy as software and hardware are more expensive. It is required to have a strong economy in order to apply computerized education and spread it throughout the country. It is very complicated to assess the efficiency of computers in these countries. An analysis of the contribution of computers to education should be performed according to the cost of the benefits it brings in terms of the quality of education. Planning and practise of computerized education policies require some complicated choices. These challenges are more difficult to overcome in developing countries. For this, timing and planning should be done well. Necessary manpower planning should be done before computer training; teachers should be trained in this regard as well. Shifting to educational computing without creating the groundwork can cause great harm instead of being beneficial. In these countries, this transition without analyzing the cost of benefits will not be meaningful and will not give effective results. (Uşun, 2000: 212).

Internet Assisted Foreign Language Learning

It can be easily said that due to the Internet access since the 1990s, computers have added an advanced dimension to foreign language education. While games and exercises are used in Computer Assisted Language Learning, Internet-

Assisted Language Learning (IALL) adds a new dimension to this process, and the opportunities in this virtual world are developing every day. Today, it is nearly impossible to count the number of sites that provide foreign language education.

The Internet is a boon to education that allows students to fully learn the subject by bringing real life language into the classroom environment. Students can read newspapers, magazines, and other authentic materials in the language they want to learn on the Internet and communicate with native speakers via e-mail and chat rooms. Thus, they get the opportunity to experience real life in the classroom environment.

The Internet has a number of possibilities in foreign language teaching. The most important of these are the World Wide Web, electronic mail (e-mail), mobile learning, Internet applications and smart boards.

1. World Wide Web

The World Wide Web is one of the most exciting uses of today's Internet applications thanks to its capability to store vast information and to use different components, such as text, picture, and sound at the same time. The World Wide Web allows all classes, parties, and countries of the world to be connected to each other by removing borders between countries. The World Wide Web is of great importance for foreign language teaching for various reasons. The World Wide Web provides a source of information that is required in foreign language teaching practice. For example, with the World Wide Web, we can provide direct access to information about the country whose language we learn and the culture of that country. Those who learn a new language or want to

build target language skills can access all kinds of information that can be used in learning a foreign language, which can be electronic magazines in the country or countries, where that language is spoken, virtual radio broadcasts, and libraries of national institutions, for instance. Today, we have the opportunity to get education and participate in discussion groups through online classes on the World Wide Web. Web applications are examined in three categories as Web 1.0, Web 2.0, and Web 3.0.

1.1. Web 1.0

Web 1.0 refers to the first decade of the Internet. That is, the applications that were conducted when the Internet was not yet widespread. In Web 1.0, the focus is on technology; web infrastructure has been at the forefront. In this first phase, programmers revealed the protocols and coding languages used to create web pages, and the majority of web users took the role of content consumers. In this period where we are only readers, all controls are under the ownership of the site. Information is in a position to be received, so there is no mutual exchange. Content is created by people with technical knowledge. It is stable and cannot be changed. It does not allow comments and interactions. Its use is not suitable for cooperative and constructivist learning.

1.2. Web 2.0

Web 2.0 is the era where interaction began. This concept emerged at the web conference organized by O'Reilly Media in 2004 and attended by leading companies of the web world, such as Google, Yahoo, MSN, Amazon, and EBay while discussing the developments in the web field and the future of the web world.

In Web 2.0, content can be created by users and has a mobile structure. It allows interaction with user comments. Since the content can be built up together by users over the network, its use is suitable for collaborative and constructivist learning.

Internet literacy, personal and collaborative active participation, social interaction, integrated content, and labelling are among the basic features of Web 2.0 applications in Internet-based teaching environments. Web 2.0 tools support collective intelligence through collaboration and innovation, and they offer great opportunities for constructivist learning activities in education. Individual differences take an important place, and meaning is created by participation and cooperating (Horzum, 2010: 613).

Web 2.0 technologies, however, are not without limitations. Web 2.0 requires a broadband Internet connection, for example. It leads to low-quality content with the help of sites with simple and ordinary content. Web 2.0 can also be criticized for its suitability for building communities without rules. Sites have a low level of security, and it makes no sense to be used alone. Web 2.0 offers a variety of technologies, making it difficult to choose among them. Finally, we can say that a lot of time is spent with Web 2.0 technologies. The most common Web 2.0 applications are blog, wiki, podcast, social networks, and multimedia applications.

1.2.1. Blog

Blogs are types of websites used by people to share their personal entries with the other Internet users. On the blog, visitors can share their ideas without being dependent on other users. Visitors often have the option to enter the blog

and leave their thoughts and comments on the topic they want, so users can exchange ideas. Pictures, videos, and photos can be added to blog posts, and access to blogs is free. Blogs are offered to users free of charge by blog providers, such as www.wordpress.com and www.blogger.com. Today, anyone can create a blog by following the instructions on these sites.

Blogs are also used effectively in the field of education. They provide an alternative to the ordinary environment of the classroom with opportunities, such as providing an interactive environment, keeping lecture notes, announcing assignments, and messages. Learning goes on outside the classroom. Discussion groups, projects, and other techniques in the blogs are important in terms of students' learning experiences.

