

Abstract

The present study investigates the cultural factor in second language learning and teaching. More precisely, the study has focused on the cultural factor with respect to learners' first culture and the target language culture. The study has used both qualitative and quantitative methods of inquiry based on the nature of the investigation.

The data were collected in two separate studies concerning L2 learners and L2 teachers named as study 1 and study 2. Study 1 used both a paper-pencil questionnaire and classroom observation method in the case of L2 learning. A total number of 275 L2 learners from three main universities of Pakistan participated in the study. Study 2 used a paper-pencil questionnaire and a web-based questionnaire to collect the data from language teachers from Pakistan. The study sought teachers' attitudes based on culture and comprehension, culture-related activities, culture and tolerance, culture and identity, and the use of social contexts. A total number of 494 teachers participated in the survey.

Results based on findings reveal that the role of culture varies with respect to formal and informal language learning. Formal language learning or classroom learning is focused on the target language culture whereas the informal language learning is influenced by learners' socio-cultural aspects. Results concerning study 2 reveals teachers' positive attitude concerning the relationship between culture and language.

Keywords

Learners' native culture, target language culture, cross-cultural comparison, cultural Schema, formal language learning, informal language learning, teachers' attitudes

Résumé

La présente étude analyse le facteur culturel dans l'apprentissage et l'enseignement de l'Anglais. Plus précisément, l'étude a mis l'accent sur le facteur culturel par rapport à la culture d'origine des apprenants et la culture de la langue cible. L'étude a utilisé des méthodes qualitatives et quantitatives pour mener l'enquête.

Les données ont été recueillies à partir de deux études différentes concernant les apprenants de L2 et les enseignants de L2 respectivement dans l'étude 1 et l'étude 2. L'étude 1 est basée à la fois sur un questionnaire et sur la méthode d'observation de classe dans le cas de l'apprentissage de la langue en L2. Les 275 apprenants de L2 qui ont participé à l'étude provenaient des trois principales Universités au Pakistan. L'étude 2 a permis de mobiliser un questionnaire sur papier et un questionnaire en ligne pour recueillir les données concernant les enseignants de langue au Pakistan. L'étude a porté sur les attitudes des enseignants fondées sur la culture et la compréhension des activités liées à la culture et à la tolérance, la culture et l'identité. Enfin, l'étude visait à s'appuyer sur des contextes sociaux-culturels pour comprendre comment se faisait l'apprentissage de la langue. En tout, 494 enseignants ont participé à l'enquête.

Les résultats ont révélé que le rôle de la culture agit sur l'apprentissage formel et informel de la langue, l'on constate des variations dans cet apprentissage. L'apprentissage formel de la langue se fonde sur la culture de la langue cible ; tandis que l'apprentissage informel est influencé par les aspects sociaux-culturels des apprenants. Les résultats concernant l'étude 2 révèlent l'attitude positive des enseignants sur la relation entre la culture véhiculée et la langue apprise.

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List of Acronyms

CA	Cultural Awareness (CA) is defined as a conscious understanding of the role of culture that culture plays in language learning and communication (in both first and foreign language)
CAS	Complex Adaptive System (CAS) explains how relationships between parts or agents give rise to the collective behavior of a system or group in a society.
EFL	The term EFL is used to describe English language learning in countries where English is not an official first language.
ELT	English Language Teaching (ELT) is related to English language teaching concerns both as a foreign or second language to speakers of other languages.
ESL	ESL refers to English language learning in countries where English is the main or official language, and the student's own native language (first language) is not English.
FLL	Formal Language Learning (FLL) refers to instructed language learning or classroom language learning. It is an attempt to learn about the language by obtaining information about explicit rules of grammar.
ICT	ICT stands for Information Communication Technology. It refers to the use of Technology for language learning.
ILL	Informal Language Learning (ILL) refers to naturalistic language learning or social language learning. Informal learning takes place through observation and direct participation in the communication.

L1	L1 refers to first language or someone's native language. The speakers acquire L1 as a mother tongue language from their childhood.
L2	L2 is the common abbreviation for Second Language. The term second language refers to a language that people learn in addition to their native language (L1).
LOWC	The term stands for Language Of Wider Communication. A language of wider communication is the language people commonly use to communicate across language and cultural boundaries.
NESTs	The term refers to teachers who have acquired English language as their first language and are now teachers of English as a second language.
NNESTs	The term refers to teachers who have learned English in post-childhood (i.e. they are non-native speakers) are now teachers of English as a second language.
SCT	Socio-Cultural Theory of learning refers to language learning through social interaction. It involves both first language acquisition and second language acquisition.
SLA	Second Language Acquisition (SLA) refers to the body of research into language acquisition by non-native speakers. The field of SLA research investigates the influences on and rate of L2 development.
ZPD	Zone of Proximal Development refers to learners' social environment where their language development takes place through interaction with other individuals.

Introduction to the Study

1.1 Background of the Study

The present study investigates the cultural factor in second language learning and teaching in Pakistan. English as a second language has attained a central importance in Pakistan as it is considered a source of employment and empowerment in the country. Being an official language, it is also used in judiciary, courts and most importantly in educational institutions. In this perspective, the English language has achieved a central position. Therefore, it is important to consider the language needs and the related factors, which are involved in second language learning in Pakistan. The present study is aimed to investigate the cultural factor in L2 learning and teaching in Pakistan.

L2 learners in Pakistan come across two main types of cultures ; the learners' native culture, which is already known to them, and the target language culture, which is also considered as a basic requirement for second language learning.

On the other hand, teachers' awareness of the target language culture is considered as an important factor as explained by Gonen and Saglam (2012).

A language reflects human nature and studying language inherently exposes learners to target language culture. It is then the teachers' role to relate what students bring to

the classroom, to what they, as teachers, bring in order to familiarize students with the culture of the target language (Gonen and Saglam, 2012, p. 28).

Figure 1.1 shows the design of the study with respect to its investigation. The study investigated the following research questions with respect to the cultural factor in second language learning and teaching.

Research Question 1

Does the role of culture vary with respect to formal language learning and informal language?

Research Question 2

What are the teachers' attitudes based on cultural awareness and language teaching?

The first research question is related to L2 learning and the second research question is related to L2 teaching. Both the above research questions have been investigated separately as they belong to the two dimensions of the research study. The first dimension relates to the cultural factor in L2 learning and the second dimension is concerned with the cultural factor in L2 teaching.

The study related to the first research question has been named as *study 1* whereas study related to the second research question has been named as *study 2*. A complete design of the study has been shown in figure 1.1.

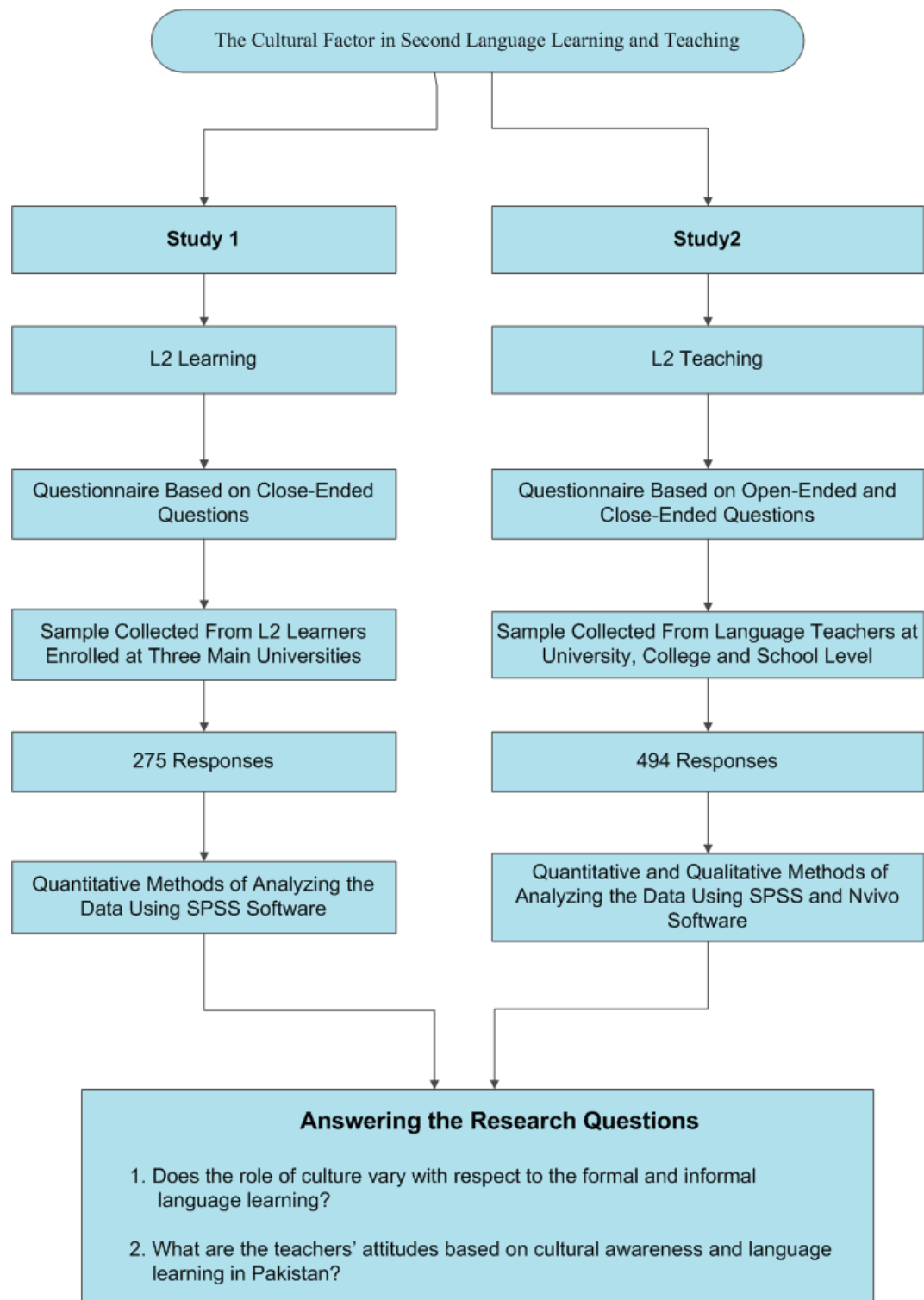


FIGURE 1.1 – Design of the Study

Figure 1.1 also shows that the data were collected through the questionnaires concerning *study 1* and *study 2*. The data concerning *study 1* were collected from the adult L2 learners. A total number of 275 L2 learners participated in the study. On the other hand, the data concerning *study 2* were collected from the language teachers in Pakistan and a total number of 494 teachers participated in the survey. The data obtained through both studies were analyzed quantitatively and qualitatively using SPSS (Statistical Package for Social Sciences) software and NVivo software respectively.

1.2 Why Culture ?

Being a second language learner and teacher, my experience of second language learning and teaching has driven me to pay attention to the role of culture with respect to L2 learning. Concerning experience, Hughes and Sharrock (1997) explain,

The world has meaning because of the intentionality and consciousness... We make sense of our actions and those of others through a 'stock of knowledge' that is held in common that we inherit and learn as a member of society. Such knowledge has tonalities of our personal biography and is continually changing (Hughes and Sharrock, 1997, p. 3).

However, sole reliance on personal experience is not enough to have a deep knowledge concerning a specific area. It is this point which has further motivated me to investigate the relation of culture and language learning.

My research work at the Master's level in the same area raised further questions about the role of culture in L2 learning. What is the role of learners' native culture and the target language culture in a language learning context where learners' native culture is dominant? Considerable research on the relationship between culture and language has

been conducted but the relationship of culture and language with respect to a specific language learning context demands a type of ethnographic research, which could explain the causes and reasons with respect to a specific language learning context.

One of the reasons for undertaking this study is to contribute to the development of L2 learning in Pakistan. The existing literature on culture and language reveals that there has been little work on cultural awareness and language learning concerning the L2 learning context in Pakistan. Therefore, the present study on culture and language is aimed at developing the L2 learning situation in Pakistan. Moreover, the research in this area can improve both learning and teaching as it is related to both these aspects.

1.3 Epistemology and Ontology in the Social Sciences

According to Zoghbor (2011, p. 69), epistemology and ontology are related to two basic questions. These questions are :

What kind of real things exist in the world ?

How it is possible to gain knowledge of the world ?

The first question belongs to the branch of philosophy known as ontology and the second question relates to the branch of philosophy called epistemology. “Ontology is the study of being. It is concerned with ‘what is’ with the nature of existence, with the structure of reality” (Crotty, 2003, p. 10). Explaining the difference between ontology and epistemology Crotty (2003) views that ontology is a ‘certain of way of understanding what is’ and epistemology is a ‘certain way of understanding what it means to know’ . In other words, it is related to how thing really are (ontology) and how things really work (epistemology) (Crotty, 2003, p. 10).

On the other hand, “epistemology is concerned with evaluating claims about how the world can be known to us, and it is an examination of the means of obtaining knowledge of the social world” (Hughes and Sharrock, 1997, p. 4). Moreover, “epistemology involves knowledge that embodies a certain understanding of what is entailed in knowing, that is *how we know what we know* (Crotty, 2003, p. 8). Demaiziere and Narcy-Combes (2007) view epistemology and epistemological position as ;

L'épistémologie est la réflexion sur la construction et la gestion du savoir dans un domaine donné et dans son rapport avec les autres domaines de la réflexion scientifique... L'épistémologie s'intéresse aussi la façon dont la connaissance se construit pour chaque individu ; c'est alors que le mot “positionnement” prend son sens (Demaiziere and Narcy-Combes, 2007, p. 4).

I will explain my epistemological position in two phases. The first phase is related to my relation with the present study the second phase is linked to research paradigms.

Cultural awareness and language learning has been the part of my experience, first, as a second language learner and, then, as a second language teacher. In a nutshell, I have linked my interest in culture with the experience of L2 teaching and L2 learning. Figure 1.2 summarizes my interest in language and culture with respect to my experience of second language learning and teaching.

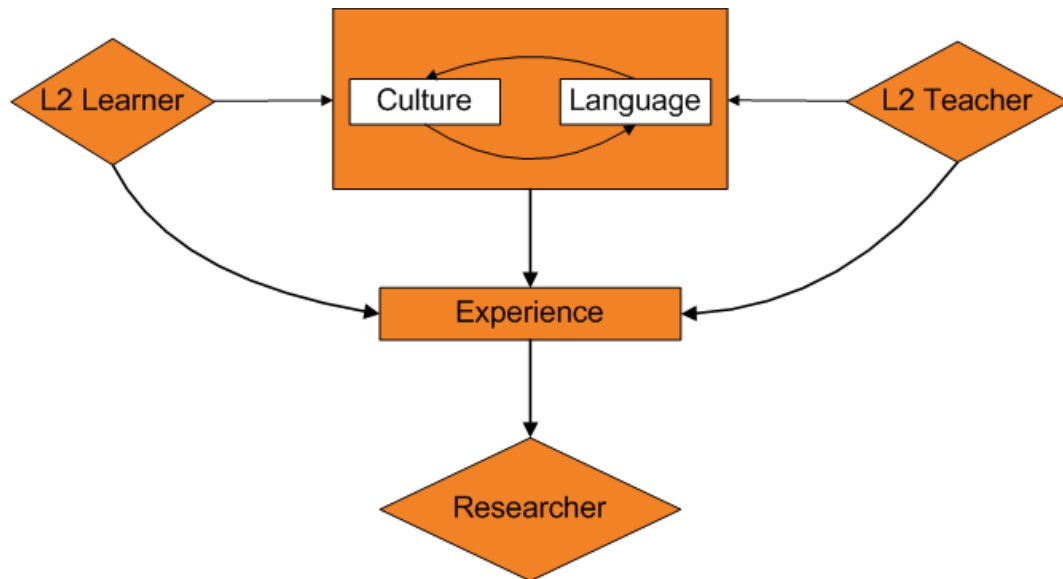


Figure 1.2: Cultural Awareness and Language Learning in regard of Experience as a Learner and Teacher

More importantly the experience of language learning and teaching is related to the language learning context, which is part of my research study. Therefore my relation is twofold. Firstly it is part of my experience and secondly, I share the same language learning context with the target population. The awareness of the language learning context of the target population is useful for me in respect of social and cultural familiarity. Beaud and Weber (2003, p. 21) explain the following aspects of context in relation to a researcher:

1. Local Context: Local context refers to the familiarity with the environment which will take place in investigation and needs to know as much as possible before research investigation.
2. Social Context: Social context of inquiry depends on what you are, how you present yourself and how you are perceived by the target population.

Moreover, the awareness of local and social context is also helpful in analyzing the data. According to Beaud and Weber (2003, p. 21), ‘the data is not analyzable beyond their context of production’.

Epistemological positioning is also important in respect of research paradigms as it provides information concerning research methods and research tools adopted by a researcher for a study. The present study is going to discuss epistemological position with reference to two different research paradigms which are important in the context of the current study. The details concerning these paradigms are as follows.

1.3.1 Research Paradigm

The term ‘paradigm’ has originated from the Greek word *paradeigma* which means pattern and refers to a conceptual framework. According to Babbie (2008), “A research paradigm is the fundamental frame of reference that underlies social theories and inquiry that is used to organize research observations and reasoning. Paradigms do not explain anything but they provide logical frameworks within which theories are created” (Babbie, 2008, p. 34). Burgess et al. (2006) explain that a research paradigm in social research refers to “the set of assumptions and beliefs about the social world, and what constitutes proper techniques and topics for inquiry” (Burgess et al., 2006, p. 54). According to Babbie (2008), “Social research paradigms represent a variety of views, each of which offers insights, the other lack, while ignoring aspects of the social life that others reveal. Ultimately paradigms cannot be true or false; as ways of looking, they can only be more or less useful”(Babbie, 2008, p. 36). Burgess et al. (2006) explain six main paradigms used in social sciences: positivism, post-positivism, interpretivism, critical constructivist (feminist), post-modernism and realism. The further discussion in this section will focus

on positivism and interpretivism as they are most relevant to the present study and are also related to the qualitative and quantitative approaches.

1.3.1.1 Positivism

“Positivism is an approach to science based on a belief on universal laws and insistence of objectivity and neutrality. One of the traits of this type of research is the quest for objectivity and distance between the researcher and those studied, so that biases can be avoided” (Zoghbor, 2011, p. 70). Hughes and Sharrock (1997) refer to positivism as ‘neutral observation’ that focuses less on socially grounded nature of knowledge (Hughes and Sharrock, 1997, p. 5)

Positivism is a philosophy of science based on the view that “in the social as well as natural sciences, data derive from sensory experiences. Moreover, obtaining and verifying data can be received from the senses known as empirical data”. The research paradigm based on positivism considers “knowledge which is supported by reliable facts and empirical data” (Zoghbor, 2011, p. 70).

Positivism in social sciences is criticized because unlike natural science, social sciences also give equal importance to people’s views and beliefs, which is against the rule of empirical evidence. “Social science unlike natural science does not exist independently of people’s views of what they are doing in an activity. People are reflective; they reflect on what they do and often change their actions in response to their reflections” (Zoghbor, 2011, p. 70).

Positivism is related to the present study as the study is mainly based on survey questionnaires. The analyses concerning the present study have been based on empirical evidence obtained through the quantitative data based on questionnaires. In this context,

one aspect of the current study is linked to positivism. Crotty (2003), explaining the relation between positivism and research work based on survey questionnaires presents a model as shown in figure 1.3.

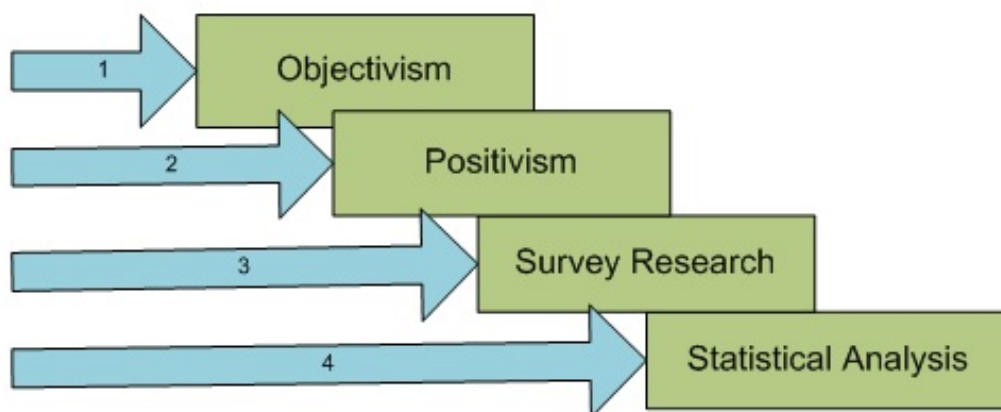


Figure 1.3: The Positivism Paradigm and Social Research (Crotty, 2003, p. 6)

The study apart from empirical evidences involves equally socially grounded knowledge, which is related to L2 teachers' beliefs based on culture and language teaching in Pakistan and establishes its link to the interpretivism paradigm (see section 1.3.1.2).

1.3.1.2 Interpretivism

In contrast to positivism, there is another research paradigm, which seems to support social science research, called interpretivism . According to this view, “there are no absolutes but all phenomenon can be studied and interpreted in different ways, mainly because people and situations differ, and realities are not abstract objects but dependent on intersubjectivity between people” (Burgess et al., 2006, p. 55). Interpretivism also accepts research which is not based on absolute rules. It considers people and situations behind a phenomenon. “The key element in interpretivism is that it is defined or con-

stituted in terms of human beings attributing meanings to or interpreting phenomenon under investigation” (Burgess et al., 2006, p. 55).

The present study is related to interpretive paradigm in two respects. Firstly, the results presented in the study are based on the social and the cultural context of the target population. Secondly, a qualitative study has also been conducted which is based on the language teachers’ beliefs in Pakistan, which links the present study to interpretive paradigm.

1.3.1.3 Conceptual Framework of the Study

The present research investigates the cultural factor in L2 learning and teaching in Pakistan. Language learning is context-based with respect to its relationship with culture. It will be explained in the review of literature that people differ because they belong to different cultures (Sharifian, 2008, p. 11). Furthermore, a qualitative study will also be conducted based on L2 teachers’ beliefs concerning culture and language teaching in Pakistan (see chapter 6). The study is subjective as it discusses L2 teachers’ beliefs that are context-based and which may vary from one language learning context to another. In this view, the current research reflects the interpretivist paradigm of research. However, to investigate the cultural factor in second language learning in Pakistan, the present study presents comparable and measurable results (mostly numbers) as well (see chapter 4 and chapter 5). These results are based on the data which have been collected through questionnaires (see section 3.2 and section 3.3). These characteristics of the present research relate it to the positivist paradigm. In a nutshell, the study possesses both subjective and objective reflection of the research problem which establishes its relationship with interpretivism and positivism. Figure 1.4 shows the conceptual framework of the study and its relationship to the positivist and interpretivist paradigms.