Students can communicate with other users without having personal websites using blogs. It is safe to say that blogs are a potential language learning tool because they are global and easy to access. Blogs, for example, offer a free publishing house for anyone who wants to write and read in English. It is difficult to teach English writing to students who have never written in English except for the homework given by the teachers because these students only write in English to do homework, and they know that only the teacher will read what they write. For this reason, they have no motivation to write in English. Students write on different topics for different purposes and for other readers through blogs (Koçoğlu, 2009). They can improve their writing skills via blogs even though it is a difficult skill to develop. Learners can write on blogs and get feedback from their teachers, which will help improve this skill. As the writing drafts will always require feedback, teachers can benefit from peer-check as well to encourage peer-learning. Blogs also assist to think critically and analytically.

Students can record their work on blogs. This way, they have the chance to self assessment. Students can chat with their teachers, too. Teachers can share the details of the lesson with their students. In addition, they can control and organize students' work. Through blogs, students can collaborate with teachers and students on other blogs. Blogs can also be used to enhance project-based language teaching. By bringing a different atmosphere into the classroom, they enable students to develop a positive attitude towards language learning.

Blogs increase learners' self-confidence by allowing them to research their interests in the learning process, to add comments to the information presented, and in short, to play a leading role in their own learning experience. Williams and Jacobs (2004) obtained findings supporting this idea in their study. The purpose of their research was to examine the use potential of blogs in universities. As a result of the research, it was concluded that blogs can easily be adapted to the education, and they can play a facilitator role, too. Learners express themselves more comfortably online. Based on the findings of the study, blogs will be one of the important components of the education system in the future.

1.2.3. Wiki

Wiki is one of the most common web tools along with blogs. Wikis are environments where users can organize and publish information on certain topics in cooperation. Registered users on wikis can interfere with and change published information. The application named Wikipedia is the most well-known application of Wiki.

In the studies conducted, it was observed that students who quickly received feedback via Wiki were able to interact with

other users, and they learned new information from each other and encouraged each other. Elgort et al. (2008) conducted a study in graduate and doctorate classes to measure whether Wikis alone were sufficient for collaborative work or not. Data were collected from students and lecturers using a 5-point Likert type scale. As a result, it was concluded that Wikis had a positive effect on knowledge management.

A professional Wiki also enables many applications, such as a blog. For instance, a Wiki conference can complement an informal official event site, and attendees at other conferences can participate by posting their content here. This concept is also known as “barcamps” or “unconference” (Click & Petit, 2010).

1.2.4. Podcast

Podcast (Player Broadcast Subscriptions) can be expressed as applications made for sharing audio and video files over the web for a specific purpose. It derives from the combination of iPod and broadcasting concept. Podcasting enables the automatic distribution of content in audio and video formats via an RSS stream, an XML file designed to stream data. Thanks to the podcast system, we can subscribe to amateur or professional radio, television, and Internet programs, and podcasts can be watched with any device that has Internet access without time and place limitation. Podcasts also can be practical in education. They can be followed by the important parts of the course in 3-5 minute units. Podcasts can be used in foreign language education for different purposes, such as pre-lesson preparation, making up for missed lessons, and having resources on a topic. Since podcasts can be listened to on portable devices, they also allow education to go on out

of the classroom. Radio programs, TV shows, and Internet reflect cultural things, and it will be easier for learners to use slangs and idioms of the target language.

1.2.5. Social Networking Sites

Social networking sites are web-based services that allow computer users to create a full or semi-visible identity within a system, create a link list of other computer users, and view the link lists of other users in the system with themselves and the people they link to (Boyd and Ellison, 2008: 211).

On social networking sites, users log into the system with demographic information, such as age, gender, and location. It is possible to list other user profiles according to various criteria. Users can leave comments or messages on other users' profiles. Comments can be removed by the user. In this way, users can direct the flow of information themselves. File sharing, such as games, music, and photos on social network sites causes users to stay in touch on other media. Common values that bring members of a community or members of a social group together are also valid for social networking sites, too. Examples include subgroups of people with similar background, such as graduating from the same high school or liking the same car model. Accordingly, it can be said that social networking sites are platforms where emotions can be shared among friends in the face of current events. In addition to making new friends on social networking sites, people can re-interact with people they have lost contact and lost tracks. The first social networking site that allows users to create profiles, create friends lists, and interact with other users through a private messaging system is SixDegrees.com, which was founded in 1997 and closed in 2000 (Boyd, 2006).

Today, we can say that Facebook is the most used online social networking site with over 2.7 billion monthly users.

When it comes to education and social communication with Facebook, we can say that it provides great benefits to both teachers and students. Students participate in more learning styles, and they create an alternative to traditional teaching by creating online learning environments. It increases teacher-student and student-student interaction (Munoz et al., 2009). Among the social networks, Facebook, in particular, attracts great attention among university students thanks to the fact that many people use this network, and it is free. The use of Facebook in higher education becomes a need to be met in some cases because this software supports cooperative learning. The use of this network does not require much prior knowledge, it is open to peer learning, it supports learning with educational games and multimedia, and it allows the process to be reviewed by not deleting the posts (Kalafat and Göktaş, 2011), which make it more attractive for learners and teachers.

Social networking sites provide new methods in foreign language education. The popularity and widespread use of social networking sites encouraged the use of these sites for educational purposes and educators to conduct research on the impact of these sites on educational environments. Users, connections, content production, and participation in social networking sites indicate an important potential in education. This potential needs to become more functional and developed.