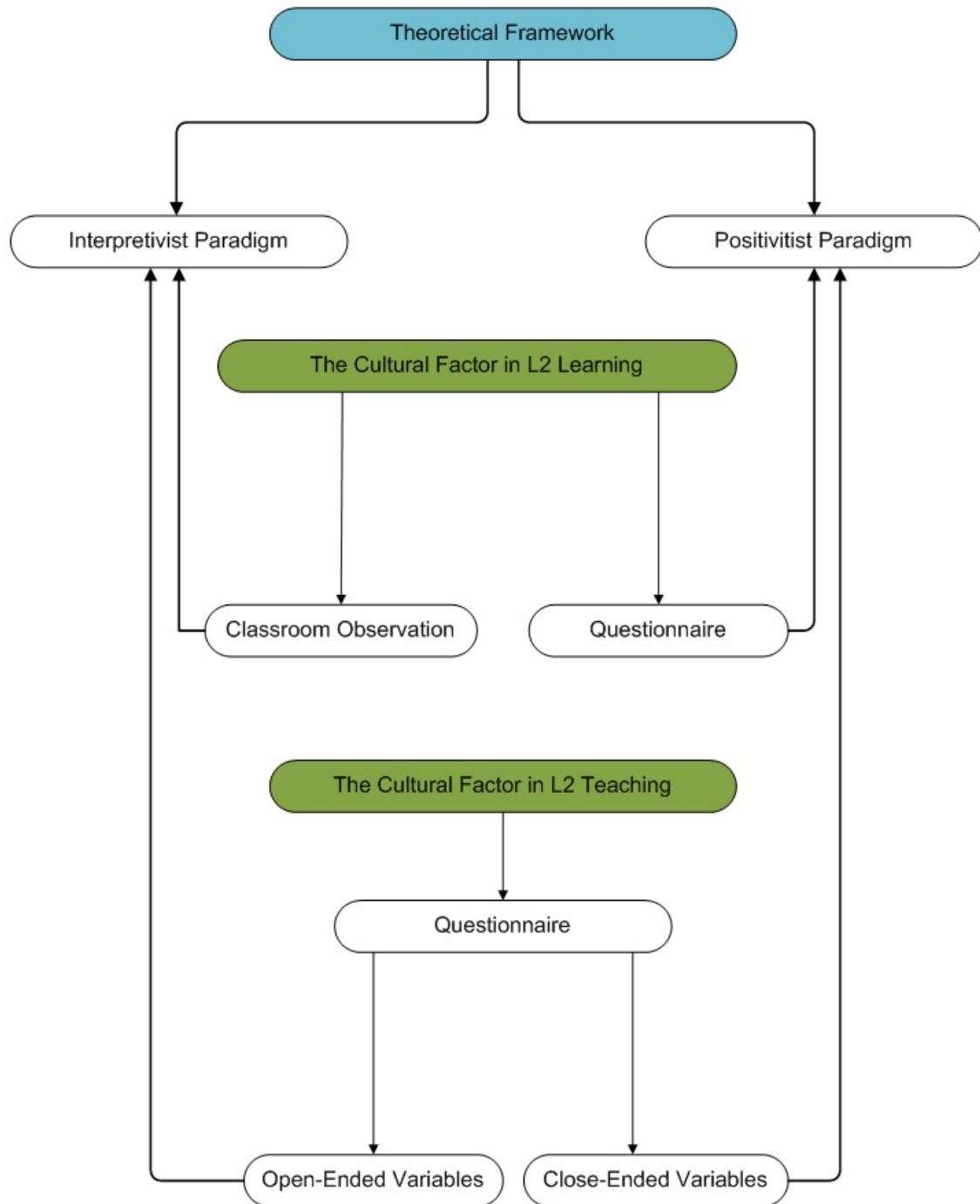


Figure 1.4: The Conceptual Framework of the Research Study

The theoretical framework of the study apart from its relation to research paradigms

explains that the research study is mainly based on the questionnaires. The reason for selecting the questionnaire as a research tool is to access the greater part of the target population, which includes both the L2 learners and the L2 teachers from Pakistan.

1.4 Context of the Study

Contexts are important as a means of situating action, and of grasping wider social and historical import. This can require detailed descriptions of social setting within which action occurs; the relevant social group may be a group, organization, institution, culture, or society; the time frame within which action takes place; the spatial context; the network of social relationships and so on (Dey, 2005, p. 33).

It is of essential importance to specify the context in which the present study is aimed at investigating. According to Dornyei (2007), “People show variation over time and across social and cultural contexts. They also display within individual variation and therefore even if they are placed under similar conditions, their reactions will vary widely” (Dornyei, 2007, p. 32). The present study in the context of language and culture is an interface between L2 learning and L2 teaching in Pakistan.

The study is related to language learning and language teaching contexts in Pakistan. The study is linked to two areas in the perspective of L2 learning and teaching and its relationship to culture. The first area of research relates to language while the other area links to cultural aspects. The main focus of the study is the cultural factor in second language learning and teaching in Pakistan. Language learning and language teaching with respect to culture forms a triangular relationship, where each aspect is interlinked with the other as shown in figure 1.5.

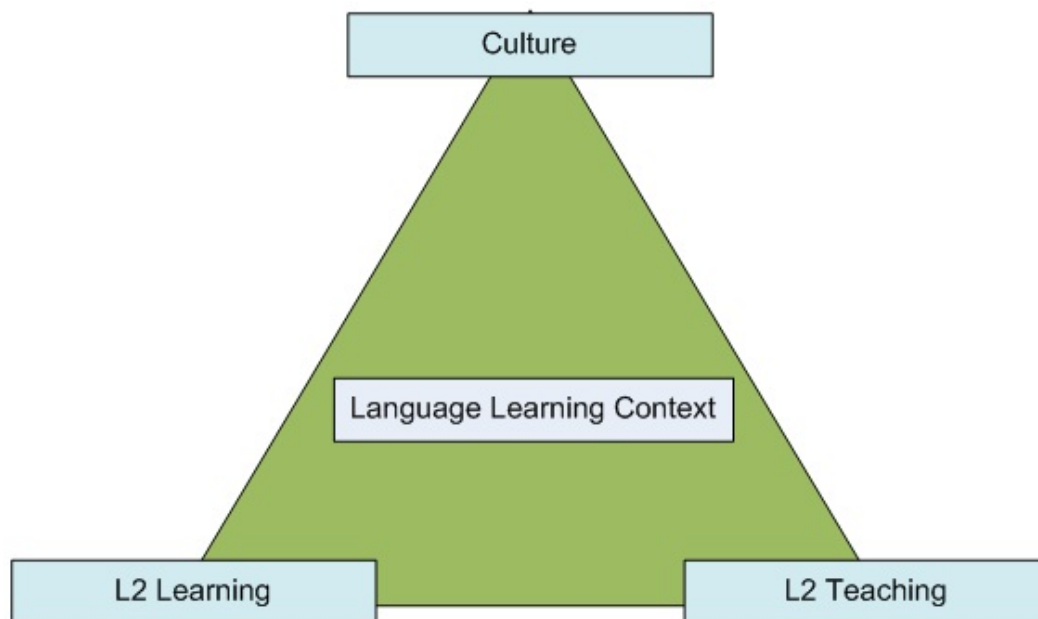


Figure 1.5: The Relation of Culture and Language with Respect to Language Learning Context

The fourth aspect shown in figure 1.5, which influences the other three aspects, lies at the center of triangle; this is the language learning context. The relationship between language and culture differs across different language learning contexts.

In the perspective of the present study it is better to explain L2 learning in relation to culture. According to Zarate (2004), language learning involves the process of 'Otherness'. "Otherness constitutes a field of reference that allows people to position themselves within a relationship of belonging or exclusion with respect to a social group" (Zarate, 2004, p. 156). This concept of otherness gets more complex when L2 learners learn a language in a language learning context where their L1 culture is dominant such as in Pakistan. The second language learners in Pakistan come across two types of cultures; L1 culture and L2 culture. The present study has investigated the role of both cultures with respect to second language learning in Pakistan.

1.5 Answering the Research Questions

The study through its investigation will address the following research questions.

1. Does the role of culture vary with respect to formal and informal language learning?
2. What are the teachers' attitudes based on cultural awareness and language teaching in Pakistan?

The present study with respect to its investigation has been divided into two main phases. The first phase of the study is related to the cultural factor in L2 learning in Pakistan, and the second factor is related to cultural factor in L2 teaching in Pakistan. Figure 1.6 shows the research directions followed in the case of the present study.

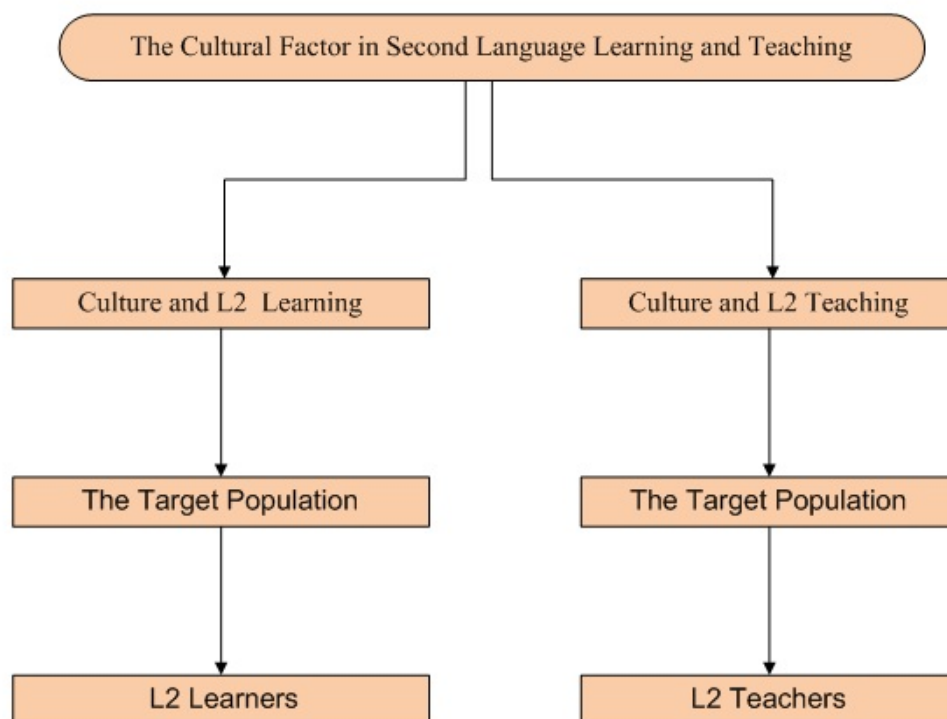


Figure 1.6: Research Directions Concerning the Research Study

The study results obtained through both of these studies have also been compared to the basis of cultural awareness in the perspective of language learning and language teaching. This helped the researcher to support the results and to understand the research problem in a better way.

In the first phase, the study investigated the role of culture through formal language learning and informal language learning. Figure 1.7 illustrates the research design in respect to its investigation concerning formal contexts and informal contexts, which is related to the first research question.

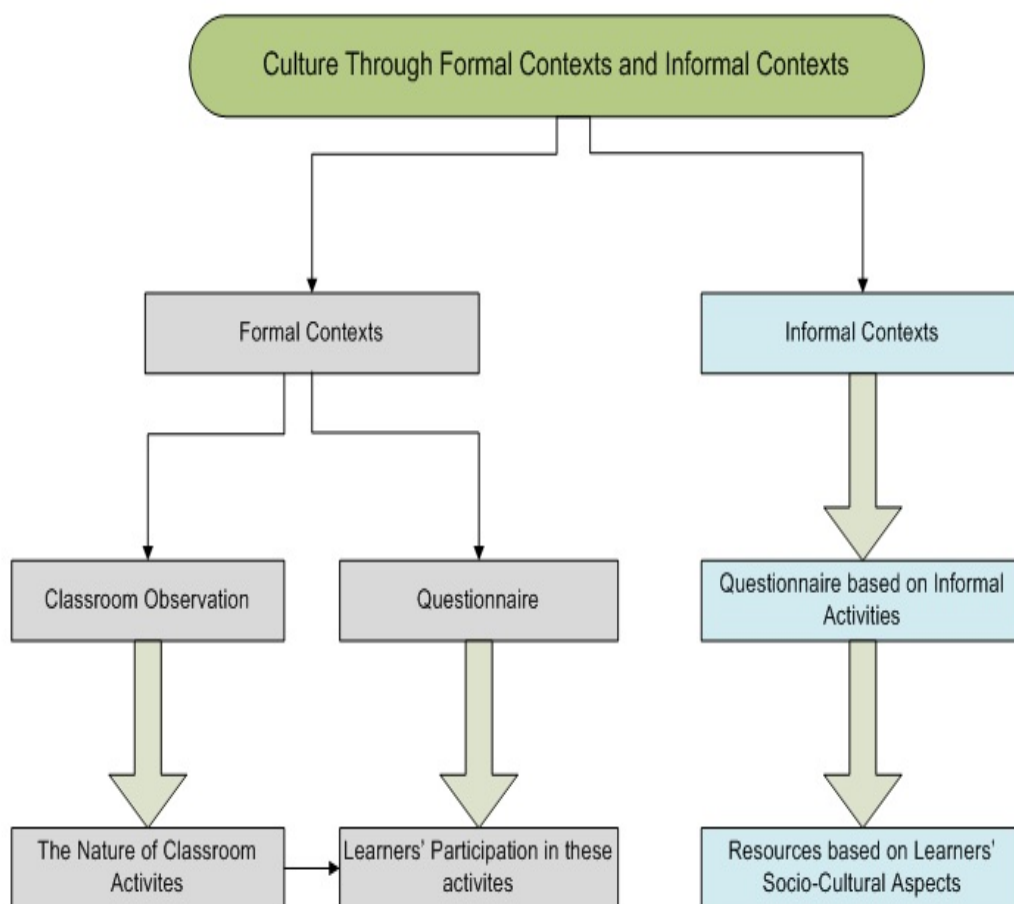


Figure 1.7: Research Design Concerning Formal Contexts and Informal Contexts

The research model shown in figure 1.7 explains that research concerning formal contexts has been conducted doing classroom observation and organizing the questionnaire. The classroom observation has been done in order to know regarding the nature of activities, whether they relate to learners' home culture or the target language culture. For classroom observation the research study has followed a structured observation sheet (see Appendix-C, Part-C.3). Formal contexts of learning have also been investigated through questionnaire in order to know about learners' participation in these activities.

Informal contexts have been investigated through a questionnaire based on learners' activities (see Appendix-A, Part-A.1). The research study concerning formal contexts and informal contexts answers the first research question, which states that the role of culture varies with respect to formal contexts and informal contexts in the perspective of L2 learning in Pakistan.

In the second phase, the study investigates teachers' attitudes based on culture and language teaching as shown in figure 1.8. The investigation has been done both quantitatively and qualitatively. The results concerning both studies have been cross-examined in order to understand the research problem. A questionnaire based on close-ended and open-ended questions has been developed to investigate the cultural factor in second language teaching in Pakistan (see Appendix-A, Part-A.3). The development and construction process of the questionnaire have been discussed in detail (see section 3.3.4). Moreover, the questionnaire items based on close-ended questions and open-ended comments have been analyzed separately using quantitative research methods and qualitative research methods of inquiry.

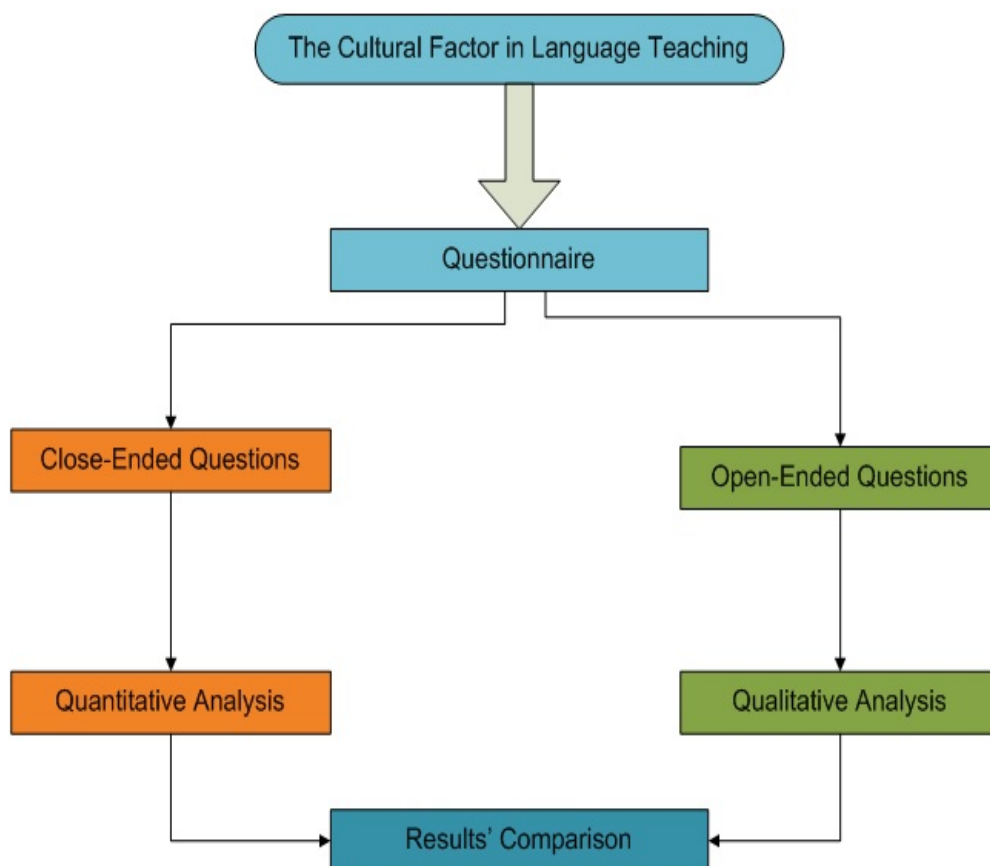


Figure 1.8: Research Design of the Research Study Relating Cultural Factor in Language Teaching

The close-ended variables have been analyzed quantitatively (see chapter 5 Teachers' Attitudes) and the open-ended comments given by language teachers have been analyzed qualitatively (see chapter 6 Teachers' Pedagogical Beliefs). Both qualitative and quantitative results have been analyzed in comparison to each other. The study based on quantitative analysis and qualitative analysis answers to the second research question which is aimed to investigate the language teachers' attitudes based on culture and language teaching.

1.6 Research Method Adopted for the Study

One thing that is common to every research approach is that almost limitless information obtainable from social world around us needs to be reduced to make it manageable (Dornyei, 2007, p. 26).

It is impossible to draw a line between quantitative and qualitative research. According to Richards (2009), “Qualitative and quantitative data don’t inhabit different worlds. They are different ways of recording observations of the same world” (Richards, 2009, p. 36). Dornyei favors the same view as “qualitative and quantitative research paradigms are not extremes but rather form a continuum” (Dornyei, 2007, p. 25). According to Ebrahim and Sullivan (1995), “Qualitative and quantitative research are not in contradiction to each other. In fact different methods enable the researcher to gain access to different types of knowledge. Quantitative research and qualitative research are thought of as complimentary and are to be used to generate richness of understanding and interpretation” (Ebrahim and Sullivan, 1995, p. 196). The present discussion concerning quantitative and qualitative studies is not aimed at distinguishing one from the other, but rather to explain their relationship to each other. They have been discussed in light of the present study as they are related with the current research.

1.6.1 Quantitative Research

The single most important feature of quantitative research is that it is centered on numbers. Thus for numbers to work, we need precise definitions of the content and boundaries of variables we use and we also need exact descriptors for the range of values that are allowed within the variable” (Dornyei, 2007, p. 32-33).

Dornyei (2007) explains the following characteristics of quantitative research approaches.

1. Results accumulated through quantitative procedures are thought to describe the objective reality that is 'out there', independent of researchers' perceptions.
2. Generalizability to standard procedures, statistics and scientific reasoning all are part of the fact that is generalizable.
3. One of the salient features of quantitative research is statistical analyses that can range from simple tests to complex multivariate analyses on a computer (Dornyei, 2007, p. 32-33).

The present research is quantitative in the perspective of the above-mentioned principles. As the research has been conducted through questionnaires, and the results accumulated through quantitative procedures include many statistical tests both simple and complex to investigate the problem through numbers. Therefore the research approach, used in the present study has also been termed as quantitative.

1.6.2 Qualitative Research

Schutt (2011) discusses the following characteristics of qualitative research as compared to quantitative research. According to Schutt (2011) qualitative research possesses the following characteristics.

1. A focus on meanings rather than on quantifiable phenomena

2. Collection of a lot of data on a few cases rather than few data on many cases
3. Study in depth and detail, without predetermined categories or directions, rather than emphasis on analyses and categories determined in advance
4. Conception of the researcher as an ‘instrument,’ rather than as the designer of objective instruments to measure particular variables
5. Sensitivity to context rather than seeking universal generalizations
6. Attention to the impact of the researcher’s and others’ values on the course of the analysis rather than presuming the possibility of value-free inquiry
7. A goal of rich descriptions of the world rather than measurement of specific variables (Schutt, 2011, p. 324-325)

Based on the above-mentioned characteristics of qualitative research, some aspects of the present research study can also be called qualitative with respect to their research nature. For example, the classroom observation has followed qualitative method of inquiry in the case of formal language learning contexts (see section 3.2.4.1). In addition, a separate chapter comprises teachers’ open-ended comments (see chapter 6) has also been analyzed qualitatively. The research findings obtained through qualitative research have supported the results gained through quantitative research approach.

An outline of the research process adopted for the present research study is shown as figure 1.9.