Social networking sites offer advantages for students like

collaboration support, assistance regardless of time and place, and providing feedback. In terms of teachers; it provides advantages as well. Receiving feedback from learners and being in constant communication with them, and helping the effective use of instructional technologies are some of these benefits. In this respect, technologies in social networking sites can be used effectively to build a rich learning culture among students and teachers (Ractham & Firpo, 2011).

Studies reveal that social networking sites provide direct access to a large number of individuals and communities, facilitate collaboration and access to course material, support the production and sharing of written, audio, and visual content, and increase effective learning opportunities. Additionally, social network sites offer opportunities, such as information exchange that can be presented via multimedia, micro-content that can easily be learned, synchronous and asynchronous communication, social interaction, and personalization (Rosen, 2010).

In addition to the pros of social networking sites in foreign language teaching, some cons can be mentioned, also. First of all, the first thing that comes to mind about these disadvantages is privacy. Due to security vulnerabilities on the sites, hackers may have access to personal accounts. Studies show that users are aware of the importance of privacy but are not being vigilant enough to protect their privacy. In addition, it can be argued that students spend a lot of time on social networking sites and become distracted and do not study. Last but not least, the lack of body language, intonation, and stress can lead to misunderstandings since communication is usually in writing.

1.2.6. Multimedia Applications

Multimedia is one of the growing and developing fields among Web 2.0 applications. Multimedia, in its simplest definition, is the coexistence of various types of elements, such as text, writing, graphics, sound, video, and animation. Multimedia is also defined as the presentation of a material in multiple forms supported by pictures and text (Mayer, 2001). Based on the definitions, the concept of multimedia can be mentioned in foreign language education in the periods before computers. Nowadays, it can be said that multimedia brings computers to mind thanks to the integrated structure of the mass media and the facilitation of information transfer because of computers.

The use of multimedia came to the fore with the first laser disc and reached its current size thanks to the CD-ROM technology and hypertext technique. In the beginning, CD-ROMs, which can be used mostly in institutions, spread to the public with usage forms like music, movies, games, dictionaries, and encyclopaedias with the decrease in computer prices. Educational software gains speed with this new tool, which allows the digital storage of approximately one hour of video or thousands of pages of text (Kartal, 2005: 85).

There are many contributions of multimedia to the learning process. Firstly, multimedia develops social communication skills and gives a habit of documenting, filing, and consulting documents. Numerous items from sounds to animated illustrations can be used in multimedia. The software allows learners to develop the foreign language skills by supporting activities like pronunciation exercises in the language. Multimedia saves time and increases sharing.

It can also be said that it improves analytical intelligence and being involved. In addition, multimedia enables the lecture or topic missed during the classes to be repeated and understood later. It is important to design multimedia in a way to provide all these advantages. In this context, teachers can be educated on the design of multimedia applications used in foreign language teaching.

1.3. Web 3.0

It is the stage at which the widespread use of the Internet is planned in the future. At this stage, the Internet will be able to do the coding process and plans on its own. While Web 2.0 provides access and sharing of information on the Internet, Web 3.0 will be able to perform these operations on machines and search for all kinds of information for people and present the most fitting information to users.

Web 3.0 technologies are used to link information, rather than link users. In the past, while making sense of information was the role of individuals, in the Web 3.0 era, applications that provide web services will make sense of the information on the Web. With Web 3.0-based search engines, keywords will not only be listed, but the context of the concept being searched can be interpreted by search engines.

One of the important points of Web 3.0 is that it has a unique profile based on users' browsing history. Web 3.0 adapts the browsing histories to the user specific. APIs will take place at the basis of Web 3.0 applications. API is an interface; it allows developers to create applications that take advantage of major resources. For example, Facebook API allows developers to use Facebook as a platform to develop tools, such as games, tests, and educational applications.

Mashup technology, which gathers two or more applications in a single application, will also be widely used in Web 3.0. Mashup is a new approach to web interfaces that emerged with Web 2.0. In short, it means creating a new application by bringing together the applications of independent web service providers. It is claimed that in the age of Web 3.0, it will be quite easy to create mashup applications, so most users will be able to create them (Strickland, 2008).

Electronic Mail

Electronic mail is a system that enables individuals to communicate with each other and exchange information on the Internet. In order to use e-mail, it is necessary to be connected to the Internet, to be a member of the e-mail service provider or program, and to know the address of the person or persons you want to communicate with. E-mail gives students the opportunity to generate ideas about course topics and to write freely on topics that they have difficulties in expressing. E-mail also offers the opportunity to participate in discussions on topics of interest to the student in conference talks. Students have the chance to listen to what is written and spoken first, and then to think systematically and to return to what was written without time limitation. Also, e-mail is requested when entering chat rooms which teach foreign languages. Foreign language learners communicate in an authentic environment in these chat rooms. They have the chance to communicate with native people. Students not only learn each other's languages but also get to know their culture in these channels. Electronic mail contributes directly to this communication environment.

Mobile Learning

The fact that mobile devices, which emerged with the development of technology, become widespread and accessible to the masses has brought a different dimension to education. Servers, mobile phones, PDAs, tablet computers, and laptops are among the Internet-based mobile learning tools. Wireless network technologies, such as Wi-Fi (Wireless Fidelity) and communication technologies like 4G (fourth generation) paved the way for mobile learning and facilitated mobile learning.

Views on mobile learning are divided into four groups (Moses, 2008: 23):

- 1- Technology-oriented: According to this view, mobile learning is defined as learning with mobile devices like PDA, mobile phone, and iPod.
- 2- E-learning relationship: From this point of view, mobile learning is a part of e-learning.
- 3- Increasing formal education: Mobile technologies are a tool to increase the quality of formal education.
- 4- Student-centred: Students can learn whenever they want and wherever they want thanks to mobile technologies.

The advantages and disadvantages of mobile education are discussed by some researchers in different ways. The most important advantages of mobile learning can be listed as follows (Yousuf, 2007: 117):

“It helps students improve their reading, writing, and numeracy skills. Mobile learning aids learners to be aware of their existing abilities. It can be used for independent and collaborative learning environments. Students identify on

what they need help and support. It facilitates overcoming the digital division. It provides informal learning. It helps students stay focused on the lesson for longer and increase self-esteem and confidence. “

Mobile devices have many benefits in foreign language teaching. With mobile technologies, we can access learning environments from almost anywhere. Information can be accessed in times of need through mobile devices. Since mobile devices are easy to move and provide wireless connections, they are advantageous over desktop computers. Accordingly, we can say that mobile education opens the doors to lifelong learning to us. There are some assessment tools in the mobile learning process. Thanks to these tools, what the student has learned can be measured. With the mobile learning system, students can access materials that will be useful for their exams from online resources. Also, students are sometimes overwhelmed by constant teaching. Mobile technologies enable students to learn without boring them.

Mobile learning has also disadvantages. The main disadvantages are the lack of personal communication and the lack of feedback from the teacher when some students need it. Mobile technologies have other limitations, such as low capacity memory, narrow screen sizes, low speed processor, limited bandwidth, insufficient software support, and interaction problems arising from design errors in applications. Last but not least, failure to meet the pre-course orientation requirement to manage the lessons also creates a problem.

Internet Applications

Applications installed on mobile devices and computers give students the chance to improve their language skills regardless of time and place. When we look at the history of computer-aided education in terms of Internet applications, there are different titles in the literature. According to Alessi and Trollip (1991: 32-39), educational practices can be examined in five categories according to their aims as; tutorials, drill & practice, simulations, educational games, and hypermedia.

Educational practices enrich the learning environment by putting the student at the centre of learning process. It provides the opportunity to revise. It saves time and allows learning to be adjusted to individual pace. It attracts attention, motivates, and makes it easier to remember. It makes learning permanent with the opportunity of application. It reduces the routine workload of the teacher by using the virtual and multimedia facilities.

There are many foreign language applications today, but some stand out historically and in terms of effectiveness. Hello-Hello, the world's first foreign language application covering 11 languages, aims to teach students the target language through social networks. Hello-Hello encourages students to deliver their messages, either written or spoken. The Duolingo application, on the other hand, offers exercises that include students' topics, and gives encouraging virtual rewards after correct answers. It also warns users to log into the system every day via e-mail. The MindSnacks application tests the language skills of the advanced students learning foreign languages with complex exercises. Mango Languages,

which is developed for high school foreign language students and teaches 71 languages, is known for the importance it gives to pronunciation (Poureau & Wright, 2013: 11). In addition to these, there are applications that support visual and auditory at the same time. Skype, Google Talk, Facebook Messenger, and Yahoo Messenger are current examples of voice transmission over instant messages.

Smart Boards

Smart boards are the first product used in educational technology enabling interaction simultaneously with the whole classroom (Shenton & Pagett, 2007: 129). Smart boards are indicated by teachers to be a vital element for students to realize foreign language learning process. How smart boards are used by teachers during foreign language education has been examined by the researchers. It was observed in the examinations that the teachers followed certain steps. Teachers prepare their presentations in PowerPoint or download a PowerPoint presentation on the subject from the Internet. The smart board is prepared before the presentation; the texts are scanned into the smart board to be used for story writing. By accessing videos and enriching reading texts, smart boards offer the opportunity to upload many games and applications for teachers to evaluate (Gerard et al., 1999: 2).

Various positive effects of smart boards on students were observed in the studies. Even if the students do not understand the teacher well, they can easily make up for their weaknesses by looking at the pictures on the smart board. Although screen may freeze and teachers have inability to control smart boards sometimes, smart boards make students feel more kinaesthetic by giving them the opportunity to play games that they cannot

play in the book. Smart boards encourage learner participation in foreign language teaching by increasing interaction. Smart boards have a revolutionary effect for foreign language learners because they give their users access to the original material with Internet access (Gerard et al., 1999: 2).

Although smart boards are multifaceted, technical problems, the effect of the screen brightness on students, and the fact that it is being managed by the teacher can be stated as limitations in the smart boards (Hall & Higgins).

CHAPTER IX

COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

Intercultural communication competence (ICC) emerges as an important skill in ELT especially in today's interconnected world (Atay et al., 2009; Baker, 2011; Bradford et al., 2000; Byram & Zarate, 1997; Chen, 1989; Chen & Starosta, 1999; Dearsdoff, 2006; Hofstede, 2011; Kiet, 2009, Mirzaei & Forouzandeh, 2013; Sercu, 2002; Sercu, 2004; Sinicrope & Watanabe, 2007; Spitzberg, 1989; Zhaoa, 2002).