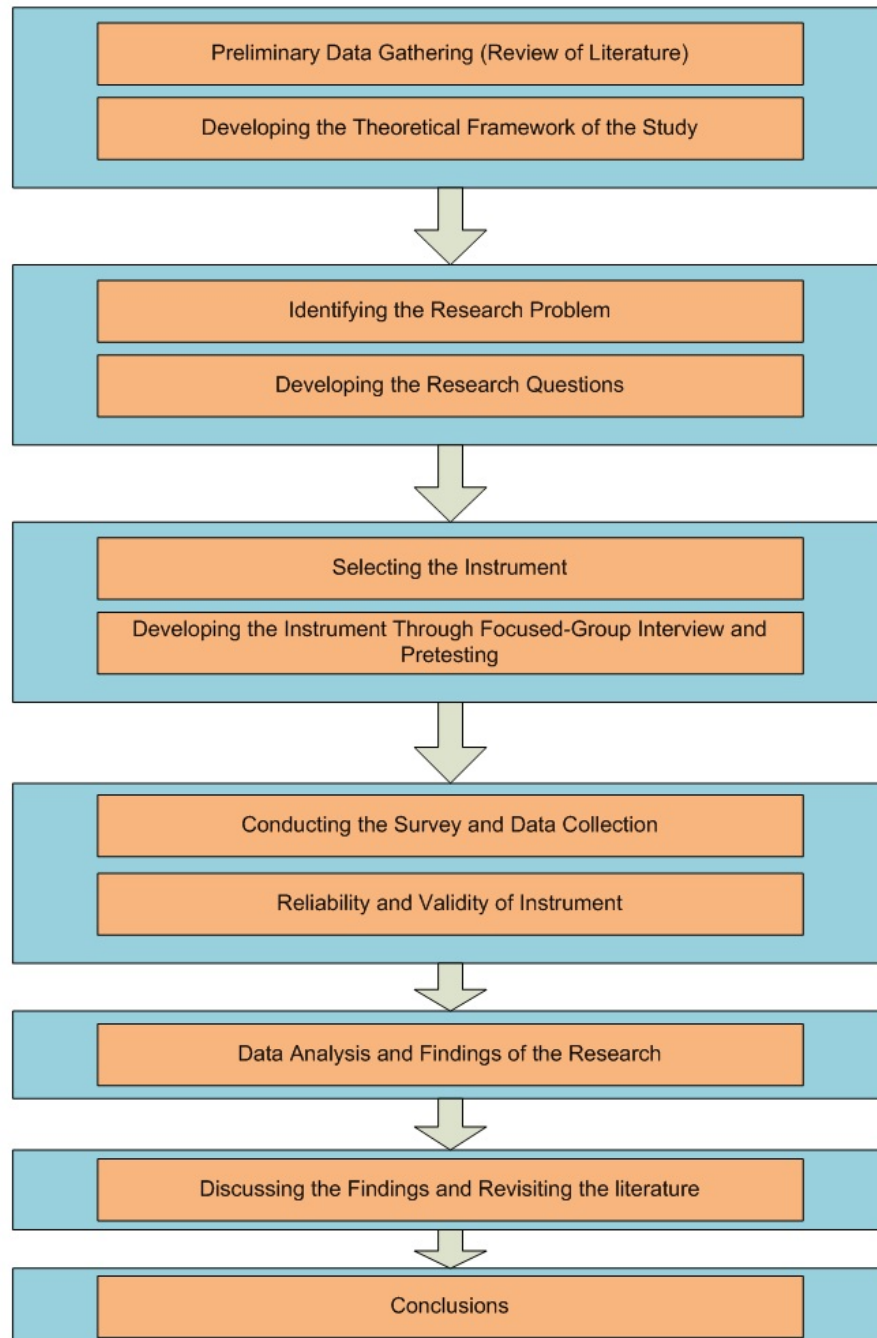


Figure 1.9: Research Process Adopted for the Present Study

1.7 Statement of the Problem

The problem addressed in this study investigates the cultural factor in L2 learning and teaching in Pakistan. The question concerning the place of culture in language in the context of L2 learning in Pakistan is of central importance. Cultural integration only in the course books does not address completely the demand of cultural awareness and language learning. In order to contribute to the development of L2 learning, it is important to investigate the cultural factor from learners' points of view and teachers' points of view in Pakistan. The investigation on culture and language in the context of L2 learning in Pakistan 'needs to take into account the cognizance of the relationship between language and culture' (Mansoor, 2008).

The research work based on the nature of its investigation has been divided into two parts. The first part of the study investigates the cultural factor in formal contexts (classroom) and informal contexts. It is important to consider how learners deal with culture-related materials and activities.

The second part of the study is related to teachers' attitudes based on culture and language teaching in Pakistan. According to Gonen and Saglam (2012),

Teachers in different classrooms in different parts of the world still ignore the importance of teaching culture as a part of the language study. In order to overcome this problem, the first step is of integrating culture into language learning and the purpose should be to identify what teachers already think, believe and do in the classroom, namely what they already bring in the classroom (Gonen and Saglam, 2012, p. 29).

Many teachers are not simply equipped to teach culture. The teachers' knowledge of

the target language culture is of primary importance as teachers are considered 'cultural mediators' (Liddicoat and Crozet, 1997). In a language learning context like Pakistan mostly, the language teachers are local. Most teachers and learners share the same cultural values. In this context, their knowledge of the target language culture is limited in raising learners' cultural awareness. Moreover, teachers' attitudes toward a language also affect second language learning. Keeping in view the following problem, the present study has focused on language teachers' attitudes based on cultural awareness and language teaching in Pakistan.

1.8 Objectives of the Study

The following are the objectives of the study.

1. To investigate the relationship between culture and language in respect of L2 learning and teaching context in Pakistan.
2. To investigate the cultural factor with respect to formal language learning contexts in Pakistan.
3. To investigate the culture factor concerning informal language learning contexts.
4. To investigate the role of culture from teachers' points of view by investigating teachers' attitudes.
5. To investigate the importance of learners' culture in second language learning in Pakistan.
6. To identify important attributes related to culture and language teaching in Pakistan.

7. To investigate teachers' beliefs based on culture and language learning through a qualitative study.

1.9 Research Questions

Based on the research objectives, the research study has focused on the following two main research questions.

1. **Does the role of culture vary with respect to formal contexts and informal contexts of L2 learning in Pakistan?**
2. **What attitudes do the teachers have concerning the role of culture and language learning in Pakistan?**

The above research questions have been divided into the following sub questions.

- What is the role of culture in formal contexts concerning second language learning?
- What is the role of culture in informal contexts concerning second language learning?
- What are the teachers' attitudes concerning the role of culture and comprehension in second language learning?
- What are teachers' attitudes based on culture and tolerance in second language learning?
- What are the teachers' attitudes based on cross-cultural awareness in second language learning?

- What are the teachers' attitudes based on the use of learners' social contexts for second language learning?

1.10 Significance of the Study

The discussion concerning the significance of the study involves the importance of the English language in Pakistan and the gaps in existing literature in the perspective of L2 learning and cultural awareness.

1.10.1 Importance of the English Language

In today's global world, English has emerged as a major source of communication among people both at the national and international level. "Today English is spoken all over the world. Half of the world mail is in English." (Altay, 2005, p. 181). One of the major advantages of English described by Crystal is "access to knowledge". English with its spread has changed and revised language learning and teaching strategies. People from distinct cultures and different communities are learning English today. The growing importance of English has reached far beyond the theoretical discussion. Pakistan in this case is no exception. English, because of its growing influence in different institutions, has been termed as 'the language of development in Pakistan' (Shamim, 2007) and 'passport to privilege' (Rahman, 2005). Being an official language, it is also considered as 'the language of employment and empowerment as well as the language of higher education'. (Rahman, 2003). Under all these circumstances, English language learning has become a central focus in Pakistan.

Along with language learning there is also an important aspect of cultural awareness. Researchers (Allan, 2011; Byram and Feng, 2004; Chang, 2002; Kramsch and Widdowson,

1998; Zarate, 2004) state that language and culture are interrelated. Moreover, “the use of language is culture bound in that it is not only developed with specific cultural contexts, but also embodies the culture itself” (Allan, 2011). According to Zarate (2004), learning another language is learning “otherness”. “Language learning involves not only another linguistic code, but another culture and another way of seeing the word” (Chang, 2002, p. 2). According to Gonen and Saglam (2012), “Culture teaching in foreign language classroom does not need to be dealt independently of language because studying a language directly brings about awareness of the target language culture and people’s behavior in that target language” (Gonen and Saglam, 2012, p. 27). It is also believed that cultural awareness of another language helps learners to understand behavior and attitudes of the members of another community which ultimately proves helpful for communication at an international level.

On the other hand, learners’ home culture is also helpful in second language learning. Researchers believe that learners’ native culture facilitates language learning. Learners’ native culture is the key factor in cross-cultural comparison. Bearing in mind the concept of ‘otherness’ presented by Zarate (2004), learners’ native culture serves as a frame of reference that facilitates comparison and contrast with another culture.

The present study is aimed to investigate the role of culture in second language learning and teaching in Pakistan. Focus on cultural awareness in L2 learning results in learners’ competence of communication both at a national and international level as cultural awareness enables learners to communicate successfully with the members of other culture.

The second aspect of its significance is the practical aspect of L2 learning and teaching in Pakistan. The study aims to contribute to the development of L2 learning in Pakistan

from the perspective of cultural awareness and language learning.

1.10.2 Gaps in the Literature and Needs for Research

Although the emphasis on culture and language learning is increasing and there has been considerable research concerning the role of culture in L2 learning, there are still many gaps in the literature. The discussion in this section identifies some of these gaps and tries to point to how this study contributes to bridging these gaps.

Scholarly literature is frequently available on various research aspects concerning culture and language learning in the context of developed countries. There are only a few articles from developing countries, especially from Pakistan, concerning culture and L2 learning, but no comprehensive study based on the role of culture and language learning has been conducted. From the perspective of culture and language, Mansoor (2008)'s research work emphasizes the need for cultural integration in the context of L2 learning in Pakistan, but her work is limited to textbook evaluation and does not provide language and culture relationship with respect to language teaching and language learning. The other works based on Asian contexts (Kachru, 1998, 2005, 2006; Kachru and Smith, 2008), mainly focus on the effectiveness of learners' native culture. Compared to these studies, the present research considers cultural importance in the perspective of both learners' native culture and the target language culture.

Cultural awareness and language learning are more effective when both take into account the needs and demands of a language learning context since every language learning context is different from the other.

1.11 Delimitations of the Study

The role of culture in L2 learning with respect to a specific language learning context involves multiple factors such as learners' native culture, learners' exposure to the target language culture, the purpose of learning a second language, learners' motivation, etc. The present study on account of its time limitation and available resources has focused on the cultural factor in second language learning.

The delimitation of the study can be divided into two categories. The first category of delimitation is concerned with L2 learners. The study has been limited to L2 learners enrolled at three universities in Pakistan. These are the adult learners of English, who have completed their twelve years of education. The study has used a questionnaire to investigate the cultural factor in formal language learning and informal language learning through these learners. A total of 275 learners have participated in the study. A detailed description of these respondents has been given in section 3.2.

The second category of delimitation is concerned with language teachers. The study here is limited to English language teachers at university, college, and school level in the Punjab province, which consists of 62% to the population of Pakistan. The study in this case is aimed to investigate the cultural factor in L2 teaching by investigating teachers' attitudes. A detailed description of these respondents has been given in section 3.3.

1.12 Organization of the Study

The present study with respect to its investigation can be divided into two parts: theoretical and empirical. The study starts with reviewing the related literature. The theoretical

part of the study has been limited to the research areas that are interlinked with the present study. The theoretical part is of key importance because it is helpful in reviewing the other research work and in positioning the present research findings vis-à-vis the related work done by other researchers relating culture and language learning.

The empirical part of the study starts with the quantitative analysis of the questionnaire, which is related to L2 learning in Pakistan. In this perspective adult learners of English enrolled at university level have participated in the study. The study in this case is aimed to investigate the role of culture through formal language learning contexts and informal language learning contexts.

In the second phase, the study has investigated the cultural factor in L2 teaching in Pakistan. Language teachers from university, college, and school levels participated in the study. This study is aimed to investigate teachers' attitudes based on culture and language teaching in Pakistan.

Finally, the study provides a qualitative analysis of teachers' open-ended comments. The purpose of the qualitative study is to increase the understanding of the research problem and to refine the research analysis using an alternative research method.

For each of these operations, the research study starts by defining the field of the study and the conditions of data collections. The information has been summed up as demographic information at the beginning of each chapter before the actual analysis starts (see section 4.2 and section 5.2). The information is necessary because it clarifies the conditions under which the research has been carried out. Furthermore, the demographic characteristics help in interpreting the results based on their different qualities. The analysis concerning each study has followed the process as shown in figure 1.10.

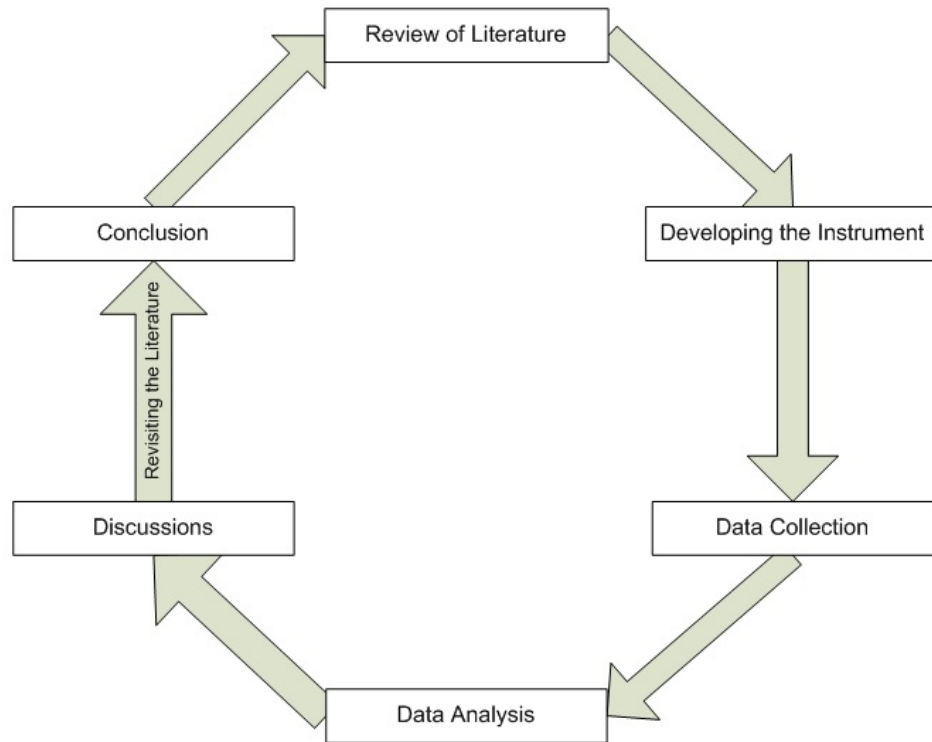


Figure 1.10: Research Process adopted for the Analysis of the Study

The study has been organized in the form of chapters. Each chapter provides information concerning the different aspects of the research work. A chapter by chapter outline of the organization of the study is as follows.

Chapter One

This chapter gives a brief introduction to the study. It discusses the background of the study, the epistemological and ontological aspects of the research study, the research methods adopted for the study, the statement of the problem, the objectives and significance of the study, the delimitations of the study. Chapter one also summarizes the

whole process of the study (see figure 1.9).

Chapter Two

This chapter presents the detailed review of the existing literature concerning the role of culture in L2 learning. This chapter has been divided into three main sections, which further consist of several subsections. The first section is based on the information concerning the relation between culture and language learning. The second and third sections are related with the existing literature dealing with the two main research questions of the study discussed in section 1.9. In a nutshell, chapter two provides information on various relevant studies concerning culture and language learning.

Chapter Three

Chapter three explains the methodological aspects of the study. This chapter has been divided into two parts. The first part includes information concerning the research design, population, sample and sampling techniques, instrumentation and data collection process. The data collection process has also been summarized in the form of a flow chart (see figure 3.1). The second part of this chapter is concerned with initial data screening process, which deals with missing value analysis, multivariate outliers, reliability scales and validity measures. The initial data screening process has also been summarized in the form of a flowchart (see figure 3.8).

Chapter Four

This chapter reports the findings of the results concerning the first research question, which is about L2 learning in formal contexts and informal contexts and its relationship

to culture. The results in this chapter answer the research question that the role of culture varies with respect to formal contexts and informal contexts in the perspective of L2 learning in Pakistan. The chapter also consists of a detailed discussion concerning the findings. At the end, the chapter concludes with the results concerning formal and informal language learning in Pakistan.

Chapter Five

This chapter focuses on findings concerning L2 teachers' attitudes centered around cultural awareness and language teaching in Pakistan. The chapter presents the quantitative results obtained through a questionnaire from the language teachers in Pakistan. L2 teachers' attitudes are about culture-related activities, and the role of learners' native culture and the target language culture. The chapter also includes a detailed discussion which reviews the existing literature and also compares the study results with previous research works. The chapter ends with a conclusion that L2 language teachers have positive attitudes regarding the role of culture in language teaching in Pakistan.

Chapter Six

This chapter presents qualitative results concerning language teachers' attitudes based on culture and language teaching in the language learning context in Pakistan. The chapter also explains how the analysis of the open-ended comments has been done using Nvivo software. The qualitative analysis of teachers' attitudes reveals that the results are in accordance with the quantitative findings discussed in chapter five. The qualitative study of teachers' attitudes also includes detailed discussions based on the comparison and contrast of the study results with the existing literature discussed in chapter two.

Chapter Seven

Chapter eight concludes the overall study, discussing the contribution of the study from the perspective of culture and language learning. The chapter also includes the limitations of the study as well as further research directions. References and appendices have been included at the end of the thesis.

Part I

THEORETICAL BACKGROUND

Theoretical Background

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2.1 Overview

The theoretical background of literature consists of three main sections. The first section discusses the relation of culture and language. The second section deals with the role of culture in second language learning. In this context, the study discusses the role of culture in formal and informal contexts, which also relates to the first research question of the study. The third section deals with the role of culture in language teaching. In this perspective, the review of literature is based on teachers' attitudes towards culture and language teaching and teachers' experiences of language teaching with respect to culture.

2.2 Culture and Language

2.2.1 Tentative Definition of Culture

“A cultural group is not a collection of a number of individuals who live in a certain area but rather the people who more or less conceptualize experiences in a similar fashion”(Sharifian, 2008, p. 11).

Culture is explained as ‘the common ways of viewing the world by the members of a community’ (Kramsch and Widdowson, 1998). According to Kramsch and Widdowson (1998), these common ways are reinforced by the societal institutions which include the family, the school, the workplace, the church, the government, etc. These views further give birth to common attitudes, beliefs, and values. A language is closely linked to culture because these cultural attitudes, beliefs, and values are reflected, interpreted, and transmitted by language. Hence in relation to language, culture is defined as the people who use the ‘same linguistic code’ and share same contexts are supposed to belong to the same culture (Kramsch and Widdowson, 1998). Therefore, culture is a system of standards for perceiving, believing, evaluating and reacting. According to Hofstede and

Hofstede (2005), “Culture is the programming of the mind that distinguishes the members of one group or category of people from others”(Hofstede and Hofstede, 2005, p. 4). Tapanes, Smith and White (2009) explain programming of the mind as “the integrated patterns of human knowledge, beliefs, and behaviors learned and transmitted through generations”(Tapanes et al., 2009, p. 26). Hofstede and Hofstede (2005, p. 77) view that “culture is learned not inherited. It derives from one’s social environment not from genes.” Hofstede distinguishes *human nature*, *individual personality* and *culture* through the model of culture shown in figure 2.1.

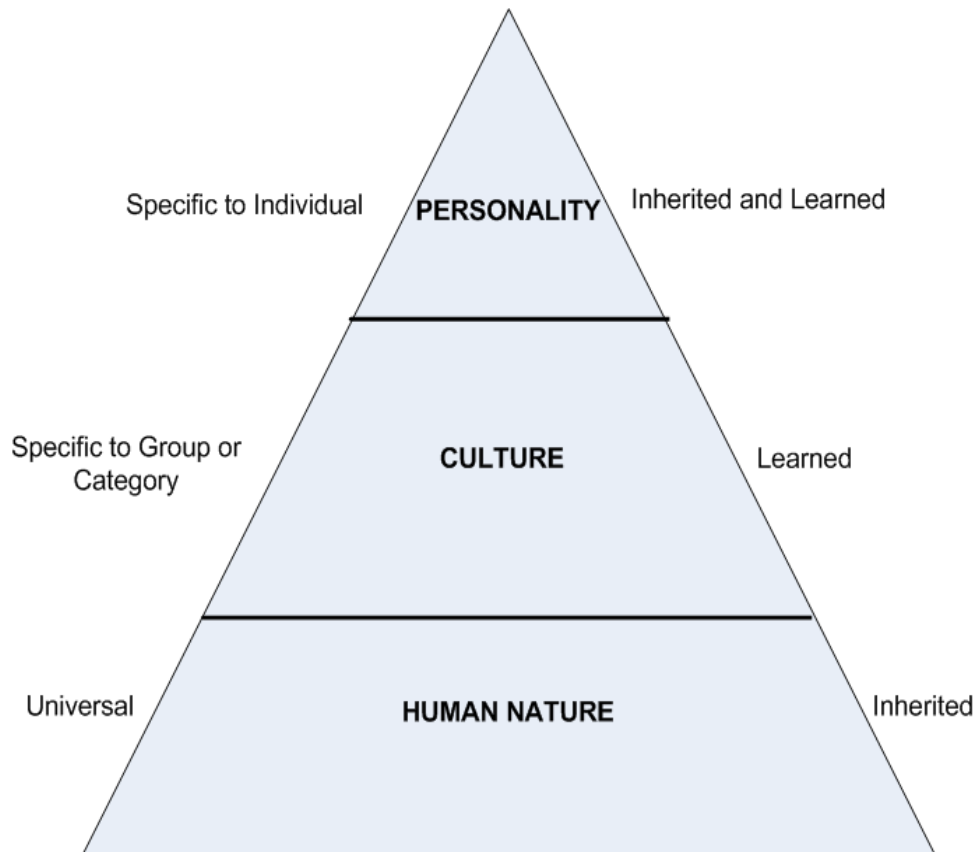


Figure 2.1: Three Levels of Uniqueness in Human Mental Programming (Hofstede and Hofstede, 2005, p. 77)

Figure 2.1 explains that culture differs from human nature in the sense that it is *learnt* and *specific to group or category* as compared to personality and human nature.