CEFR is an international standard that attaches importance to gaining intercultural communication skills as much as gaining language skills and is widely used in more than one country today. In foreign language teaching methods that focus on intercultural communication, cultural differences of individuals are also taken into consideration during mutual communication. While the structures of the language are taught for effective communication, it is also ensured that learners become aware of their own culture and realize that the target culture is different from their own culture, which hopefully will assist learners in acknowledging that these differences are okay since living together in culturally diverse societies especially after World War II has become ever more important. For this purpose, the Council of Europe has long been active in the field of ELT for intercultural dialogue.

According to Council of Europe (2014), at the level of action, intercultural competence provides a foundation for being a global citizen. Intercultural competence has strong, active, interactive, and participative dimensions, and it requires individuals to develop their capacity to build common projects, to assume shared responsibilities, and to

create common ground to live together in peace. Because intercultural competence involves not only attitudes, knowledge, understanding, and skills, but also action, equipping learners with intercultural competence through education empowers learners to take action and be ready for the world. For this reason, intercultural competence is a core competence which is required for democratic citizenship within a culturally diverse world.

Chisholm (2006: 221) views cultural competency to be a valuable element of the language teaching profession not only for learners but for teachers as well: “Cultural competency evolves through a process of self-awareness, knowledge, sensitivity, and understanding. Culturally competent teachers feel comfortable working with diverse student populations, can adapt teaching practices to cultural differences and learner preferences, and attempt to nurture academic and cognitive growth through equitable practices. Though they cannot be thoroughly informed about all cultures, they accept cultural ambiguity, cultivate effective interpersonal cross-cultural communication, and create a culturally sensitive and cognitively challenging environment.”

In one of the Council of Europe publications prepared by Byram, Gribkova, and Starkey (2002: 9), intercultural communication in language teaching is defined as follows:

“When two people talk to each other, they do not just *speak* to the other to exchange information; they also *see* the other as an individual and as someone who belongs to a specific social group. This has an influence on what they say, how they say it, what response they expect, and how they interpret the response. In other words, when people are talking to each other, their social identities are unavoidably part of the social

interaction between them. In language teaching, the concept of “communicative competence” takes this into account by emphasising that language learners need to acquire not just grammatical competence but also the knowledge of what is “appropriate” language. “Intercultural dimension” in language teaching aims to develop learners as intercultural speakers or mediators who are able to engage with complexity and multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity. It is based on perceiving the interlocutor as an individual whose qualities are to be discovered, rather than as a representative of an externally ascribed identity. Intercultural communication is communication on the basis of respect for individuals and equality of human rights as the democratic basis for social interaction, which is the basis of the CEFR. “

Council of Europe, which is headquartered in Strasbourg and established in France, on May 5, 1949 with the participation of Belgium, Denmark, France, the Netherlands, England, Ireland, Sweden, Italy, Luxembourg, and Norway and expanded with the participation of Turkey in the same year, is a commission independent from the European Union. However, 27 member states of the European Union are the members of the Council of Europe. The member states of the European Union and the European Commission have included the obligations to be made in order to obtain the conditions for supporting a better foreign language teaching in the action plan to be followed through in the field of education since the 1970s. Supporting language teaching is directly related to the decisions of the European Union to create a dynamic economy based on mobility, partnership, and knowledge. With the final declaration signed at the

Conference of Ministers of Education held in Krakow, Poland between 15-17 October, 2000 within the framework of the European Year of Languages celebrations, it was decided to implement the European Language Development Project, which was prepared by Language Policies Unit, formerly known as the Living Languages Department, in all member countries of the Council of Europe. Within the framework of the final declaration of this project, which also provided financial support by the European Union, it was decided to first practice it in pilot schools until the 2004-2005 academic year and then to spread this to all European Council member countries.

The first original English edition of CEFR was prepared in 1996. Later, in 2001, English, French, German, and Portuguese versions of the text were published. In 2002, Czech, Hungarian, Italian, and Spanish versions were published. In the following years, many countries that became members of the Council of Europe published their versions in various languages.

Regarding the reasons for the emergence of the Framework and why such a program is needed, the following decisions were taken in the intergovernmental Symposium on “Transparency and Consistency in Language Learning in Europe: Goals, Evaluation, and Certification” held in Rüşchlikon in November 1991 under the leadership of the Swiss Government are cited as justification (CEFR, 2013: 14,15):

1. To enhance language learning and teaching in the Member States with the aim of ensuring greater mobility and more effective international communication, thereby increasing respect for identity and cultural diversity, easier access to information, more intensive individual

interaction, improved business relationships, and mutual understanding.

2. The necessity that language learning should be a lifelong task is promoted and supported in all areas of the education system; from kindergarten to adult education.
3. To increase and facilitate cooperation between educational institutions in different countries.
4. To provide a strong foundation for mutual recognition of linguistic qualities.
5. To support language learners, teachers, textbook writers, and education administrators to work in a coordinated manner within this framework.