Culture is also explained as “dynamic and variable, i.e., it is constantly changing, its members display a great range of behaviors, and meaning is being constantly changing being constructed through human interaction and communication” (Paige et al., 2003, p. 4). As a result, different cultures view situations in different ways. According to Paige et al., “words and meaning are linked to a cultural context and language and cultural patterns change over time and vary according to a situation (Paige et al., 2003, p. 5). What is important for an L2 learner is to be aware of these different contexts of the target language community for successful communication with the members of the target language culture.

It is also important to discuss the terms ‘cross-cultural, inter-cultural and multicultural’ with reference to culture and language. Kramsch and Widdowson (1998) define the term intercultural and multicultural on the basis of ‘national boundaries’ and ‘culture shock’. “The terms cross cultural refers to the meeting of two cultures or two languages across the political boundaries of nation-states. They are predicted on the equivalence of one nation, one culture, and one language and the expectation that culture shock may take place upon crossing the national boundaries” (Kramsch and Widdowson, 1998, p. 81).

The term ‘intercultural’ refers to communication between people from different ethnic, social, or gendered cultures within the boundaries of the same national language. According to Kramsch and Widdowson (1998)), inter-cultural differences do not cause ‘cultural shock’ for other people in that culture. The term ‘intercultural’ or ‘cross-cultural’ more or less are used for the same purpose in some studies.

The term multicultural as compared to the previous two terms refers to the inhabitants of different cultures living in one country. They appear to promote a new culture but at the same time they have also relationships with their home cultures.

It is important to know how people belonging to different cultures think, behave and view the world differently. The reason behind it is explained in the following section.

2.2.2 Culture Schema

The term cultural schema refers to the view that different people behave, think and react in a different way. According to Shen (2009), “Schema is a technical term to describe how people process, organize and store information in their heads” (Shen, 2009, p. 104). Nishida (1999) explain cultural schema as:

When a person enters a familiar situation, a stock of knowledge of appropriate role he/she should play in the situation is retrieved. In other words, every interactant’s social world is usually constituted within a frame of familiar and pre-acquainted knowledge about various situations. These various or pre-acquainted situations are called schema (or schemata) (Nishida, 1999, p. 754).

Based on schema, there are three noticeable differences among language users across different cultures.

1. They interpret events and things differently. This includes their beliefs, ideas and their ways of viewing the world.
2. They learn to react differently to events and to people of different ranks. It relates to the language behavior and social interaction among members of a community

who share similar cultural values (Yule, 2010, p. 188).

3. They expect different attitudes from members of other cultures. They learn to expect behaviors from others as well (Kramsch and Widdowson, 1998). When their expectations are not met, they experience culture shock. L2 learners during their language learning process gradually raise their awareness of attitudes with respect to the target language cultural assumptions (Chang, 2009, p. 64).

Based on these interpretations, reactions, and expectations, language users from different cultures view the world differently and behave in a different manner. They think differently because they do not agree on the meanings and the value of the concepts underlying the words. The general structure of information established in people's minds by the culture they live in is called **frames or schemata**. "The cultural schema, which is socialized from birth into different world views and habits of thoughts differ even more dramatically in their cognitive process" (Nisbett et al., 2001, p. 291).

Alptekin's (1993) research on L2 learning reveals that "the cultural schemata undergoes a substantive degree of conflict when one begins to learn a foreign language/second language as the learners are obliged to learn not only the target language, but also the culture associated with the language" (Alptekin, 1993, p. 137). According to him, the conflict on the basis of schema occurs due to the learners' existing schema based on their first language culture.

Beamer (1995) in the perspective of cultural schema adjustment presents a model based on cultural schema with respect to second language learners. The model describes cultural schema in respect of cultural projections as shown in figure 2.2.

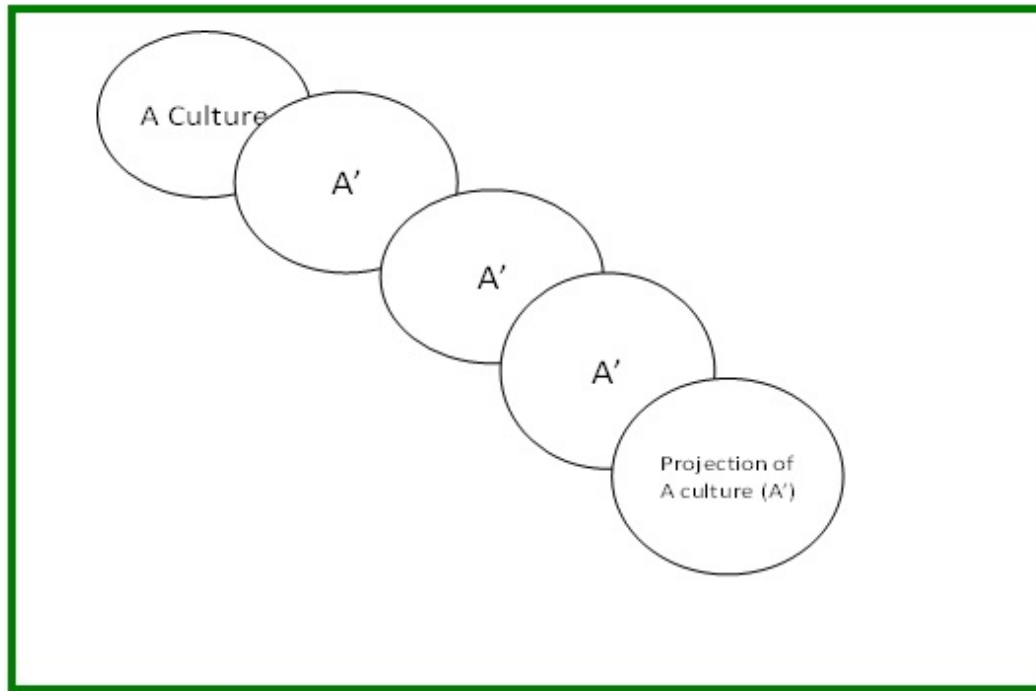


Figure 2.2: Cultural Schema Adjustment (Beamer, 1995, p. 147)

According to this model, when a person encounters a new culture, he or she creates a projection of that culture in his or her mind as shown in figure 2.2. This projected image is the primary schema of that culture. The projected or primary schema adjusts as the person gains more understanding of the target culture. Through this process of modification and cultural encounter, the projected schema gets the reflection of real schema which has been shown as 'Culture A' in figure 2.2.

The schema development begins from a cognitive conflict or difference between 'existing schema' and 'new information' (Chang, 2009, p. 59). This development depends upon the exposure of the new information with respect to a second language learning context. "The cognitive processes triggered by a given situation are not generally universal but depend on the context and the particular metaphysical way of explaining the world" (Nisbett et al., 2001). For example, in a given language learning context, where

the learners' home culture is dominant, 'the existing schema' is influential. Similarly, in a language learning context, where the target language culture is dominant, the new information exposed to the learners is based on the target language cultural schema, and the learners are obliged to learn this new information through experience. The L2 learners in Pakistan come across a language learning context where their existing schema or home culture is dominant. In that case, their knowledge of other cultures or the target language culture is a projection of the target culture as shown in figure 2.2.

Synthesis

- ❶ Schema is the general information established in people's mind by the culture they live in.
- ❷ The cultural schema undergoes a degree of change during second language learning.
- ❸ The schema development begins with the cognitive conflict or difference between existing schema and new information exposed to learners.
- ❹ The schema development depends upon the language learning context and the exposure to the target language.

2.2.3 Culture and Comprehension

One of the aspects of culture in relation to language is comprehension. Alptekin (2002), explaining the process of L2 learners' comprehension (in the context of Turkish language learners) reveals that the language symbols are related to events or experiences in a culture, and "comprehension works better if the learners experience an event related with a language symbol" (Alptekin, 2002, p. 136-141). That is why learners' comprehension

with respect to their first culture is considered better as compared to the target language culture. According to him, the learners, learning a second language in their own country, may react to the target language cultural concepts differently due to a lack of experience. Moreover, they may not be able to think and relate different activities as the native speakers of the target language culture think and relate in the case of the above mentioned concepts. “Comprehension includes the totality of intentions, attributes, characters, marks, properties, or qualities that object possesses or else the totality of intentions that are pertinent to the content of a given discussion” (Alptekin, 2002, p. 136-141).

The other problem concerning comprehension is that L2 learners understand the target language signs by applying their first language cultural patterns of thought. L2 learners do so because they have never experienced the target language culture. Alptekin (2002) referring to Widdowson explains that “the language which is real for native speakers, is not likely to be real for non-native speakers. For a language to be authentic in its routine pragmatic functioning, it needs to be localized within a particular discourse community”. Language situations or the cultural contexts that are unreal for learners are difficult for them to comprehend.

Fuhong (2004) in the case of reading comprehension concerning the Chinese EFL context, makes an experimental research through two texts, each based on a different culture. Findings reveal that the text without prior knowledge poses difficulties to the learners’ comprehension. “The learners read a portion of text which is meaningless, because the text under consideration is not part of their prior knowledge” (Fuhong, 2004, p. 4). The results also show that the teachers can build the background knowledge that is essential to understand the other culture or the concept of ‘otherness’ (Zarate, 2004). Due to the gap between prior knowledge and new knowledge, learners are not able to integrate the new information (Alptekin, 2002).

Due to the lack of background information and the practical experience of the target cultural events, the L2 learners apply L1 cultural patterns to comprehend and interpret these events. It is the first culture which is familiar to L2 learners and which defines culture specific rules to them. In other words, the learners apply their first culture-specific rules to comprehension. They comprehend the signs and objects according to their own thinking which has been developed in their first language culture.

The knowledge of the target language culture that L2 learners learn in an ESL or EFL context in their home countries is different from what they experience in a target language cultural environment. Ilieva (2001), working over the idea of ‘culture exploration’ discusses a number of problems concerning communication. Her research concludes that culture exploration should focus on searching for meanings in a culture and their interpretations (Ilieva, 2001, p. 12-13).

Culture in relation to comprehension will help in exploring the role of culture with respect to comprehension. The idea of underlying meaning of expression will be useful for the data analysis for the present study. Moreover, it will also be helpful to know about the meaning attached to certain expressions belonging to culture.

Synthesis

- ❶ Comprehension poses difficulties to L2 learners in the case of cultural concepts which are not a part of learners’ experiences.
- ❷ Comprehension of cultural concepts depends on culture related background information.

- ③ The difficulty in comprehension occurs because of the gap in the new knowledge based on the target language culture and the prior knowledge based on the learners' home culture.

2.2.4 Culture and Memory

The relationship between culture and memory is important when it is discussed from the perspective of retrieval of cultural information or background knowledge. The information retrieved from memory depends on 'duration' and 'capacity' (Cowan, 2001, p. 95). Duration refers to the time distance of an event whereas 'capacity' is linked to the representation of an event by resetting the context to the state it held and then representing associated items related to it (Botvinick and Plaut, 2006). Ndura (2004)'s research over ESL culture bias material reveals that cultural information is easier to retrieve if it is part of learners' experiences. Cultural information is already stored in learners' minds. Cultural information shares a context among learners and with the help of that context retrieving or recalling information becomes easier for learners..

Memory with regard to information is further divided into two categories; short-term memory and long-term memory . Cowan (2008) explains short-term memory as "the faculty of the human mind that can hold limited amount of information temporarily, whereas long-term memory is a vast store of knowledge and a record of prior events" (Cowan, 2008, p. 2). Botvinick and Plaut (2006) through their research on memory, relate "the record of prior knowledge' or context-based information with long-term memory" (Botvinick and Plaut, 2006, p. 203). Context-based information is related to culture and culture-based information is then part of long-term memory.

According to Scott and Schoenberg (2010), "the simple act of rehearsal facilitates transfer to long-term memory but the emotional strength of material also facilitates con-

solidation. Material associated with emotional experiences (positive or negative) is more easily encoded and facilitates retrieval” (Scott and Schoenberg, 2010, p. 181). Scott and Schoenberg, present a model concerning rehearsal and its transfer to long-term memory as shown in figure 2.3.

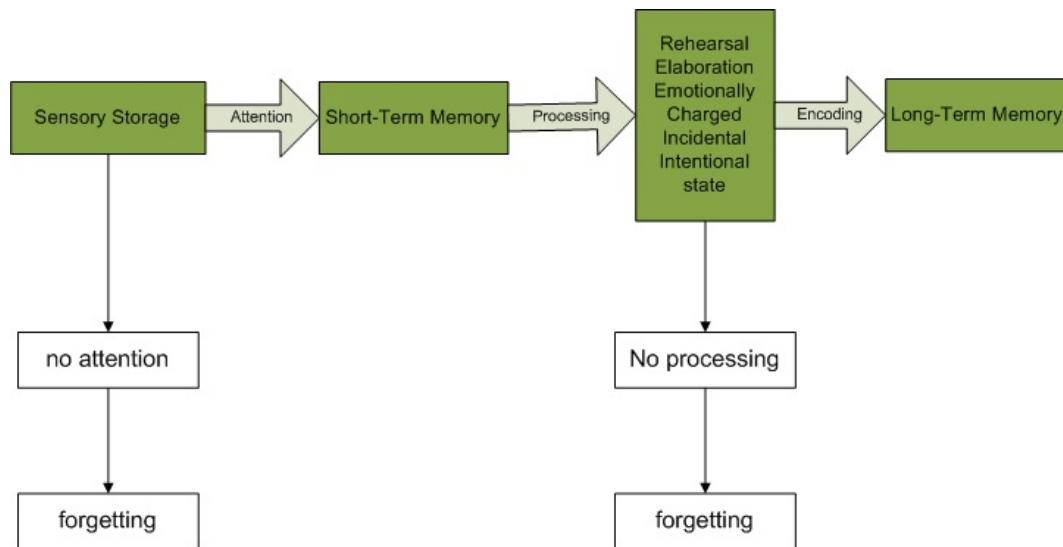


Figure 2.3: Stages of Memory (Scott and Schoenberg, 2010, p. 182)

According to Nishida (1999), “When people interact with members of the same culture in certain situations or they talk about certain information for a number of times, schemas are generated and stored in their long term memory ” (Nishida, 1999, p. 763). Yang (2010) relates cultural schema (see section 2.2.2 Cultural Schema) with long term memory. According to him, “Cultural schema is a cognitive construct which allows for the organization of information in long-term memory. It is also termed as culture background knowledge” (Yang, 2010, p. 175).

The discussion about retrieving of information and its relation to long-term memory and culture will be valuable for the analysis of data concerning the present study. It also

helps to relate the learners' background knowledge with long-term memory.

Synthesis

- ❶ Memory is the storage of information in the human mind.
- ❷ The information that stays for a temporary period of time is called short-term memory.
- ❸ Long-term memory is referred to the storage of information for a longer period of time.
- ❹ Cultural information is part of long-term memory as it remains in the mind for a long period of time.
- ❺ Cultural information is retrievable from memory. Learners can retrieve and recall it.

2.2.5 Culture and Identity

“Identity construction occurs through the identification by the individual with particular subject position with discourses. Taking this position, identity reflects on individual relationship with the external environment and is regarded as multiple and fluid, constructed through the recurrent interactions between the individual and the social” (Weedon, 1997, p. 21).

“Cultural identity is often defined in terms of differences, or what it is not, in terms of shared characteristics”(Baker, 2009, p. 61). According to Luk and Lin (2006), “Identities are not pre-decided, fixed and static but are highly fluid sometimes incoherent, multiple and conflicting” (Luk and Lin, 2006, p. 50). Baker (2009) favors the same idea as

“identities are changeable and always in formation rather than inherited or static” (Baker, 2009, p. 61). Identity has a relation with language learning. Gao et al. (2002), working on learners’ identity construction explain that EFL learning is the “part and parcel of students’ self-identity construction” (Gao et al., 2002, p. 115). According to Weedon (1997), “Language is the place where actual and possible forms of social organization, and their likely social and political consequences are defined and contested (p. 21).

Researchers (Arnett, 2002; Kramsch and Andersen, 1999; Norton and Kamal, 2003; Ryan, 2009) suggest L2 learners have both local and global identities. According to Arnett (2002), “In addition to their local identity, young people should develop a global identity that gives them a sense of belonging to a worldwide culture and includes an awareness of the events, practices, styles and information that is part of the global culture” (p. 777). Similarly, according to Kramsch (1999), “The global spread of English challenges learners to develop both a global and local voice” (Kramsch and Andersen, 1999, p. 131). The concept of bicultural identity supports cross-cultural learning for L2 learners, where similarities and differences contain bicultural knowledge. Ryan (2009), working on L2 learners’ identities who learn a second language in their home country explains:

Conflicts and contradictions are essential to the very nature of social identity. There may be potential for conflict, where there is significant divergence between the local values and those linked to the global culture or in situations where there is an apparent contradiction between an individual’ own sense of identity and an identity externally specified for that individual” (p. 32).

Gu (2010), working on the construction of EFL learners’ identity and its relationship to contextual and social influences presents a model as shown in figure 2.4.

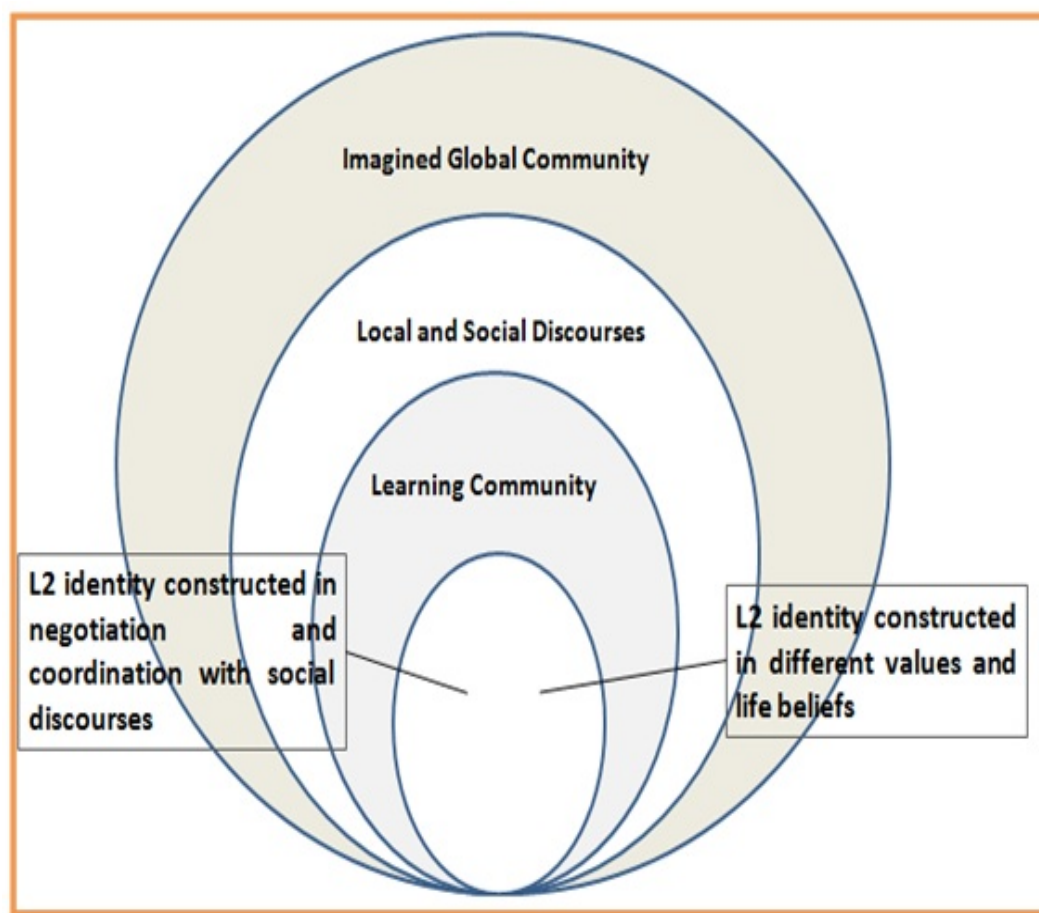


Figure 2.4: L2 Learners' Identity and Context

According to Gu (2010), the three layers of contexts as shown in figure 2.4 “interact with the individual English language learners in a simultaneous and interrelated way” (p. 149). Referring to L2 learners who learn a second language in their home country, the concept of imagined global community is important, which has been shown as external layer in figure 2.4. “Imagined community is a concept of reaching out of one’s immediate environment and experience” (Ryan, 2009, p. 33). Kanno and Norton (2003) explain imagined communities as “groups of people not immediately accessible with whom we connect through power of imagination” (p. 1). Jenkins (2007) in this respect proposes the idea of “negotiated identities” (Jenkins, 2007, p. 230). Her research on identity that

includes a number of participants from Asian countries reveals that English language teachers' and learners' identities in expanding circles (see figure 2.14) are often in conflict with or contradict the native speaker norms and L1 norms (Jenkins, 2007, p. 230). Her concept of "negotiated identities" is similar to Kramsch and Widdowson (1998) idea of "third place" in second language learning.

The relationship between identity and culture is important as "recent second language research on identity is seen as socio-culturally constructed" (Norton, 2006, p. 2). Identity can be discussed in relation to multiple factors such as power, social and religious values, which are part of culture. The discussion concerning identity is useful as it will be discussed in the analysis section of the present study with respect to L2 learning and teaching in Pakistan.

Synthesis

- ❶ Identity construction occurs through the identification by the individual with particular subject position with discourses. Taking this position, identity reflects on individual relationship with the external environment.
- ❷ Cultural identity is often defined in terms of differences, or what it is not, in terms of shared characteristics.
- ❸ Identities are not pre-decided, fixed and static but are highly fluid sometimes incoherent, multiple and conflicting.
- ❹ Researchers (Arnett, 2002; Kramsch and Andersen, 1999; Norton and Kamal, 2003; Ryan, 2009) suggest L2 learners have both local and global identities.

2.2.6 Cultural Awareness

The concept of cultural awareness is of high importance in the context of L2 learning in Pakistan. The process of cultural awareness is quite different from the process of cultural exposure. Cultural exposure is related to experiencing another culture through direct interaction with the members of another culture. In the case of second language learning in Pakistan, it is the cultural awareness that is central because cultural awareness enables learners to negotiate culturally based meanings and to be aware of them when communicating with the members of other cultures.

At the most basic level, cultural awareness is defined as “a conscious understanding of the role of culture [that] culture plays in language learning and communication (in both first and foreign language)” (Baker, 2009, p. 71). According to Tomlinson and Masuhara (2004) cultural awareness is “the information about the characteristics of other people’s cultures, perceptions of our own culture and people’s culture” (p. 6).

Cultural awareness also enables learners to have cultural tolerance. “Tolerance is one’s willingness to accept individuals or groups that are culturally or racially different from oneself” (Berry and Kalin, 1997, p. 242). According to Tomlinson (2001), “Cultural awareness involves a gradually developing the inner sense of the equality of cultures both connect and differ. Such awareness can broaden the mind, increase the tolerance, and facilitates international communication” (p. 5).

(Baker, 2009) explaining the disadvantage of the lack of cultural awareness views:

Language without cultural awareness is taught as a code that is removed from the original culturally based meanings of the language and simply overlaid on to the meanings of

learners' first language culture" (Baker, 2009, p. 69).

In this situation, L2 learners are compelled to renegotiate the meaning when communicating with learners from other cultures. This results in communication gap because of lack of cultural awareness.

Tomlinson and Stempleski (1993) point out three elements of cultural awareness which are as follows:

1. Awareness of our own culturally induced behavior
2. Awareness of others' culturally induced behavior
3. The ability to explain cultural perspective (Tomlinson and Stempleski, 1993, p. 5)

According to the above-mentioned points, cultural awareness starts through awareness of learners' first cultural values. Then, learners are able to get awareness about other cultures. In this sense, it is a cross-cultural approach where awareness of learners' first culture leads them to awareness about other cultures.

The process of cultural awareness has been discussed by many researchers (Baker, 2009; Byram, 1997; Guilherme, 2002; Tomlinson and Masuhara, 2004; Tomlinson and Stempleski, 1993). The present study includes Baker (2009)'s model of cultural awareness shown in figure 2.5 because some aspects of this model seem related to L2 learning context in Pakistan.

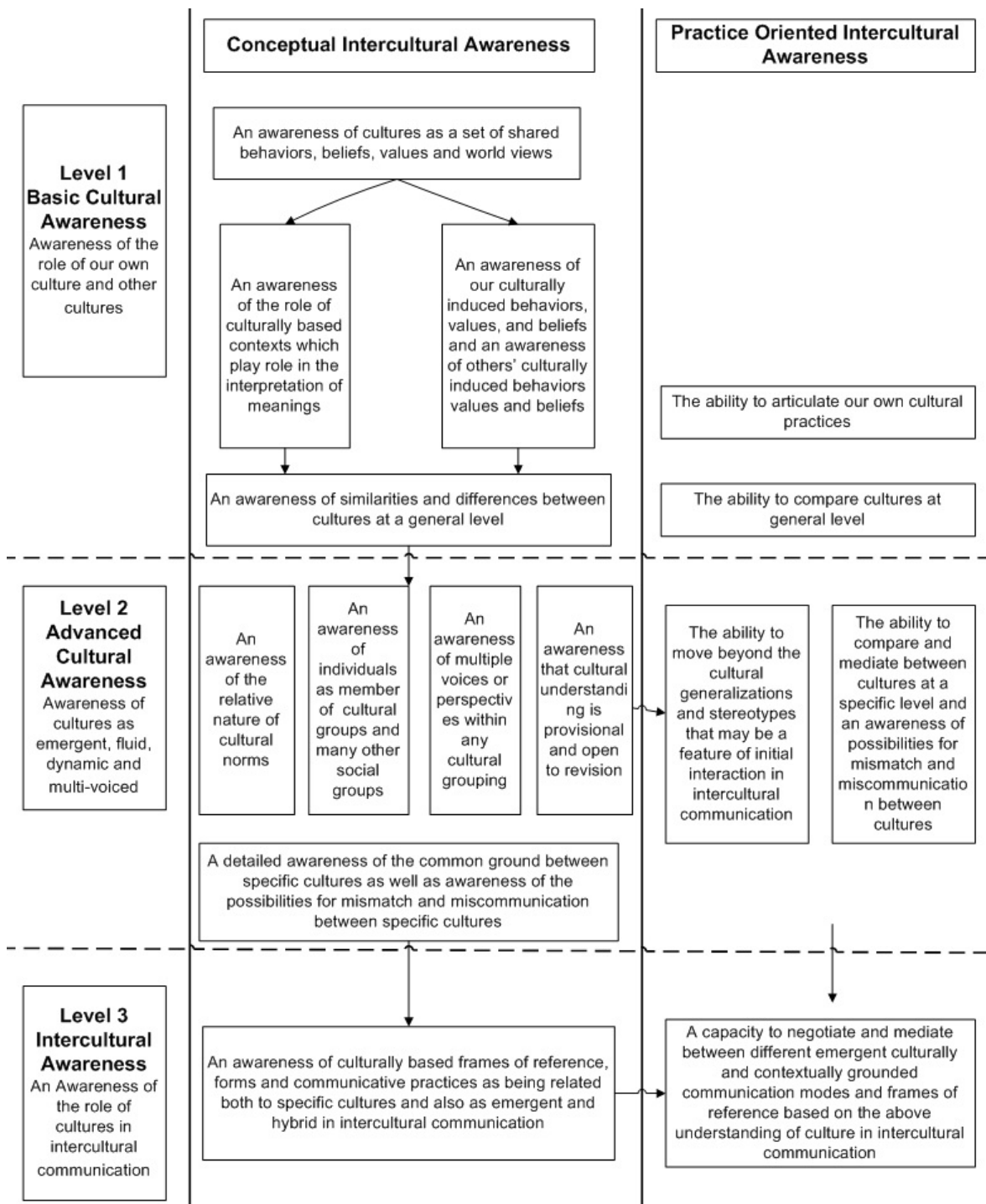


Figure 2.5: Baker Model of Cultural Awareness (Baker, 2009, p. 197)

The above model is basically consisted of three layers that start from basic cultural awareness to advanced cultural awareness and then ends with intercultural awareness.

Once learners are aware of how culture works in a language learning process, they can further develop their understanding of a culture in which they are interested. Altay (2005) based on his research findings presents some of the objectives of the cultural awareness. According to him L2 learning and teaching should ensure that:

1. They understand that people act the way they do because they are using options society allows for satisfying basic psychological needs
2. They understand that such social variables as age, sex, social class and place of residence affect the way people speak and behave.
3. They can demonstrate how people conventionally act in the most common mundane and crisis situations in the target culture.
4. They are aware that culturally conditioned images are associated with even the most common target words and phrases.
5. They have developed the skills needed to locate and to organize material about the target culture from the library, mass media and personal observation.
6. They possess intellectual curiosity about the target culture and empathy toward its people. (Altay, 2005, p. 173)

According to Baker (2009)'s model (see figure 2.5) cultural awareness leads further to intercultural awareness where learners can mediate between cultures. Bredella (2003) describes the characteristics of intercultural awareness as:

1. Being intercultural means to reconstruct others' frame of reference and see things through their eyes.
2. Being intercultural means to enhance self-awareness as cultural beings.
3. Being intercultural means to be able to accept the others' beliefs and values, even if one cannot approve of them. Therefore tolerance plays an important role in the intercultural experience.
4. Being intercultural is based on a concept of culture which does not determine the individuals' behavior but enables them to mediate between contradictory values and to pursue their interests.
5. Being intercultural comprises both involvement and the reflection on this involvement.
6. Being intercultural means to be aware of disquieting tensions in the intercultural experience. One must recognize the other culture in difference. There are no absolute beliefs and values. (Bredella, 2003, p.237)

The discussion concerning cultural awareness is useful in the context of L2 learning in Pakistan as it is important for learners to know how a culture functions with respect to a language. It also helps learners to negotiate culturally-based ideas when communicating with people from other cultures.

Synthesis

- ❶ At the most basic level, cultural awareness is defined as a conscious understanding of the role that culture plays in language learning and communication (in both first and foreign language).
- ❷ Cultural awareness involves a gradually developing inner sense of the equality of cultures. Such awareness can broaden the mind, increase the tolerance, and facilitates international communication.
- ❸ The knowledge of cultural awareness results in intercultural awareness where learners can mediate between cultures.

2.2.7 Native Speakers and Non-Native Speakers of English

The concept of native and non-native English speaker is important in regard of the present study as the present study will refer to both these terms time and again in the following chapters. The discussion in this section will start with the difference between native speaker and non-native speakers of English and then it will discuss learners' and teachers' views concerning native and non-native teachers of English.

Cook (1999) defines a native speaker as “an individual who is a native speaker of L1 learnt in childhood” (Cook, 1999, p. 186). Medgyes (2001) defines a native speaker in detail as “the native speakerhood is an intricate concept, which includes birth, education, the environment in which the individual is exposed to English, the sequence in which languages are learnt, levels of proficiency, cultural affiliation, and self-identification” (p. 433). Moreover a native speaker possesses “(a) subconscious knowledge of rules, (b) an

intuitive grasp of meanings, (c) the ability to communicate within social settings, (d) a range of language skills, and (e) creativity of language use” (Cook, 1999, p. 186). On the other hand, the term L2 refers to someone who is using or learning a second language.

The concept of native speakers and non-native speakers of English becomes important when is seen in the context of language teaching. Medgyes (2001) defines NNESTs as:

1. For whom, English is a second or foreign language
2. Who works in an EFL/ESL environment
3. Who speaks the same native language as his or her students.

Although the above definition applies to a much smaller group of non-native teachers, but it represents well the NNESTs in Pakistan. Chiba and Matsuura (2004)’s research concerning Japanese language learning context reveals that NESTs and NNESTs differ in their ideas about teaching methods, topics as well as the perceptions of the communication. Timmis (2002) survey drew almost 600 responses including the language teachers and the learners from Pakistan and revealed that “teachers opt for native-speaker competence in both formal and informal language” (Timmis, 2002, p. 248). Cook (1999, p. 196)’s research similarly concludes that it is the L2 users themselves who want to be like the native speakers of English.

On the other hand, Medgyes (2001, pp. 436-439) research based on a survey reveals the following advantages of NNESTs:

1. NNESTs have more information on the basis of language awareness and pedagogic skills.

2. NNESTs are more insightful of internal mechanism directing language.
3. NNESTs also accumulate knowledge through their own experiences of learning a language.
4. NNESTs are more perceptive of language difficulties based on their shared knowledge of language learning context with L2 learners.
5. NNESTs, because of their familiarity with the teaching and learning context, are in a position to set realistic aims for students as they are more aware of the constraints of the national curriculum and teaching materials available.

Medgyes (2001, p. 439)'s research based on NESTs and NNESTs concludes that each group has its own strengths and weaknesses, and an organized collaboration is a way to benefit from each other.

It is important to highlight the situation concerning the language context in Pakistan. The ratio of NESTs is very low as compared to the NNESTs. It will be discussed in detail in the analysis section (see section 5.3 Cultural Influence). Moreover, the language teachers and the learners share the same cultural values in Pakistan. Therefore the language teachers in Pakistan have the advantage of having developed adequate pedagogic skills because of their own language learning experience.

Synthesis

- ❶ A native speaker is the one who learns language in childhood. A native language is referred to as L1. It also includes birth, education, and environment in which individual is exposed to English, and cultural affiliation.
- ❷ A non-native speaker is an individual, who learns a language in his post childhood stage of life. It involves a conscious learning of a language.

- ③ NESTs and NNESTs have their own strengths and weaknesses with respect to their experience and language learning context.
- ④ A collaborative teaching consisting of NESTs and NNESTs is a way to share the experience of both groups with each other.

2.2.8 The Target Language Culture and Learners' Native Culture

The discussion concerning the target language culture and learners' native culture is aimed to clarify the different aspects of culture, associated with L2 learning.

Before going into the details concerning the target language culture and learners' native culture, it is important to define culture in the context of L2 learning.

“Culture is a framework of assumptions, ideas, and beliefs that are used to interpret other people’s actions words, and patterns of thinking. It is important for language learners to become aware of these differing cultural frameworks, both of their own and those of others, otherwise they will use their own cultural system to interpret the target language messages” (Cortazzi and Jin, 1999, p. 197)

The target language culture refers to cultural values related to English-speaking cultures. These English-speaking cultures have been termed as ‘inner-circle’ through Kachru (2006)’s concentric model of English (see figure 2.14, Kachru’s Concentric Model of English). On the other hand, learners’ native culture has an influence on learners’ attitudes, beliefs, and patterns of thinking. The role of learners’ native culture depends upon the language learning context. Its influence is higher when L2 learners learn English in their home countries such as English language learning in Pakistan. According to Clouet (2005,

p. 55), “Influence of the host culture comes from the status of the host language in a definite country. The affective link between the learner and the language being learnt can affect the way the other culture is perceived”. Both types of culture play their role in learning a second language.

There are different views concerning culture and language learning concerning the target language culture and learners’ native culture. The first view states that culture and language are interrelated, and culture should be taught along with English so that learners can communicate successfully with the members of other cultures (Byram, 1997; Byram and Morgan, 1994; Kramsch, 2000; Kramsch and Widdowson, 1998). The second view states that the teaching and learning of English should focus on learners’ native culture in a language learning context where English is an institutionalized variety. According to them English should be taught for instrumental purposes or for getting jobs and higher education (Alptekin, 1993, 2002; Canagarajah, 1999; Kachru, 1998, 2006; Kachru and Smith, 2008).

Cortazzi and Jin (1999, p. 197) explain three main aims of introducing the target language culture.

1. The development of communicative competence for use in situations the learners might expect to encounter
2. The development of an awareness of the nature of language and language learning
3. The development of an insight into the foreign culture and positive attitudes towards foreign people

The other aspect where culture is deeply involved in second language leaning is related

to teachers and textbook authors. Their awareness and experience of the target language culture plays a role in L2 learning. Bolitho (2012) explains the influence of culture on language learning as:

Classroom teaching, textbook and curriculum writing, and examination procedures are in a sense a manifestation of the values, attitudes, beliefs, theories, and experience of those who design and deliver these behaviors and artifacts (Bolitho, 2012, p. 41).

Zikri (2010, p. 205) investigating about a language curriculum project by the British Council in Egypt explains that the lack of cultural interaction between expatriates and the host culture happens to be one of the reasons for curriculum failure. According to Cortazzi and Jin (1999) the language curriculum on the basis of content can be divided into three types. These three types have been illustrated in figure 2.6.

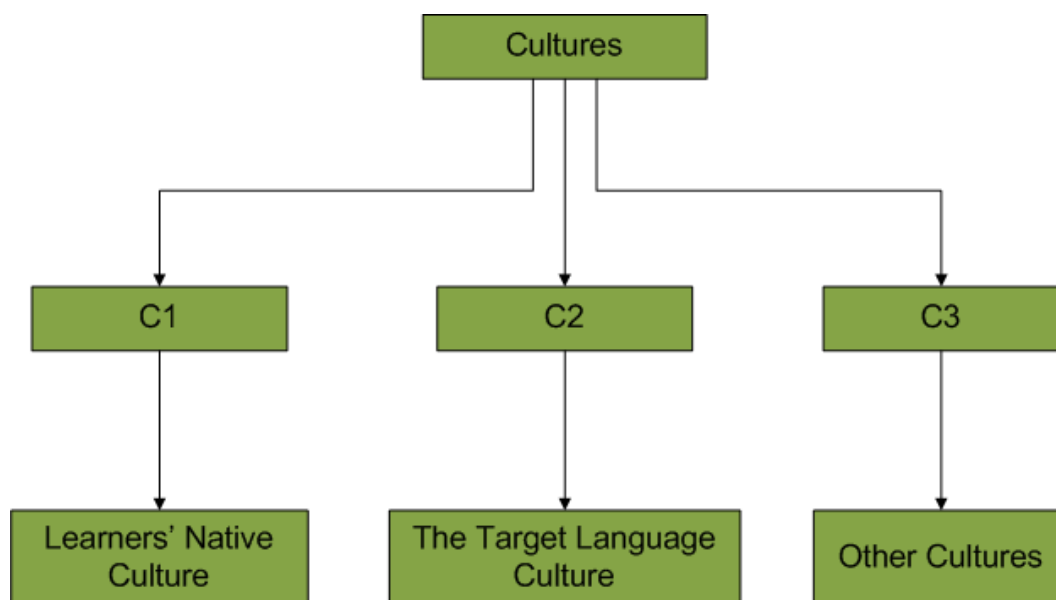


Figure 2.6: Cultural Content on the Basis of Different Types (Cortazzi and Jin, 1999, p. 204)

In figure 2.6 C1 refers to learners' native culture, C2 refers to the target language culture, and C3 refers to other cultures presented in textbooks for learners' information.

Apart from the language curriculum, teachers are one of the important factors, who play their role in cultural awareness. Teachers' awareness of the target language culture is an essential aspect for cross cultural learning. Kramsch (2000, pp. 205-206) suggests the following four aspects in order to introduce the target language culture.

1. Establishing a sphere of interculturality (between the target language culture and learners' native culture).
2. Going beyond the presentation of cultural facts and moving toward a process of understanding foreignness.
3. Teaching culture as difference (regarding aspects like age, race, gender, social class).
4. Teachers need to have some understanding of a wider range of subjects such as sociology, ethnography, and sociolinguistics.

Clouet (2005, p. 58) investigating teachers' position between the learners' native culture and the target language culture recommends language teachers who can mediate between cultures. Medgyes (1999) views bicultural teachers more suitable than a monolingual/monocultural speaker.

Keeping in view the language learning context in Pakistan, where the L2 learners have less opportunities to communicate with the native speaker of the target language and to

experience the target language culture, the teachers' bicultural experience can make the learners aware of the target language culture vis-a vis their own cultural values. To mediate between the target language culture and the learners' native culture, the teachers' experience of the target language culture is of central importance in Pakistan.

Synthesis

- ❶ The target language culture refers to cultural values related to English-speaking cultures.
- ❷ Learners' native culture refers to their first language culture, which has an influence on learners' attitudes, beliefs, and patterns of thinking.
- ❸ The target language culture and learners' native culture determine the learners' interest in a language curriculum.
- ❹ Teachers' bicultural experience of the target language culture and learners' native culture is of central importance to teach culture and language.

2.3 Formal Contexts and Informal Contexts

In this part I shall discuss the relationship between context and culture. This part of the review of literature is related to my first research question, which states:

Does the role of culture vary with respect to formal and informal contexts in second language learning in Pakistan?

This theoretical part will discuss two types of learning contexts and their relationship to culture. Formal contexts refer to instructed language learning which takes place inside

the classroom whereas informal contexts are concerned with the social factors that play a role in learning a second language outside the classroom. The language-learning contexts have been summed up in figure 2.7.

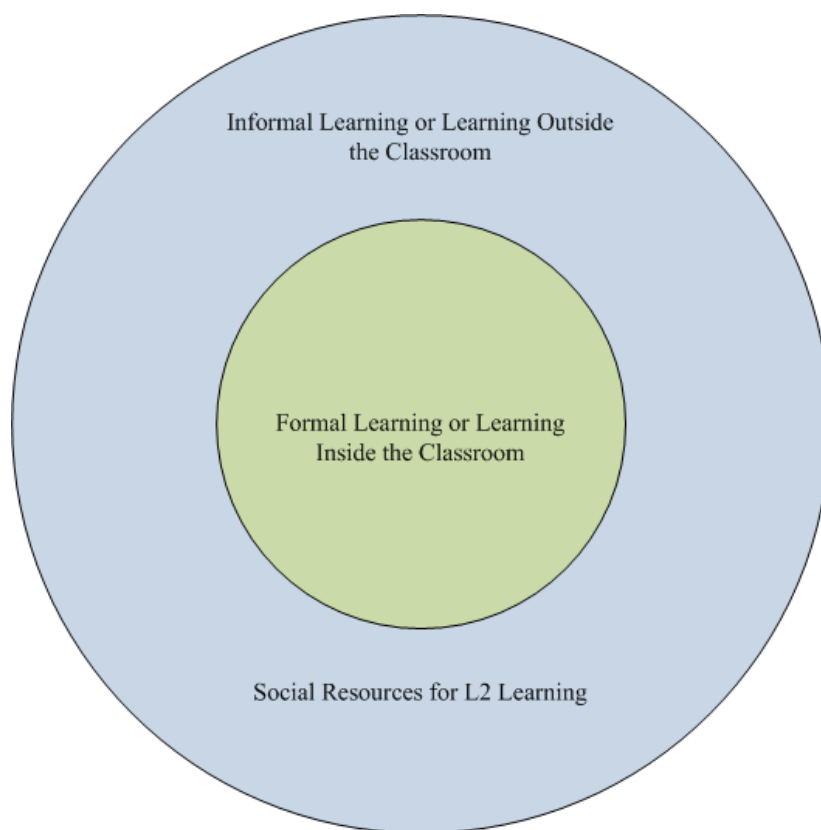


Figure 2.7: Formal Contexts and Informal Contexts of L2 Learning

Figure 2.7 shows that formal language learning refers to L2 learning that takes place inside the classroom, whereas informal learning is related to language learning outside the classroom. Informal language learning is linked to social learning. The difference between formal language learning and informal language learning will be explained in section 2.3.1.

2.3.1 The Difference Between Formal and Informal Learning

Ellis (1990) defines formal learning and informal learning as “ a kind of studial activity

on the part of learner-for example an attempt to learn about the language by obtaining information about explicit rules of grammar. Informal learning takes place through observation and direct participation in the communication-learning is a process of discovery, which takes place spontaneously and automatically providing certain conditions” (Ellis, 1990, p. 2). It is better to describe here the different terms which are used with respect to formal and informal learning. Formal learning is referred to as ‘instructed learning’ or ‘classroom learning’, whereas informal learning is referred to as ‘naturalistic learning’ or ‘social learning’.

To Ellis (1990), the main distinction between formal and informal learning is due to the ‘domain factor’. A domain is a set of factors that affect the way a language is used. “The domains of formal setting and informal setting can be distinguished with respect to such factors as location, participants, topics and purposes” (Ellis, 1990, p. 2). Based on domain, language learning in formal settings (i.e. classroom setting) possesses a limited range of location, participants, topics. Informal learning is characterized by a greater range of settings, participants, topics and purposes.