CEFR has two functions (Sheils, 1999):

- 1) Informative Function: It is to include all information about the person's language background in this file: All the information from the time allocated to learning a foreign language, the institution where the individual is studying, the certificates, and diplomas she received about the language she learned fulfil this function.
- 2) Educational Function: It is about helping learners make decisions and take responsibilities about their language learning journey, which is about learning autonomy.

What Is in the CEFR?

CEFR consists of 9 contents, bibliography, and 4 additional chapters. In the first part, the meaning of the Common European Framework of Reference for Languages, the aims of the Council of Europe regarding language policy,

what multilingualism means, why CEFR is required, in which areas it is used, and its most important features are explained.

The second part explains the action-oriented approach adopted by the Framework. Common reference levels regarding the language proficiency and language learning and teaching are explained comprehensively. Then evaluation/success measurement is presented.

In the third chapter, information is given about how the language levels of individuals who learn foreign languages are classified. The language levels specified in the Framework consist of three main sections: “Basic User,” “Independent User,” and “Proficiency User,” and all levels are represented by a letter, and they are divided into two levels. The letter “A” is used for Basic Level, “B” for Independent User, and “C” for Proficiency User. Each level consists of two sub-sections, and these are grouped as A1, A2, B1, B2, C1, and C2. A1 is defined as Breakthrough, A2 is defined as Waystage, B1 is defined as Threshold, B2 is defined as Vantage, C1 is defined as Effective Operational Proficiency and C2 is defined as Mastery Level.

After introducing these criteria based on reference level descriptors, common reference levels are explained, and sample descriptors are emphasized. Some examples are presented for the simple and general tasks presented under A1 level, constituting useful learning objective for beginners. The consistency of common reference levels in terms of content, level sets, and how descriptors should be read, how to use language proficiency level sets and descriptors, language proficiency levels, and scoring order are explained.

In the fourth chapter, language usage areas are examined

in six parts, namely, contexts of language, communication issues, communicative tasks and goals, communicative activities and strategies, communicative language processes, and texts.

In chapter five, the skills that users are aimed to acquire are introduced. This part begins with a description of general competences less relevant to language: Declarative knowledge (world knowledge, socio-cultural knowledge, and intercultural awareness), skills and practical knowledge (arts, crafts, sports, and hobbies), personality competence, learning ability (language and communication awareness, general phonological awareness and phonological skills, and learning techniques intuitive-experiential skills). Then the communicative competences (semantic, phonological, grammatical), social grammatical competences, (kindness, idioms, variables), and pragmatic competences (discourse competence, functional competence) are presented.

In the sixth chapter, foreign language learning and teaching is covered. What language learners should learn or acquire, language learning processes, how those who use the Framework of Reference can facilitate language learning, some methods, competencies, and misunderstandings related to modern language learning and teaching are explained. However, no certain learning approach or method is given priority. It is thought that factors, such as the learner's native language, culture, or the language or culture that the individual wants to learn also create differences in the learning process, so each stage can be unique (CEFR, 2013: 142): Of course, the same criteria apply to this part as in the others. Foreign language learning and teaching methods should be introduced comprehensively, while all options should be presented in a

clear and transparent way; away from all obsessions, without suggesting a specific approach. The most basic method principle of the Council of Europe is the use of effective methods in language teaching, learning, and research in order to achieve the goals determined by considering the social needs of language learners. Effectiveness depends on the motivations and personalities of language learners, on the one hand, and on the available human resources and budget on the other. Adherence to these basic principles necessarily leads to an increase in multifaceted objectives and a variety of methods and materials.

In the seventh chapter, the role of communicative tasks in foreign language learning and teaching is examined under three headings: Determination of Communicative Tasks, Fulfilment of Communicative Tasks, and Difficulty Levels of Communicative Tasks. Similar to chapter six, no specific criteria are specified for the assignment, and it is recommended to determine the difficulty of the homework according to each learning environment or learner.

In chapter eight, the diversity of the language and its effect on the curriculum are explained. Accordingly, after general definitions and preliminary thoughts, design possibilities for the curriculum and scenario drafts for the curriculum are given. An evaluation is made on school, out-of-school education, and advanced education. The following conclusions were reached regarding language diversity and curricula (CEFR, 2013: 167):

- During the learning process of a language, the learning objectives can be maintained, changed, and adapted to specific priorities throughout the process. This also applies to schools.

- The objectives and lesson plans for different languages can be developed similarly or differently in the curriculum involving many languages.
- Essentially different approaches may be possible; however, each approach should be transparent and consistent, taking into account the options chosen, and explained in relation to the Framework of Reference.
- Insights into the curriculum may also include possible scenarios for the development of multilingualism and multicultural competences and the role the school plays.

In the last chapter, assessment and evaluation are examined. After explaining the types of measuring and evaluating a language user's competence, applicable measurements are described. On the basis of measurement and evaluation discussions, the meaning of validity, reliability, and applicability designs, their relationships with each other, and their importance in terms of Common Framework of Reference are elaborated (CEFR, 2005: 107-110).

CHAPTER X

DISCUSSION AND CONCLUSION

In literature, the relationship between language and culture piqued some important scholars' curiosity, such as Adorn (1993); Byram (1989); Chomsky (1968); Foucault (1994); Hall (1959); Kramch (1988); Lado (1957), Quine (1980); Saussure (1959); Seelye (1976); Vygotsky, (1962); Widdowson (1990); Wittgenstein (1980).