Colardyn and Bjornavold (2004) define formal language learning as “learning that occurs within an organized and structured context, and that is designed as learning. It may lead to a formal recognition (diploma, certificate). Formal learning is intentional from the learner’s perspective” (Colardyn and Bjornavold, 2004, p. 71). They also define informal learning as “learning resulting from daily life activities related to work, family, or leisure. It is often referred to as experiential learning and can to a certain degree be understood as accidental learning. It is not structured in terms of learning objectives, learning time and/or learning support. Typically, it does not lead to certification. Informal learning may be intentional but in most cases, it is non-intentional” (Colardyn and Bjornavold, 2004, p. 71). Eaton and Ainsworth (2010) favor the same concept by describing formal

learning as:

1. Learning that takes place in an organized manner, often following a curriculum or program.
2. Learning is often lead by experts and trained professionals (e.g. teachers).
3. Learning is recorded or grades or credit are granted.

and by describing informal learning as:

1. Learning that does not take place in a formal setting. Informal learning can happen any time, any place.
2. Learning that is likely to be spontaneous (Eaton and Ainsworth, 2010, p. 11-13).

Batstone (2002) describes formal and informal contexts as ‘learning contexts’ and ‘communicative contexts’. For Collentine and Freed (2004) “Learning contexts facilitate input and learners’ output normally with the help of an organizer or teacher so that they can attend to form and take risks toward the ultimate goal of improving linguistic expertise. On the other hand, communicative contexts require that the learners use L2 as a tool for exchanging information and participating in social and interpersonal functions” (Collentine and Freed, 2004, p. 155).

Formal learning/instructed learning is believed to occur in the classroom and informal learning/naturalistic learning is related with a natural environment. However, it is difficult to separate one from the other on the basis of different settings. “The classroom learning can involve informal learning-for example when learners have opportunity to engage in meaning focused communication. Similarly, naturalistic learning can involve formal learning when a learners asks a question about a linguistic form in the middle of a conversation” (Ellis, 1990). However, classroom learning affords more opportunities for

formal learning and naturalistic learning provides more opportunities for informal learning. Both formal and informal settings play a role in learning a second language.

Synthesis

- ❶ Formal language learning contexts refer to instructed language learning or classroom learning. The learning in formal contexts takes place through instructions.
- ❷ Informal language learning contexts refer to learning through social interaction, which happens outside the classroom learning. It takes place through observation and direct communication.
- ❸ Formal and informal learning contexts are characterized with respects to domain factor (such as location, participants, topics and purpose). The domain factor in the case of formal contexts is limited as compared to informal contexts.

2.3.2 Formal Contexts

Both formal and informal contexts are influenced by culture. In relation to the effect of culture over formal contexts, Kramsch (2004)'s research, focusing on Vygotsky's semiotic analysis, suggests that "a learning context repertoire (e.g. topics, interactional conventions, written and oral genres or a context to which a lesson is or is not teacher fronted) provides the most salient data points to understand the effects of socio-cultural variables on SLA" (Kramsch, 2004, p. 111). According to Chang (2002), "The L2 classroom context can be constructed as a place of cultural intersection, where learners can explore multiple cultural and linguistic perspectives, gaining new perspectives into cultural selves, building knowledge about others, and developing culture-and-language learning strategies" (Chang, 2002, p. 2).

Ellis (2005, pp. 2-12) defines some principles for instructed language learning. These principles provide information about language learning in the classroom, and also suggest ways to develop instructed language learning.

- ❶ Instructions need to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence.
- ❷ Instructions need to ensure that learners focus predominantly on meaning (pragmatic meaning, i.e. the highly contextualized meanings that arise in acts of communication).
- ❸ Instructions need to ensure that learners also 'focus on form' (form-function mapping, i.e. the correlation between a particular form and the meaning(s) in the communication, i.e. awareness of underlying abstract rules).
- ❹ Instructions need to be predominantly directed at developing implicit knowledge of the L2 while not neglecting explicit knowledge.
- ❺ Instructions need to take into account the learners' 'built-in syllabus'.
- ❻ Successful instructed language learning also requires extensive L2 input.
- ❼ Successful instructed language learning also requires opportunities for output.
- ❽ The opportunity to interact in L2 is central to developing L2 proficiency.
- ❾ Instruction needs to take into account the individual differences in learners.
- ❿ In assessing learners' L2 proficiency, it is important to examine free as well as controlled production (Ellis, 2005, pp. 2-12).

The above-mentioned principles explain the aspects of classroom learning and teaching. In fact, most of these aspects are related to the socio-cultural aspect of language teaching. Every aspect of language learning whether instructed or informal brings an awareness of language use within a specific situation. In other words, awareness of socio-cultural aspects is necessary for language competence. Cook (2001) views every aspect of language related to a situation.

To teach an appropriate speech style for a given speech event, it is necessary to teach students a range of co-occurring contextualization clues that constitute the speech style. Furthermore, it is important to instruct students to pay attention to the relationship between linguistic form, its social meaning, and the social context in which that particular meaning is foregrounded, [...] only when students are told to pay attention to these forms; they may recognize the social meanings (Cook, 2001, pp. 100-101).

According to Ellis (2005), the process of language learning can be seen in the perspective of ‘extensive input and extensive output’, which involves language exposure that is also linked to cultural awareness.

In a second language learning context (such as ESL learners in the UK or the US), learners can be expected to gain access to plentiful input outside the classroom. [...] In a foreign language learning context (as when French and Japanese is taught in schools in the UK or the US), there are fewer opportunities for extensive output. (Ellis, 2005, p. 8)

Similarly, in a second language learning context (such as the ESL learning in Pakistan), where the learners’ first culture is dominant outside the classroom, the learners have fewer opportunities for extensive input and extensive output. Hence, it becomes a great task for second language learners to be aware of social meaning and social context

of the target language aspects.

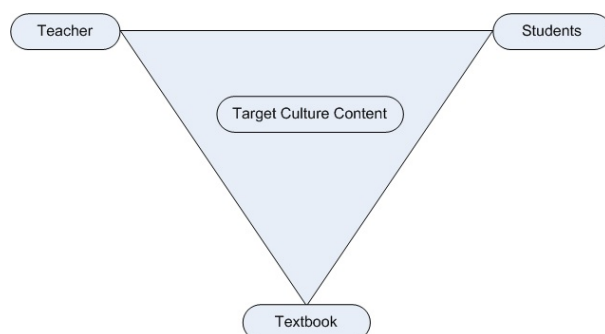
Another aspect of the relationship between culture and formal language learning is related to the cultural background to which learners, teachers, and textbook authors belong. Formal language learning is also influenced by culture in the sense that learners, teachers and textbook authors share similar or different cultural values. Cortazzi and Jin (1999), discuss three main aspects, which are related to culture in the perspective of formal language learning.

❶ Learners

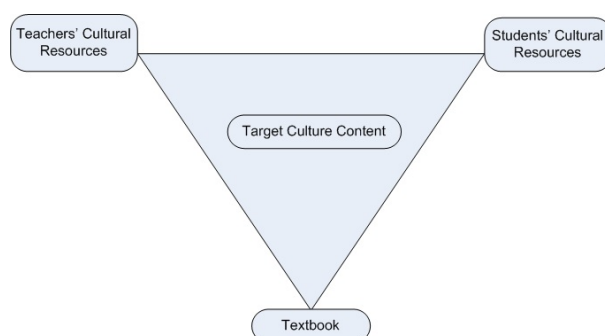
❷ Teachers

❸ Textbook Authors (Cortazzi and Jin, 1999, p. 196-219)

According to them, language learning contexts differ with respect to these three aspects in different countries. In some language learning contexts, teachers and learners share the same cultural values. However, textbook authors belong to the target language culture. The situation is similar for L2 learning in Pakistan, where learners and teachers share the same cultural values. However, ESL textbook authors belong to the target language culture. All these aspects are related with formal language learning. Cortazzi and Jin (1999)' model of culture and language teaching with regards to formal language learning has been summed up in figure 2.8.



(a) A Three Party Dialogue with Culture Content



(b) Teachers' and Students' Cultural Resources

Figure 2.8: A Model of Cultural Teaching With Respect to Formal Language Learning (Cortazzi and Jin, 1999, p. 211)

Figure 2.8a shows the factors that are involved in culture and language learning in formal contexts. Figure 2.8b is related to the fact that teachers and learners bring their own cultural resources to the classroom context, when teachers and learners share the same cultural values as compared to the textbook authors. Referring to figure 2.8b, Cortazzi and Jin (1999) explain, “If learners and teachers do not have much knowledge of the target language culture, they bring their own cultural resources. These resources are based on their understanding of their source culture (first language culture)” (Cortazzi and Jin, 1999, p. 211).

The discussion concerning different aspects of formal language learning in relation to culture is helpful as it is related to the analysis concerning formal language learning in Pakistan (see section 4.4)

Synthesis

- ❶ Formal language-learning contexts cover a wide range of L2 learning aspects. Formulaic expressions, rule-based competence, awareness of underlying abstract rules, extensive L2 input, extensive L2 output, are some of the aspects concerning formal contexts.
- ❷ Formal language learning is also influenced by culture as every aspect of language is related to a situation, which is directly or indirectly linked to culture.
- ❸ Formal language learning is also influenced by culture from the perspective of learners, teachers and authors' affiliation with a culture.

2.3.3 Informal Contexts

The informal contexts refer to social contexts, which cover a wide range of social interaction among L2 learners. Interactions through informal contexts demand observation and participation on the part of learners. The following two theories are important from the perspective of informal contexts.

- Complex Adaptive System
- Cultural Cognition

2.3.3.1 Complex Adaptive System

In this section, we will explain how relationships between parts or agents give rise to the collective behavior of a system or group (Sharifian, 2009). The learners' language development is not limited to a fixed set of grammatical rules rather it is dynamic from the perspective of the relationship between language and culture. One example of language being dynamic is presented through complex adaptive system (Beckner et al., 2009). This system explains the relationship between language and social factors. Complex adaptive

system (CAS) involves the following features.

- The system consists of multiple agents (the speakers in a speech community) interacting with one another.
- The system is adaptive, i.e. speakers' behavior is based on their past interactions, and current and past interactions together feed forward into future behavior.
- A speaker's behavior is the consequence of competing factors ranging from perceptual mechanics to social motivations.
- The structure of language emerges from interrelated patterns of experience, social interaction, and cognitive process.

(Beckner et al., 2009, p. 2)

The complex adaptive system (CAS) is significant from the perspective of the present study because it discusses the multiple agents or sources, which a learner comes across in a community. L2 learners in Pakistan learn a second language in their first language socio-cultural environment, where the agents or the sources for communication in second language belong to the learners' first culture.

The Complex adaptive system is about the speaker's behavior, i.e. the speaker's behavior is based on his/her past interactions, and current and past interactions together feed for future interactions. The speaker's past, present and future interactions are related to the social and cultural factors that are familiar to the speakers who interact with one another. The learners, on the basis of shared social and cultural values, are able to relate their actions, which are part of their past and present. The L2 learners' native culture influences their social interaction when they learn a second language in

their home country. As a result, L2 learners develop a ‘new cultural identity’ (see section 2.2.5 Culture and Identity) which is different from the target language speakers and is referred to as ‘third place’ (Kramsch, 2000).

The last aspect of the complex adaptive system is about the structures of language, which states that the learners’ structures of language emerge from interrelated patterns of experience, social interactions and cognitive process. When a language is owned by a society that has its own distinct culture, then due to the interrelated patterns of experience, social interaction, cognitive process, changes emerge at the level of social interaction and cognition with respect to its speakers.

The complex adaptive system in general discusses the relationship between social agents that play a part in the social interaction and communication that take place in social settings. The other aspect linked to social interaction is cultural cognition, which has been discussed in detail in section 2.3.3.2.

2.3.3.2 Cultural Cognition

Cultural cognition is the particular form of group level or collective cognition “that emerges from the interactions between the members of a cultural group across time and space”(Sharifian, 2008, p. 5). Sharifian terms cultural cognition as the form of ‘distributed cognition’ in the sense that cognitive structures whose interactions lead to emergent properties are distributed across the minds of the members in a cultural group.

Cultural cognition is also termed as emergent and dynamic; hence, it changes and evolves across time and space. Sharifian (2008, p. 4) notes that “members of a cultural group negotiate and renegotiate their cultural cognition across generations vertically and

horizontally, through a multitude of communicative events”.

The other characteristic of cultural cognition is of cause and effect. A cause is a process of reshaping, which an individual receives from a society or culture, whereas an effect is the change which an individual brings to others in a community. In this sense, the role of an individual is two-fold as explained by Sharifian (2008).

On the one hand an individual is the locus of cultural cognition and can have a causal role in its development, dissemination, and reinforcement. On the other hand, an individual's performance can be influenced or determined to a varying degree by cultural cognition that characterizes the cultural group. (Sharifian, 2008, p. 9)

Sharifian (2009), working on collective cognition and language, explains the reasons for its complexity. The first reason is the difficulty to determine the cultural boundaries. It is an open system. The second reason is that the members of a cultural group may not share the same cognitive process or the cognitive process of the members of a community may vary inside a culture. Therefore, cultural cognition cannot be limited to individuals. Thirdly, in today's globalised world most people move inevitably between cultural groups and internalize cultural conceptualizations from more than one group. They are an example of blended cultural cognition. Therefore, cultural cognition is ‘the constant communicative interaction between the members of a group that leads to the emergence of a collective, cultural cognition’ (Sharifian, 2009). According to Panzarasa and Jennings (2006), cultural cognition is the move from agents' cognition to a social cognitive process via social interaction. Cultural cognition involves two basic skills as explained by Panzarasa and Jennings (2006).

Firstly, the agents need 'detecting skills' to attribute mental attitudes to other lan-

guages. Secondly, they also need 'reasoning skills' to use information about other agents' mental attitudes and make predictions about those agents' further mental attitudes and behavior. For collective cognition to emerge, both these skills are needed. Agents need to believe that others believe they belong to the same cognitive network; hence they need to represent each other in cognitive terms. (Panzarasa and Jennings, 2006, p. 404)

In the same perspective Sharifian (2008) explains the influence of cultural cognition as follows:

Culture cognition is usually the basis for many aspects of our actions and behaviors in two senses: one is that our behavior, including our linguistic performance, largely derives from our cognition, and second is that we largely operate on the basis of assumptions that our interactants' behavior draws on the same cultural cognition. (Sharifian, 2008, p. 6)

The purpose of explaining culture/collective cognition is to clarify second language learning in Pakistan. The above discussion makes clear that the process of cognition takes place at the individual and collective levels. The language learners in Pakistan possess individual and collective cognition similar to their fellows because of their integration into the same culture. Their individual and collective cognition is different with respect to the target language speakers because of their affiliation to different cultures.

Synthesis

- ❶ Complex Adaptive System (CAS) explains relationship between agents that give rise to the collective behavior of a group.
- ❷ Cultural cognition emerges from the interactions between the members of a cultural

group across time and space. It is also called shared cognition.

- ③ Members of a cultural group negotiate and renegotiate their cultural cognition vertically and horizontally.
- ④ Cultural cognition possesses the property of cause and effect. Culture brings changes to individual cognition, which is an example of cause. In return, the individual brings variation to other peoples' cognition, which is an example of effect.

2.3.4 Social Resources Concerning Informal Contexts

The discussion concerning social resources involves information concerning material resources, which are used by learners outside the classroom. Tissot (2004) describing informal learning explains, "Learning resulting from daily activities related to work, family or leisure. It is not organized or structured (in terms of objectives, time or learning support). Informal learning is in most cases unintentional from the learner's perspective" (Tissot, 2004, p. 76). According to Crystal (2003), "The ways people value a language, the ways in which people come to use it, the situation in which they depend on it. The answer to these questions gives a sense of language usefulness" (Crystal, 2003, p. 77). Palfreyman (2006) through his research on social contexts reveals that 'the second language learning needs to be seen as a process occurring not simply in an individual but through the interconnected parts of class, family, social grouping' (Palfreyman, 2006, p. 353). Social resources play an important role in the second language development of L2 learners. The notion of community is of key importance as it influences the way the learners learn a second language. It has been described earlier (see section 2.3.3.2, Cultural Cognition) how learners are attached cognitively and culturally to their community. The social factors in learning a second language are important because learners spend a considerable amount of time interacting with members of their communities. According to Palfreyman (2006), L2 learning is 'understanding and practice'. Understanding involves developing

an awareness of how language works. It includes an awareness of how semantic, linguistic and social systems interact in the way language is used. On the other hand, practice is ‘applying internalized awareness of language to participating (receptively and/or productively) in communicative events’ (Palfreyman, 2006). Lantolf and Thorne (2007), redefining the socio-cultural theory in the context of L2 learning, explain that “the most important form of human cognitive activity develops through interaction within social and material environments” (Lantolf and Thorne, 2007, p. 198).

Until now, we have concentrated on the importance of social interaction, and its relationship to culture and cognition (see section 2.3.3.1 Complex Adaptive System and section 2.3.3.2). It is important to consider the mediums of social interaction used by learners in informal settings. With the passage of time, the social resources of communication have changed to some extent. Social interaction has adopted new technologies such as the use of Internet, e-mail, text messaging, television, social networks such as Facebook, and the use of electronic and print media (Collins, 2005; Liu et al., 2002; Palfreyman, 2006) . Palfreyman (2006) terms the above-mentioned resources as ‘material resources’. Kramsch and Thorne (2002)’s research on ‘global communicative technologies for second language learning’ emphasizes ‘the need to look at these digital spaces as social places. Referring to the new sources of communication(Internet, email, etc), Kramsch and Thorne (2002) term these resources as ‘a nexus of connectivity, social interaction and community building in novel formations’. Kramsch and Andersen (1999) view that multimedia technology is helpful in observing and choosing the socio-culturally relevant features of the context and putting linguistic features in order to arrive at some understanding of the language in use. The present research aims to find out the use of above social resources for L2 learning in Pakistan.

Some of the examples of material resources are mobile phones, advertisements, tele-

vision programs, language websites/online language learning, newspapers, and computer assisted programs. These material resources are linked with culture in the sense that people share their thoughts and values with other people from their culture as well as with the people from other cultures. According to Collins (2005)'s research work concerning material resources generally and mobile communication especially, mobile multimedia content can create a rich learning environment that is particularly suited to the teaching of second and foreign languages, including developing listening, speaking, and reading skills, as well as cross-cultural awareness (Collins, 2005, p. 1). Altay (2005)'s research work is based on the cultural dimension of language teaching, which investigates the source of cultural information for language teachers. The study results reveal that "cultural information concerning the target language culture comes from newspapers, magazines, radio, and television" (Altay, 2005, p. 227). Similarly Power and Shrestha (2009) link communication through material resources with the socio-cultural theory of learning. "Socio-cultural theory of learning argues that human mental functioning is fundamentally a mediated process that is organized by cultural artifacts, activities, and concepts" (Lantolf and Thorne, 2007, p. 197).

The discussion concerning social and material sources is important in the sense that the present study has investigated material resources in the form of informal learning through a quantitative study (see section 4.6 Chapter 4).

Synthesis

- ❶ Language resources that are used outside the classroom context in informal settings are referred as social resources or material resources.
- ❷ The social or material resources involve a wide range of resources such as mobile,

the Internet, TV, newspapers, computer-assisted programs, etc.

- ③ The social and material resources are helpful in observing and choosing the socio-culturally relevant features of the context.
- ④ The social and material resources are linked to culture because people share their thoughts and values with other people from their own culture as well as with the people from other cultures.

2.3.5 Vygotsky's Theory of Sociocultural Learning

Vygotsky's sociocultural theory relates to children's language development with respect to their social interaction. However, the theory is also applicable to second language learning. The present section is aimed to discuss sociocultural theory in the light of second language learning. According to Kao (2010), "Sociocultural theory offers researchers a theoretical perspective with which to examine language learning as a social practice, consider students as active participants in constructing language processes and investigate the interaction between different social factors (Kao, 2010, p. 114)." According to Zheng (2005), "Human development can not be viewed separately from the social context. Development occurs as a result of interaction between novices and experts in the environment" (Zheng, 2005, p. 120).

It is important to consider the way language development takes place with respect to SCT. According to Lantolf and Thorne (2007), "Developmental process takes place through participation in cultural, linguistic, and historically formed settings such as family life and peer group interaction, and in institutional contexts like schooling, organized sport activities, and work places" (Lantolf and Thorne, 2007, p. 197). In this way, SCT theory is concerned with both formal and informal language learning. It involves both organized learning in classroom settings as well as the social interaction that takes place

outside the classroom.

SCT is related to both formal and informal language learning as Kozulin (2003, p. 17) regards SCT as “mediation through another human being and mediation in the form of organized learning activity.” The main aspect of SCT is social learning, where others (people and materials) also play their role in the language development of a learner. Kozulin (2003, p. 35)’s research work on SCT concludes that “learning is both individual and sociocultural and the importance of understanding not just individual but also social and cultural dimensions of the learning situation that are conceptualized through the notions of psychological tools and mediation.” Vygotsky’s sociocultural theory of learning has been shown in figure 2.9.

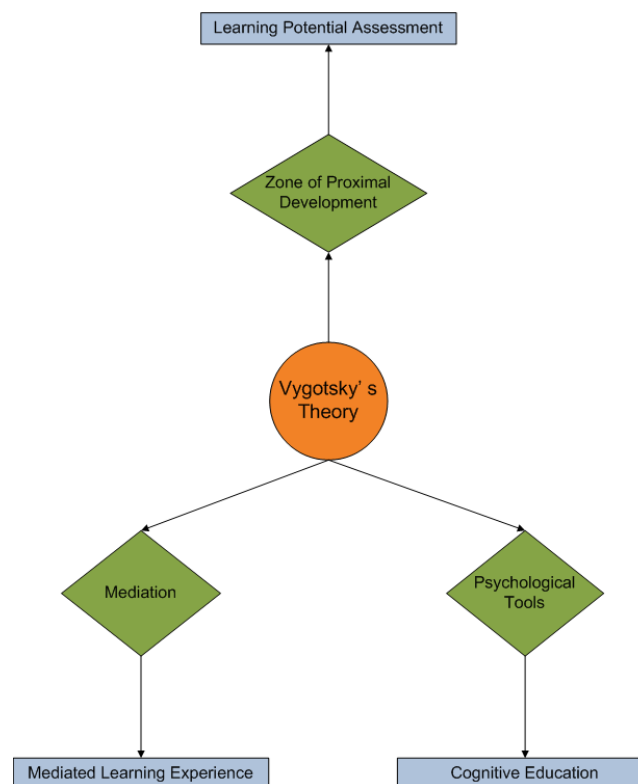


Figure 2.9: Vygotsky’s Sociocultural Theory of Learning Kozulin (2003, p. 18)

Figure 2.9 shows three main aspects of SCT. The first aspect is the ZPD, which is related to learners' potential development. The ZPD is of central importance as the other aspects are dependent on it. The second aspect is mediation. It is related to physical and symbolic tools, which are used to achieve a point in language learning. The third aspect is related to psychological tools or regulation, which takes place at two levels: the social and inner level. Therefore, sociocultural theory of second language learning relates to the following aspects.

1. Zone of Proximal Development
2. Mediation
3. Self-Regulation

2.3.5.1 Zone of Proximal Development (ZPD)

According to Lantolf and Thorne (2007, p. 208), "The ZPD is understood as the difference between what an individual can do independently and what he or she is able to do with mediation." It is important to explain the original explanation made by Vygotsky concerning the ZPD.

...the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (Vygotsky, 1978, p. 86).

Chaiklin (2003) simplifies the zone of proximal development as "an interaction on a task between a more competent person and a less competent person, such that less

competent person becomes independently proficient at what was initially a jointly accomplished task” (Chaiklin, 2003, p. 41). Therefore social interaction between a more competent learner and a less competent learner results in language development of both of them. The more competent learners is able to reinforce his existing knowledge whereas the less competent learner is able to learn new rules.

According to Kao (2010), “the interaction between people and their environments, and peers, helps activate students’ learning in the ZPD, internalizes the learning process and then eventually constructs development” (Kao, 2010, p.120). Therefore, in mediation, social factors are crucial, as these stimulate learning in the ZPD.

Mitchell and Myles (2004) focus on language learning with a socio-cultural view where social comes before individual and, then learning occurs. They explain learning as:

learning is seen as first social, then individual, first inter-mental, then intra-mental. Thus, learners are seen as active constructors of their own learning environment, which they shape through their choice of goals and operations (Mitchell and Myles, 2004, p. 221).

The ZPD has been described as a “site where language is shared and internalized through mediation” (Zheng, 2005, p. 124). In the context of SCT, Pedro and Jennifer (2003)’s model concerning cognitive socialization is helpful to understand the concept of ZPD both at individual and social level. Figure 2.10 shows Pedro’s model of development in the perspective of the ZPD.

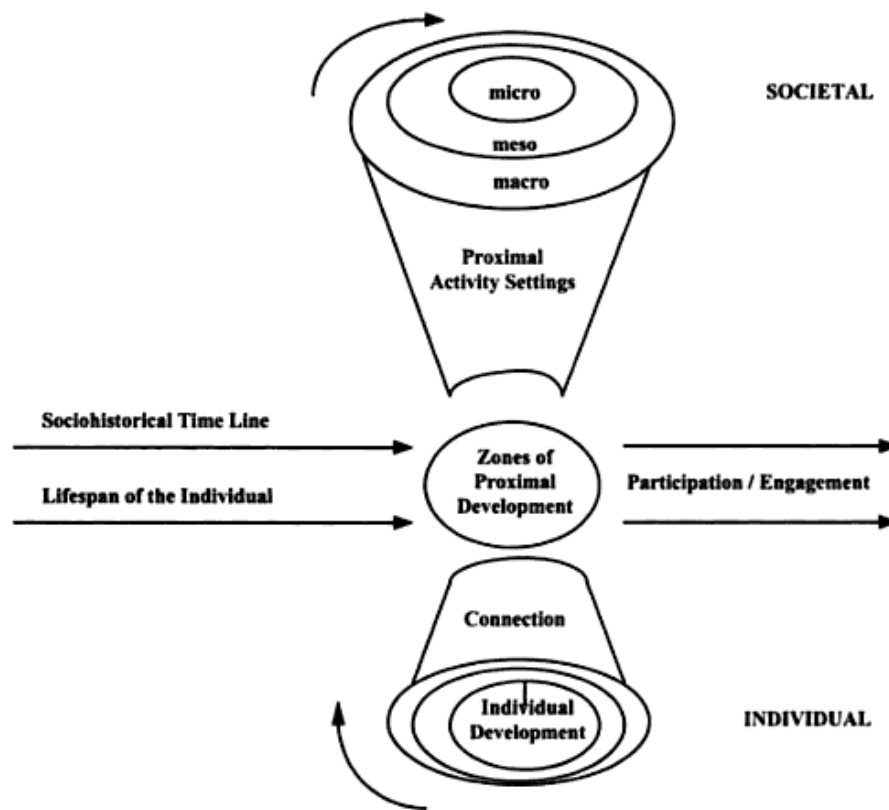


Figure 2.10: Zone of Proximal Development (Pedro and Jennifer, 2003, p. 385)

Figure 2.10 shows that the ZPD works at two levels: the social level and the individual level. Moreover, the development at the social level influences the development at the individual level. Pedro and Jennifer (2003, p. 384) concerning the model suggest, “Individual development is co-constructed jointly as cultural development progresses, playing more influential role.”

2.3.5.2 Mediation

Poehner and Lantolf (2005) define mediation as “hints, prompts, and leading questions that vary in their degree of explicitness (P. 15). Mediation is one of the important factors. “The fundamental concept of sociocultural theory is that human mind is mediated (Lantolf, 2000, p. 1). Mediation is also related to culture in the sense that “physical as well

as symbolic (or psychological) tools that are used for mediation are artifacts created by human cultures over time and are available to succeeding generations, which can modify these artifacts before passing on to future generations (Lantolf, 2000, p. 1). According to Kao (2010), mediation represents the use of tools, which refers to things which are adopted to solve a problem or reach a goal. Among these tools, language is the most significant one” (Kao, 2010, p. 115). The concept of mediation can better be understood through the example of a digging process, given by Lantolf and Thorne (2007).

If we want to dig a hole in the ground in order to plant a tree, it is possible, following the behavior of other species, to simply use our hands. However, modern humans rarely engage in such nonmediated activity; instead we mediate the digging process through the use of a shovel, which allows us to make more efficient use of our physical energy and to dig a more precise hole. We can be even more efficient and expend less physical energy if we use a mechanical digging device such as a backhoe. Notice that the object of our activity remains the same whether we dig with our hands or with a tool, but the action of digging itself changes its appearance when we shift from hands to a shovel or a backhoe (Lantolf and Thorne, 2007, p. 199).

The process of mediation is not limited to objects and symbols. Williams and Burden (2009) explain that mediators can also be people who play an important role in enhancing a child’s learning by selecting and shaping the learning experiences presented to them (Williams and Burden, 2009, p. 40). The concept of mediation is closely related to second language learning. Donato and McCormick (1994) view that teaching materials such as textbooks, visual and audio materials, and classroom discourse patterns are potential mediators for learners’ cognitive development and knowledge construction. Moreover, these mediators are the primary source for language learners.

The above discussion concerning mediation reveals that mediation in the form of symbols and tools play a significant role in L2 development. It is also important to consider what level of mediation takes place. For example mediation through technology based materials has a greater influence on L2 learners' development. The present study in relation to mediation is aimed to investigate the social resources which the L2 learners in Pakistan use for their language development in their social setting.

2.3.5.3 Regulation

Sociocultural theory deals with two kinds of regulations: self-regulation and other-regulation. According to Zheng (2005), "Self-regulation indicates the capacity for independent problem solving and other-regulation refers to problem solving with the help of others" (124). Kao (2010) explains, "with the appropriate help of instruments and signs, learners familiarize themselves with skills, ideas and language".

Learning first starts with other-regulation process and then the process of self-regulation starts. In other-regulation process, a learner needs help from other people. "The process of self-regulation also indicates that the novice can direct himself/herself to complete and solve tasks strategically without instructions or help from other people" (Lee, 2009, p. 62).

Aljaafreh and Lantolf (1994) research on negative feedback on the development of adult learners based on regulation and ZPD concludes that learning is not something an individual does alone but is a collaborative endeavor necessarily involving other individuals. They also describe the process of regulation as 'other reliance' to 'self-reliance'. "Under the expert guidance, control is gradually appropriated by the novice. Eventually the novice moves away from the reliance on the expert toward reliance on the self" (Aljaafreh and Lantolf, 1994, p. 480).

The process of regulation is also referred as internalization, where a learner on the basis of external knowledge obtained through social interaction tries to reformulate and reshape his existing knowledge. The process of regulation is dependent on the ZPD and mediation.

Synthesis

- ❶ Sociocultural theory examines language as a social practice and investigates the interaction between social factors related to it. It involves both classroom settings and social interaction that takes place outside the classroom.
- ❷ The zone of proximal development refers to level of development, where less competent learner becomes competent through interaction with materials or more competent person.
- ❸ Mediation in SCT refers to physical and symbolic (or psychological) tools which are adopted to solve a problem. Teaching materials such as textbooks, visual and audio materials are potential mediators for learning a language.
- ❹ Regulation in SCT refers to the process of internalization familiarize themselves with skills by external guidance (Other-Regulation) and then are able to perform them alone (Self-Regulation).

2.4 Culture and Language Teaching

Earlier sections have discussed the role of culture in L2 learning. This section of the review of literature is related to language teaching and cultural awareness. This is related to the research question:

What attitudes do the teachers have concerning cultural awareness and language teaching on the basis of their language teaching experiences?

Teachers are the primary source that brings culture awareness to L2 learners. The related review of literature will focus on the teachers' professional experience and their awareness of background knowledge, teachers' cognition, teachers' training and teachers' attitudes based on culture and language teaching. Understanding language with respect to context and meaning is also called 'the reality of teaching'. To Tudor (2003), "understanding the reality of teaching involves exploring the meanings it has for students, for teachers, and for others, who in one way or another, influence what is done in the classroom". According to Hayes (2009), "The reality of teaching of course varies from context to context" (Hayes, 2009, p. 2).

2.4.1 Teachers' Professional Experience

L2 teachers typically enter the profession with largely unarticulated, yet ingrained, everyday concept about language teaching that are based on their L2 instructional histories and lived experiences (Lantolf and Johnson, 2007, p. 884).

The teachers' experience is the part of the "teachers' ability to use and teach language in ways that grant learners a full range of expressions" (Reeves, 2009, p. 112). The teachers' understanding of the target language culture and the awareness of learners' socio-cultural aspects enable them to go beyond the subject matter competence and the knowledge of pedagogy. According to Saniei (2012), "Teachers play an important role in acting as an intercultural mediator and in compensating for the missing socio-cultural components of the language course books" (Saniei, 2012, p. 14). Therefore, in order to be a language teacher, it is important to have the linguistic knowledge of English as well

as the knowledge of the target language culture. Freeman and Graves (2004) explain the following requirements for a teacher.

The effective well prepared teachers possess not only deep linguistic knowledge but also an understanding of the pedagogy, the learners, their educational context and how to arrange instructions in the light of all those factors. Linguistic knowledge for English, then, includes such knowledge domains as language structure, social theories of language, and knowledge of the L2 learning process. It also includes teachers' schema for representing linguistic knowledge to learners in comprehensible learnable ways (Freeman and Graves, 2004, p. 111).

A language learning context is different from other language learning contexts. What are the factors that create differences in language learning? The factors such as social, cultural and educational levels are the bases for differences among different language-learning contexts. According to Harmer (2003), "The social context in which learning takes place is of vital importance to the success of educational endeavor" (Harmer, 2003, p. 338). The differences in language learning contexts demand different teaching strategies. According to Borg (2009a), "Teaching strategies depend on the experiential frame of understanding the process of second language acquisition from learners' perspective".

Freeman (2002), working on teachers' education, proposes the concept of communication between new and experienced teachers. His research work on teachers' education focuses on:

1. How do teachers learn content and teaching practices?
2. What is the role of prior knowledge in learning to teach?

3. What is the role of social and institutional context?

Freeman (2002) concludes that “teachers should be able to communicate what they know about their work to those who are learning it. A critical role of teacher education program is to connect new and experienced teachers in learning teaching across a career span” (Freeman, 2002, p. 11). Therefore, one aspect of teachers’ education is their communication with experienced teachers. Tsui (2003, p. 64) relating teachers’ knowledge to their working environment explains:

Teacher knowledge . . . should be understood in terms of the way (teachers) respond to their contexts of work, which shapes the way their knowledge is developed. This includes their interaction with the people in their contexts of work, where they constantly construct and reconstruct their understanding of work as teachers.

Based on Tsui (2003)’s research, a teacher’s colleagues and environment influence his or her experience. Sowden (2007, p. 308) supports the same idea of teachers’ development as “teachers need to enhance those reflective and critical skills which will allow them to assess and appropriately modify their performance in the light of experience and of the insights provided by research, both their own and that of experts in the field”. According to Freeman (2002), “communication between teachers helps them to be familiar with teaching strategies with respect to language learning context” (Freeman, 2002, p. 11).

Focusing on the teachers’ professional experiences, Arva and Medgyes (2000), reflecting on the Hungarian language learning context, explain the differences between NESTs (Native English Speaking Teachers) and NNESTs (Non-Native English Speaking Teachers). They discuss the following points based on their observations and interviews.

1. Competence in the target language

2. Knowledge of grammar
3. Competence in local languages

In the case of ‘competence in the target language’, the NESTs are superior. Their command of language presents a full range of vocabulary, pronunciation, and language use to learners. However, in the case of ‘knowledge about grammar’ NESTs and NNESTs are on equal terms. The NESTs grammatical knowledge at the level of conversation is perfect, but in the case of explaining grammatical terms, they do not know how to explain them. “Most of the native teachers never really come across grammar until they start teaching it, so they have to learn it as they go along” (Arva and Medgyes, 2000). The last difference lies in ‘competence in local language’. The NNESTs with their competence in the local language can point to the errors in language that the learners make because of language transfer. “The foreign teachers do not understand students’ mother tongue, they cannot really interpret the mistakes the students make because of language transfer” (Arva and Medgyes, 2000).

Talking about cultural differences, Arva and Medgyes (2000) explain that “the NESTs are rich informants of the cultures of English speaking worlds whereas the NNESTs are poor in conveying cultural information” (Arva and Medgyes, 2000, p. 364). However, they do not talk about how the NNESTs can be better informants of the target language culture. Their research relates to the language learning context consisting of both NESTs and NNESTs, but they do not talk about a language learning context in which there are only NNESTs. Borg (2006)’s research on the distinguishing characteristics of foreign language teachers suggests, “Language teachers are seen to be distinctive in terms of the nature of subject, the content of teaching, the teaching methodology, teacher-learner relationship and the contrast between native and non-native speakers...Key amongst these are the needs to define language teachers’ distinctive characteristics with respect to

specific contexts rather than globally” (Borg, 2006, p. 3).

It is important to know about teachers’ working experience and its influence on language teaching. The discussion concerning the teachers’ professional experience is helpful in the sense that it will help us in the analysis part to know about language teachers’ working experience (see section 5.4).

The discussion in this section sums up with the idea that teachers’ experiences reflect in their teaching practices. The teaching experience is also influenced by the social context in which learning takes place. In a nutshell, teachers’ experiences are influenced by their past and present experiences, which construct and reconstruct their understanding of their work as teachers.

Synthesis

- ❶ Teachers’ professional experiences are a part of teachers’ abilities to teach language with respect to its social and cultural perspective.
- ❷ Teachers’ knowledge of teaching language is based on their experiences.
- ❸ Well prepared teachers possess not only deep linguistic knowledge but also an understanding of the pedagogy.

2.4.2 Teachers’ Cognition

Teachers’ cognition refers to the teachers’ beliefs, knowledge and attitudes (Borg, 2003). Teachers’ cognition is a part of teachers’ experiences. According to Borg (2003, p. 99), “Teachers’ cognition emerges constantly as a powerful influence on their language prac-

tices”. Language practices are the instructional concerns, which the teachers have during their language teaching experiences. Describing the teachers’ cognitive process, Borg (2003) explains that the teachers’ cognitive process is two-fold. Firstly, it is related to what teachers do in the case of language teaching. Secondly, it is related to their past experiences. “Cognition not only shapes what teachers do but in turn shapes the experiences teachers accumulate’ (Borg, 2003). In this way, the teachers’ cognitive process emerges throughout their teaching experience. According to Schweisfurth (2011), “Language teaching is seen to be particularly demanding because of the profound shifts required in teacher-learner power relations and due to the nature of teachers’ professional learning which is shaped by learning experiences as well as socio-cultural context” (Schweisfurth, 2011, p. 421).

Teaching in a new socio-cultural frame depends upon the teachers’ cognition (beliefs, attitudes, knowledge). According to Ellis (2006), “Teachers’ cognition includes what they know, how they come to know it, and how they draw on their knowledge”. Borg (2009b, p. 3) summarizes teachers’ cognition and its effect on their teaching as:

1. Teachers’ cognitions can be powerfully influenced by their own experiences as learners.
2. These cognitions influence what and how teachers learn during teacher education.
3. They act as a filter through which teachers interpret new information and experience.
4. They may outweigh the effects of teacher education in influencing what teachers do in the classroom.
5. They can be deep-rooted and resistant to change.

6. They can exert a persistent long-term influence on teachers' instructional practices.
7. They are, at the same time, not always reflected in what teachers do in the classroom.
8. They interact bi-directionally with experience (i.e. beliefs influence practices but practices can also lead to changes in beliefs).

Borg (2003) presents a model concerning teachers' cognitions which combines the above-mentioned cognitions as shown in figure 2.11.

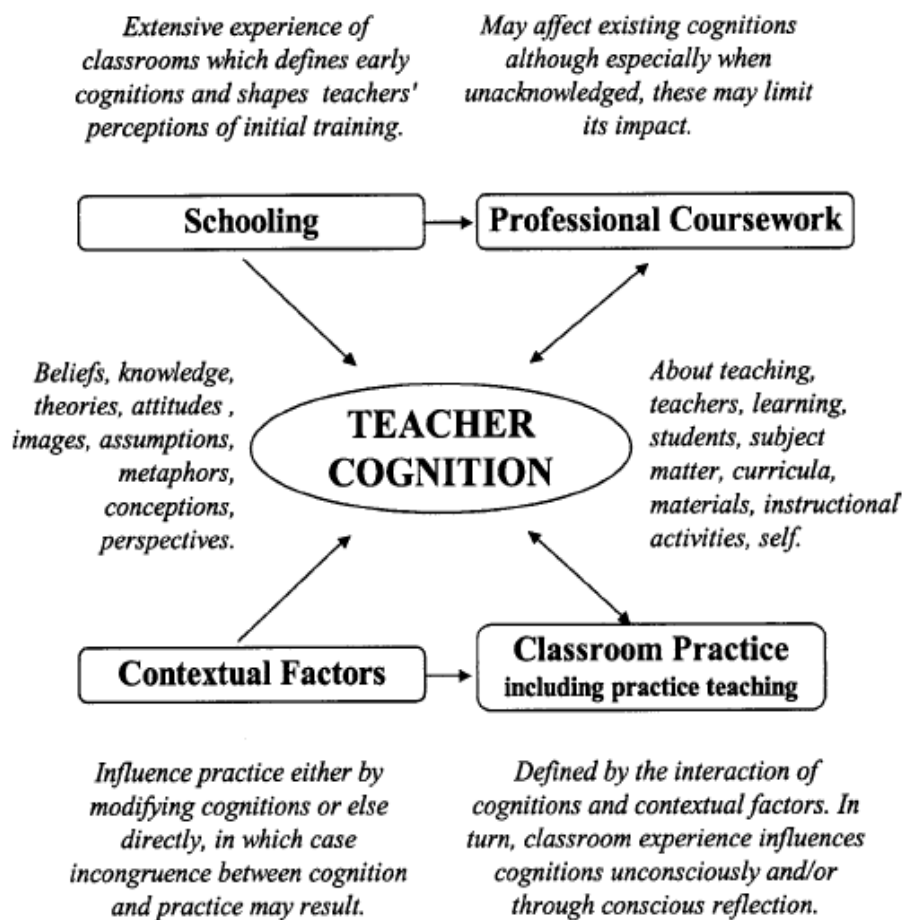


Figure 2.11: Teachers' Cognitions and its Related Factors (Borg, 2003, p. 82)

Based on the above model, teachers' cognitions are influenced by four main factors. These factors include schooling, professional course work, contextual factors and classroom practices. These four factors lead to teachers' cognitions which involve their beliefs, knowledge, theories and assumptions.

Ellis (2006) divides teachers into different groups on the basis of language experience and knowledge. The two groups, which are related to the present study are important to mention. The first group includes those teachers who have acquired the English language as their first language and are now the teachers of English as a second language. "If such teachers are monolingual, then, they do not have the direct experience of what students are learning" (Ellis, 2006). These teachers have not gone through the process through which the second language learners are going through. The second group of teachers consists of those who have learned English in post-childhood (i.e. they are non-native speakers). This group of teachers "has direct experience of what the students are doing, in task and content" (Ellis, 2006). In addition, the teachers' language learning is an important contributor to their professional practice. They can reflect second language learning process, which is helpful in teaching the same language to L2 learners. Ellis (2006) research on teachers' experiential knowledge concludes that "experiential knowledge by different kinds of learning (formal or informal) forms a powerful resource for underpinning ESL teachers' professional knowledge and beliefs about language teaching".

Ellis (2006)'s research work deals with teachers' past experience and present experience but teachers' own attitudes concerning language teaching and their awareness of learners attitudes towards a second language learning is a factor which play a role in teachers' awareness about a language learning context. The present research in this regard is focused on teachers' attitudes concerning culture awareness and language learning.

Synthesis

- ❶ Teachers' cognition refers to teachers' beliefs, knowledge, and attitudes concerning language teaching.
- ❷ Teachers' cognition is also the part of their language teaching practices, which are linked to their language teaching experiences.
- ❸ Teachers' cognition is also influenced by their past experiences of language teaching and language learning.

2.4.3 Culture Background Knowledge

The term 'culture background knowledge' refers to "the meanings and connotations in terms of the target language culture related materials" (Wang, 2011, p. 223). The culture background knowledge helps learners develop their comprehensive English ability. Language and culture are inseparable. Therefore, it is important for the learners to understand the ways in which the target language speakers view, believe and react. Culture background knowledge is essential in the sense that "the same words or expressions may not mean the same thing to different peoples" (Wang, 2011, p. 225). As a result of that misunderstandings happen due to the difference in comprehension. Wang (2011) explains the example of the word 'Sunday'. 'In English the word 'Sunday' means the last day of a week, whereas in Chinese it is the first day'. It is the language teachers' responsibility to make the learners aware of cultural background information in order to communicate and understand other cultures.