Prior to World War II, having knowledge of the topics, such as literature and history, and being able to translate texts on these subjects added up to cultural knowledge. However, the necessity of intercultural communication and interaction has increased due to the worldwide development of information technologies, transportation facilities, economic activities, and the social sciences after the Second World War. Studies examining the language and culture relationship and emphasizing the importance of this relationship have increased in literature since the communicative approach has become widespread in learning a foreign language (Adaskou et al., 1990; Crozet & Liddicoat, 2000; Edmondson and House, 1998; Firges & Melenk, 1982; Holliday, 1999; Kramsch, 1998; Risager, 1998; Thürmann, 1994;). On the other hand, there are also studies that critically analyze the questions of “Are global languages a threat to local cultures, and is it a cultural imperialism that the English language becomes widespread and is becoming a world language? (Aldera, 2017; Baker, 2009; Ceramella, 2012; Gil, 2005; Hidayati, 2016; House, 2014; Mahmoud, 2015; Sullivian & Schatz, 2009)”

It can be seen in the literature that the relationship between language and culture has been probed in EFL/ESL classrooms. Snodin (2016) blended the culture of the target language with technology in his qualitative research conducted with 28

students, for instance. The results showed an improvement in the academic achievement of the students. During the semi-structured interviews, students expressed that they started to respect diversity and other cultures after the study, and that such instructional design facilitated communication in the target language.

Elkılıç (2000) found in his doctoral dissertation with the title of “Ways to Overcome the Interference of Mother Tongue Culture into Target Language Culture in the Oral Performance of Intermediate Level Students at the ELT Department of Ataturk University” that 56.2% of the mistakes made in the speaking activities were due to interference of mother tongue culture. In this context, it can be concluded that the ability to think in the target language, that is to say the ability to develop the ideas, will positively affect the communication skills of the students.

The participants of Gülden’s study (2003), with the title of “Culture Teaching in Foreign Language and Intercultural Communication Theory” were 89 preparation class students. In the study, most of the students expressed positive opinions on the integration of target language culture into language teaching process.

Stapleton (2000) probed teachers’ take on integrating culture interviewing teachers from 28 different universities in his study. Teachers were asked to share the positive and negative sides of their own experiences. In the interviews, teachers mentioned how they found it difficult not to incorporate the culture while teaching English as a foreign language, and then they changed their teaching styles.

The results of the Sercu, Garcia and Prieto’s study (2005) with 424 participants revealed that the grammar competence

was insufficient for the development of communication skills of the students and teaching the target culture developed the intercultural communicative competence. These results support the discussions in this book (Barak & Lavrenteva, 2015; Çepik and Doghonadze, 2011; Georgiou, 2011; Hlas et. al., 2011; Lazaraton, 2003; Li, 2004; Obaid, 2015; Peterson and Coltrane, 2003; Sinicrope et al. 2007; Stapleton, 2000; Tseng, 2002; Tsou, 2005; Vickers, 2008; Zhan, 2016; Ziad, 2011).

In their study, Savithri and Kamala (2016) had 300 students score a questionnaire to see how a culture-focused lesson affected their reading, writing, speaking, and listening skills in English. For most students, it did not matter that the culture of the target language was included in the lessons as it could be learned outside the classroom. In this context, the opinions of the students and the answers they gave in the questionnaire do not overlap with the other research results mentioned above. In the study, technology was used to blend culture into lessons. Using technology in the lessons affected students' attitudes towards language learning positively.

Bahrani and Rahmatollah (2011) analyzed students' opinions on technology use in language learning by giving an attitude and motivational scale to the students before and after the classes. Findings showed that language learning enriched by technology improves the listening and speaking skills of the students the most. In literature, there are some other research results supporting the usage of technology in English language teaching classrooms (Asan & Koca, 2006; Beauvois, 1994; Bedjou, 2006; Chapelle & Jamieson, Chinnery, 2005; 1986; Cooper, 2001; Hertel 2003; Hulstijn, 2000; Ishihara & Chi, 2004; Lee, 2002; Lunde, 1990; Parker, 2000; Salaberry, 2001; Sanders & Morrison, 2001; Slate et. al., 2002; Usun, 2003; Vincent & Hah, 1996; Yang and Chen (2007).

CHAPTER XI

SUGGESTIONS

The last chapter includes some suggestions in the light of discussions in the book:

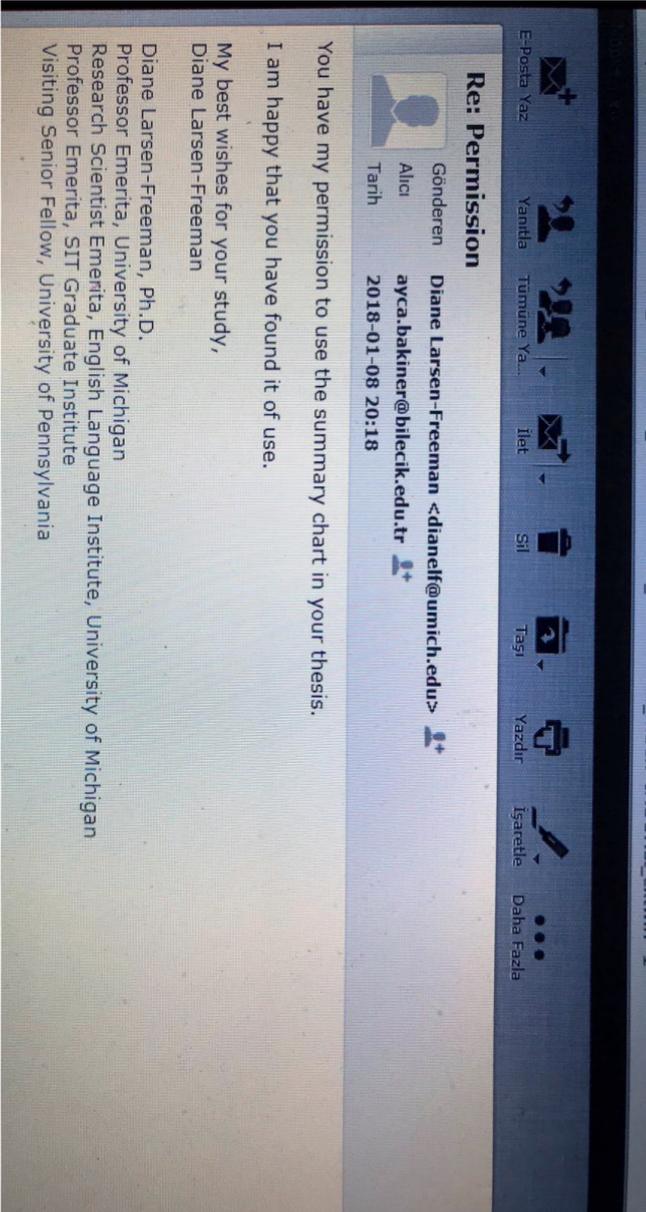
- In the new education systems and programs implemented in schools, students are expected and required to research and be creative. To achieve this purpose, curricula should be formed and designed based on the Theory of Multiple Intelligences in order to individualise learning, and learners should be encouraged to take an investigative approach to learning. However, at this point, the question of how and where students will do their research remains unanswered. The insufficient content of the textbooks have led students to the Internet for easy access to “correct” information. This will be hard especially for students who cannot have a computer and Internet for economic or other reasons. Therefore, students should be provided with Internet rooms in schools.
- Before the term begins in schools, basic computer seminars can be organized for students on topics, such as Internet research, installing and removing computer hardware, and repairing minor computer malfunctions. For culture embedded and technology enhanced language learning, learners must be computer literate, and have Internet access. Problems to be encountered in schools can be prevented by providing the necessary equipment and training in advance.
- In order to support the course activities and communication tools, web pages, e-mail, e-mail groups, forum, blogs, etc. can be included in learning programs, which will help increase the exposure to the target language outside the classroom.

- Content is one of the basic elements of any learning program. Student-content interaction and teacher-content interaction are very important in terms of gaining knowledge, skills, and attitudes within the context of objectives. In this sense, teachers can be encouraged to produce and develop content for their classes.
- Students can find the learning experience more attractive if presented the culture of the target language with relevant and authentic materials in the lessons.
- A friendly and reliable environment should be created in classrooms. To this respect, clear expressions between students and teachers and tolerance for mistakes are useful aids to a healthy learning environment. Since students' not hesitating to make mistakes while learning a foreign language will affect their communication skills and learning experiences positively, teachers should especially pay attention to establish a healthy communication between their students.
- With the awareness of the significance of communicating in the 21st century we are in, classroom activities should be selected and organized from this perspective to develop learners' communication skills to accompany their linguistic knowledge.
- This study is based on the view that language and culture cannot be separated from each other. In this context, while teaching a foreign language, English in particular, the culture of the target language should be included in the curricula, and by doing so, it can be easier to improve students' intercultural

communication competence. Students will have the opportunity to learn other cultures, which will help them respect diversity and gain skills to meet the requirements of the 21st century.

- Popularising programs that support teachers to go abroad and use the target language in its context can be more beneficial as this will improve teachers' cultural competences.
- Students can be provided with social practices in the target language by reducing the dominance of grammatical exercises to help them develop productive skills.
- As content to new studies as to whether the culture of the target language is included in teaching programs can be conducted addressing the reasons as well.
- This study did not focus on how students feel about their own culture when they are exposed to the culture of the target language while learning. New research can be done probing this subject from the student's point of view.

Appendix



The screenshot shows an email client interface. At the top, there is a toolbar with icons for 'E-Posta Yaz', 'Yanıtla', 'Tutunma Ya...', 'İlet', 'Sil', 'Tasri', 'Yazdır', 'İsaretle', and 'Daha Fazla'. The main content area displays an email with the following details:

Re: Permission

Gönderen: Diane Larsen-Freeman <dianelf@umich.edu>
Alıcı: ayca.bakiner@bilecik.edu.tr
Tarih: 2018-01-08 20:18

You have my permission to use the summary chart in your thesis.

I am happy that you have found it of use.

My best wishes for your study,
Diane Larsen-Freeman

Diane Larsen-Freeman, Ph.D.
Professor Emerita, University of Michigan
Research Scientist Emerita, English Language Institute, University of Michigan
Professor Emerita, SIT Graduate Institute
Visiting Senior Fellow, University of Pennsylvania

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This study has been reproduced from Ayça Bakıner's doctoral thesis.