Learning English means more than merely mastering pronunciation, grammar, words and idioms, it means to see the world as native speakers see it, learning the ways in which language reflects the ideas, customs and behavior of society, learning to understand 'the

language of mind. (Wang, 2011, p. 225)

The ‘language of the mind’ refers to the social meanings attached to language expressions. The problem in a new socio-cultural frame is that the teaching materials attach importance to the language forms but ignore the social meanings and language application in reality. The lack of culture background knowledge leads learners to misconceptions about language. “By failing to draw students’ attention to the cultural elements and to discuss their implications, the teachers allow misconceptions to develop in the students’ (Qu, 2010, p. 58). The cultural information enables learners to view the language concepts from different aspects.

The study of foreign language should bring students the awareness that there are more than one ways of looking at things and expressing things, and differences do not necessarily represent moral issues of right and wrong. The study of a foreign culture, thus, becomes a liberating experience in that students are encouraged to develop tolerance of other viewpoints and other forms of thinking and behaving, while understanding those of their own society or culture better. (Qu, 2010, p. 59)

In an ESL context, where the learners’ first culture is dominant (such as in Pakistan), language teachers are the primary source to explain these differences to learners. “Since language is closely interwoven with every aspect of culture, this approach is possible, when the teachers involved are well informed and alert to cultural differences and thus their students absorb the meanings in many small ways” (Qu, 2010, p. 59). The culture background information depends upon the teachers’ experience with respect to the target language culture. The ‘well informed’ teachers can bring culture background information to the learners. According to Shen (2009), “One possible way to help the students to a much deeper understanding is to enrich their background information. The

teachers should select or develop appropriate materials for students in order to help them minimize cultural misunderstanding and interference to maximize comprehension and materials about language” (p. 106). Shen (2009) considers background information as “a bridge connecting input and output that helps the students to improve thinking and comprehensive ability”.

The discussion in this section highlights that in order to develop cultural background knowledge, teachers are the first medium for learners. Especially in a context like Pakistan where learners have few chances to experience the target language culture directly, teachers’ awareness of the target language culture is of prime importance. In this context teachers’ training is the first step to introduce cultural awareness. Teachers’ training in the context of cultural awareness has been discussed in detail in section 2.4.4.

Synthesis

- ❶ Culture background knowledge refers to the meanings and connotations concerning the target language culture.
- ❷ Culture background knowledge is essential for successful communication with the members of other cultures.
- ❸ The lack of culture background knowledge leads learners to have misconceptions about language.
- ❹ Teachers’ awareness of culture background knowledge is the key point in culture and language teaching process in a language learning context where learners’ first culture is dominant.

2.4.4 Teachers' Training

Teachers' training refers here to the aspect of cultural awareness on the part of language teachers both during their working experience and training. Teachers' training with respect to culture has been focused on by many researchers (Baker, 2003; Lazaraton, 2003; Mann, 2005; Mansoor, 2008; Qu, 2010; Symeonidou and Phtiaka, 2009). Baker (2003) working in the perspective of NESTs or non-NESTs, explains, "Teacher training for both NESTs and non-NESTs should equip them to deal with culture and cultural contrasts as they arise in English language teaching" (Baker, 2003, p. 18). Altay (2005)'s research on Turkish language teachers reveals that "many teachers are not equipped to teach culture. Language teachers need assistance in overcoming their lack of knowledge about the target culture" (Altay, 2005, p. 180). Similarly, Derin et al. (2009)'s study concludes, "Teaching training programs should include cultural aspects in their curricula, such as course on inter-cultural communication in order to equip prospective teachers with inter-cultural awareness and inter-cultural competence. Similarly, in service teachers need to be familiarized with the target language cultures" (Derin et al., 2009, p. 1615).

The exposure of another culture enables teachers realize "how cultures are organized-their value systems-their institutions-their interpersonal relationship" Qu (2010). On the other hand, Lazaraton (2003) explains the disadvantage from the lack of cultural experience. "Limited experience with the target language culture restricts teachers' ability to teach culture, leads students to credibility of teachers as cultural informant, and thus constrains the teacher's ability to help students bridge the home and the target language culture" (Lazaraton, 2003, p. 216). Therefore, in order to raise cultural awareness and "to improve language teachers' literacy and competency, training programs should be organized based on the needs of L2 teachers"(Hismanoglu, 2010, p. 110). Tomlinson and Masuhara (2004) state the objectives of cultural awareness that are necessary for a

teacher to realize in the context of culture and language learning. These objectives enable learners to:

1. discover assumptions, values and attitudes that underlie utterances and behaviors in other cultures
2. discover assumptions, values and attitudes that underlie utterances and behaviors in learners' native culture
3. notice implicit conflicts and analyze the causes
4. identify options for conflict solutions
5. try out options, observe the consequences, and take the necessary measures
6. resist falling back on stereotypes and ethno-centricisms
7. develop sensitivity to cultures
8. develop empathy with other cultures
9. acquire cross-culture skills
10. develop the ability to use language appropriately and effectively in various cultural contexts

(Tomlinson and Masuhara, 2004, pp. 511)

In order to achieve the above-mentioned objectives, teachers' training courses should focus on teachers' cultural awareness, especially in an ESL context, where teachers' familiarity of the other culture is limited. Mann (2005) referring to teachers' development and training suggests a collaborative relationship among the teachers. Referring to the collaborative nature of work, Mann (2005) explains, "Teachers' experience develops through

ongoing engagement with the experience of teaching and also through the interaction with other teachers” (Mann, 2005, p. 110). Baker (2003) with respect to teachers’ training explains:

In the context of learning English in non-speaking countries, for local non-NEST, Knowledge of speaking cultures and their own culture would be necessary and some time spent in English speaking country would be valuable... Further insights can be gained from non-NESTs and NEST teachers working together. Such cooperation in material and course planning reduces many cross cultural difficulties encountered such as different teaching and learning styles. (Baker, 2003, p. 18)

Benoit and Haugh (2001) introduce a team teaching concept for teachers’ training and cultural awareness. According to them, “Team teaching concept is a professionally rewarding experience”. According to this concept, NESTs and NNESTs work together and share their experiences. Symeonidou and Phtiaka (2009) discuss the issue of contextualizing teacher training courses to suit teachers’ prior knowledge, attitudes and beliefs. For Symeonidou and Phtiaka (2009), “prior knowledge stands for teachers’ initial training (under graduate degree) and compulsory and voluntary in-service training (i.e. seminars and conferences), which informed their conceptualization and their role in an educational system” (Symeonidou and Phtiaka, 2009, pp. 544-545). Their research concludes, “A teacher training course could begin from local beliefs and assumptions and manage a constructive use of international trends” (Symeonidou and Phtiaka, 2009, p. 549).

The discussion concerning teacher training and their professional experience is important because it is part of the quantitative data which will be discussed in detail in the next chapter.

Synthesis

- ❶ Teachers' training refers to the aspects of cultural awareness from the perspective of language teachers' teaching and working experiences.
- ❷ Teachers' training should equip both native and non-native teachers to deal with culture and cultural contrasts.
- ❸ Teachers' training programs should organize collaborative teaching with NESTs to benefit from their experiences.

2.4.5 Teachers' attitudes

Culture and language learning is influenced by many factors. One of these factors is teachers' attitudes towards culture and language teaching. Teachers' attitudes are considered as a major predictor in an educational setting. "An attitude employs important role in determining people's reaction to situations. Moreover, attitudes are positive or negative emotional reactions toward a specific situation " (Al-Zaidiyeen et al., 2010, p. 213). The research on attitudes is also important as it reveals reactions of respondents with respect to a specific language learning context. Therefore, positive attitudes concerning one language context may turn negative in another language learning context due to the influence of different factors.

Research concerning teachers' attitudes has been conducted in different educational settings. Karabinar and Guler (2012)'s research on Turkish teachers' attitudes reveals, "Higher participation rate in 'training courses on teaching culture' and 'professional development activities' lead to more positive attitudes towards the integration of culture" (Karabinar and Guler, 2012, p. 113). Moreover, teachers' beliefs also reveal that knowledge of culture is important in communication and it enables teachers to make learners

avoid cultural misunderstandings”(Karabinar and Guler, 2012, p. 123). Her research concerning teachers’ attitudes is based on teachers’ professional training courses. However, there are some other factors related to teachers’ attitudes such as the influence of learners’ native culture and learners’ attitudes towards the target language culture.

Derin et al. (2009) study investigates teachers’ attitudes on inter-cultural competence regarding teaching and also investigates how these attitudes are reflected in their classroom applications. Their research based on attitudes reveals that “Teachers predominantly think of teaching English for practical purposes despite the cultural issues. As a matter of fact, teaching foreign language culture mainly serves the purpose of helping the students understand their own culture better, rather than getting to know the target or foreign cultures better” (Derin et al., 2009, p. 1615). Gonen and Saglam (2012)’s research study concerning Turkish teachers beliefs reveals, “Teachers’ and students’ negative attitudes often assume the target language culture phenomenon consisting of new patterns of behavior; thus they try to understand the target language culture within only their own framework of native culture... Teachers’ development of such framework depends on teachers’ own definition of culture from which much of the difficulty arises” (Gonen and Saglam, 2012, p. 29). Their research concludes that “teachers’ foremost objective to teach culture is to develop an openness and tolerance towards the target culture” (Gonen and Saglam, 2012, p. 43).

Griva and Chostelidou (2011)’s study on teachers’ attitudes toward multilingual development indicates EFL teachers’ positive attitudes towards the aspect of multilingual policies and underlines the efforts to improve the teaching of languages in the context of the Greek Educational System.

The discussion concerning teachers’ attitudes is important in the sense that the present

study investigates teachers attitudes based on culture and language learning. The study is different from the previously discussed studies in the sense that it inquires about teachers attitudes with respect to the language learning context in Pakistan.

Synthesis

- ❶ An attitude plays an important role in determining people's reactions to emotions.
- ❷ Attitudes are considered as a major predictor in an educational setting.
- ❸ Attitudes concerning language learning vary with respects to language learning contexts based on language learning and teaching conditions.

2.4.6 Social Cognitive Theory

The process of teachers' cognition can be seen in the light of social cognitive theory which is based on self and significant others. Social cognitive theory claims:

“The self is relational or even entangled with significant others and that this has implications for self-definition, self-evaluation, self-regulation, and, most broadly, for personality functioning, expressed in relation to others” (Andersen and Chen, 2002, p. 619).

In social cognitive theory, the two important aspects are the self and the significant self/significant other. The self refers to the subject and the significant self refers to other individuals. According to Andersen and Chen (2002), “A significant other is defined as any individual who is or has been deeply influential in one's life and in whom one is or once was emotionally invested” (Andersen and Chen, 2002, p. 619). Berk and Andersen (2000) concerning the significant other explain that “the mental representations of signif-

ificant others, stored in memory, are activated and used in new social encounters” (Berk and Andersen, 2000, p. 546). Shah (2003) in the perspective of social cognitive theory explains that “our mental construal of others impacts our everyday behavior through their close association to various goals. Moreover, as with other cognitive associations, such associative effects may occur quite spontaneously” (Shah, 2003, p. 661).

Andersen and Chen (2002) explain the relation between the self and significant other as shown in figure 2.12.

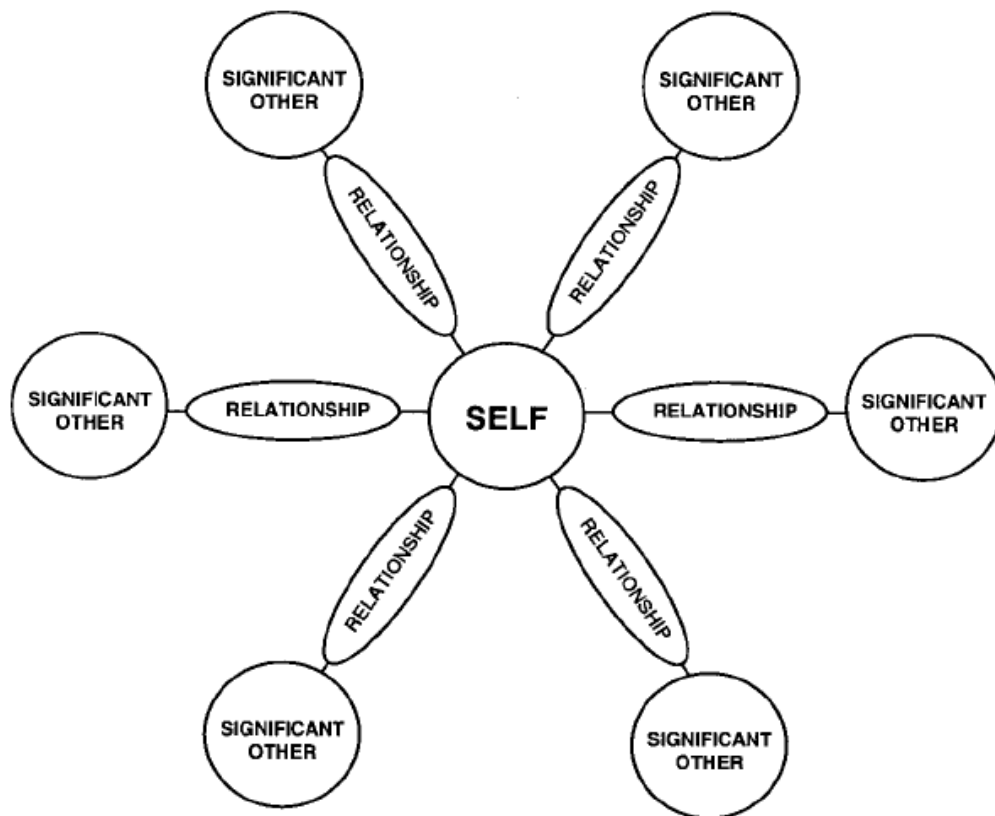


Figure 2.12: The Relationship of the Self with Significant Others (Andersen and Chen, 2002, p. 621)

Figure 2.12 illustrates that the self is shaped in parts through its relation with significant others. “The self is thus entangled, shaped in part by ties with significant oth-

ers, whether these individuals are present physically or only symbolically” (Andersen and Chen, 2002, p. 619).

Coming to the aspect of teachers’ cognitions, teachers’ experiences are influenced by their cognitions as well as by their educational settings where they come to interact with one another. The concept of self and significant others supports that teachers’ experience is part of their self, which also reflects teachers’ attitudes. According to Andersen and Chen (2002), “One’s sense of self includes thoughts, feelings, motives, and self-regulatory strategies, may thus vary as a function of relations with significant others” (Andersen and Chen, 2002, p. 619).

Synthesis

- ❶ Social cognitive theory explains that *the self* is relational that has implications for self-definition, self-evaluation, and self-regulation.
- ❷ Social cognitive theory is based on *the self* and *significant other*. The self-represents an individual’s opinions, attitudes, and beliefs, where the significant other refers to relational selves attached to *the self*.
- ❸ Teachers’ cognitions are part of *the self* which are influenced by their experiences and training.

2.5 The Situation in Pakistan

It is important to consider the situation of English in Pakistan, which will provide the knowledge concerning the language learning context. The information concerning the context is valuable as it helps the researcher to analyze the language aspects that are foregrounded in a specific language learning context. The language situation in Pakistan has been explained through different sections. The following chart shows an overview the language situation, which will be explained section wise in detail.

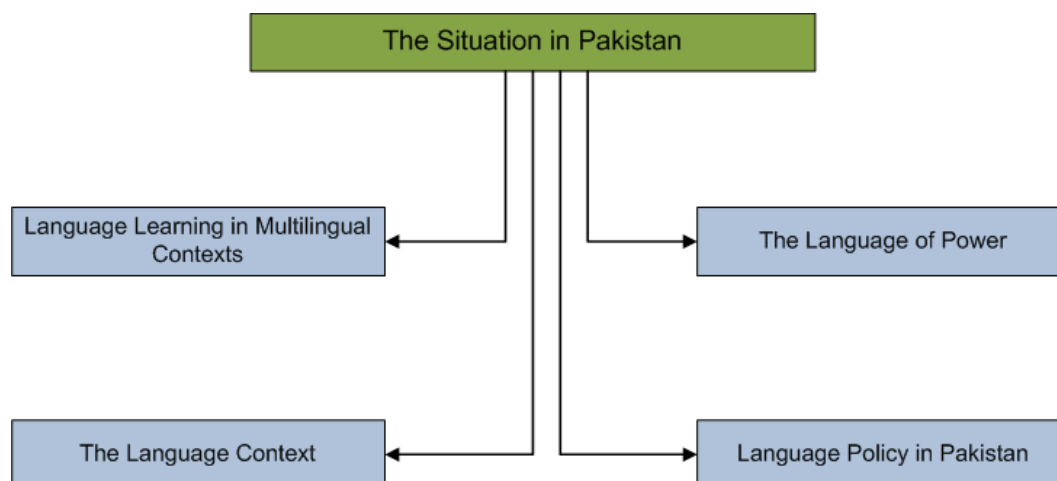


Figure 2.13: An Outline of the Language Situation in Pakistan

2.5.1 Language Learning in Multilingual Contexts

Before going into detail concerning multilingual contexts, the study will focus on the current position of English in Pakistan, which can be described through Kachru's explanation of concentric circles about the spread of English in the world. According to his explanation, the spread of English around the world can be summed up as three concentric circles as shown in figure 2.14. These circles represent the ways in which language has been acquired and is currently being used.

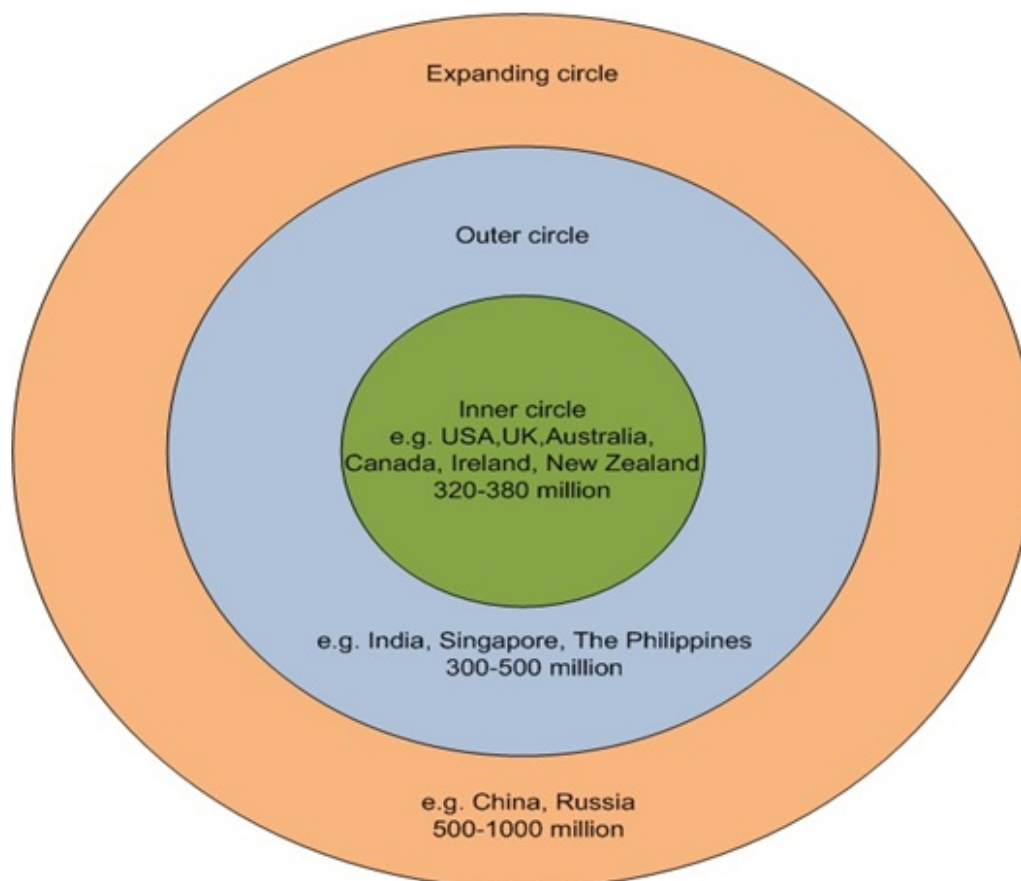


Figure 2.14: Concentric Circles Regarding the Spread of English (Crystal, 2003, p. 61)

Figure 2.14 explains that the inner circle represents traditional bases of English. According to Crystal (2003), “The outer circle represents the earlier spread of the English in non-native settings, where language has become part of chief institutions and plays an important second language role in multilingual settings” (Crystal, 2003, p. 60). Moreover, most of the countries that lie in the ‘outer circle’ have adopted English as an official language (Singapore, India, Pakistan, the Philippines, and Nigeria). The reason is that these countries have been colonized by the British Empire or the US. The spread of English in Pakistan lies in the ‘outer circle’ due to the official status of English and its role in chief institutions. Moreover, the English language in Pakistan is playing its role in

multilingual settings in the presence of other languages.

Figure 2.14 also illustrate the status of English with respect to its use. The *inner circle* refers to most of the countries where English is used as first language. It is also the national and official language of these countries. The *outer circle* refers to countries where English is used as the second language. As a second language it enjoys the status of official language. In the *expanding circle*, it is used as foreign language such as the use of English in Russia and China. As a foreign language it is not used as an official language.

The use of English with respect to multilingual settings is important to be considered keeping in view its status as a second language in most countries. The term multilingualism describes the use of two or more languages by a nation or by an individual (Mckay, 2005). According to Mckay (2005), “Multilingualism is used to refer specifically to nations and states whereas the term bilingualism refers to the use of two or more than two languages by an individual” (Mckay, 2005, p. 283). Gorter et al. (2004) divide multilingualism and bilingualism into two levels as:

At the individual level, bilingualism and multilingualism refer to the speaker's competence to use two or more languages. At the societal level the terms bilingualism and multilingualism refer to the use of two or more languages in a speech community and it does not necessary imply that all the speakers in that community are competent in more than one language (Gorter et al., 2004, p. 6).

Kemp (2009) defines different three levels of multilingualism. According to him, “Multilinguals may use a number of languages on the account of many social, cultural, and economic reasons... Multilinguals may not have equal proficiency in or control over all languages they know” (Kemp, 2009, p. 12-15). Multilingualism in the perspective of

language use can be divided into different levels. Figure 2.15 shows the different levels with respect to the language use in Pakistan.

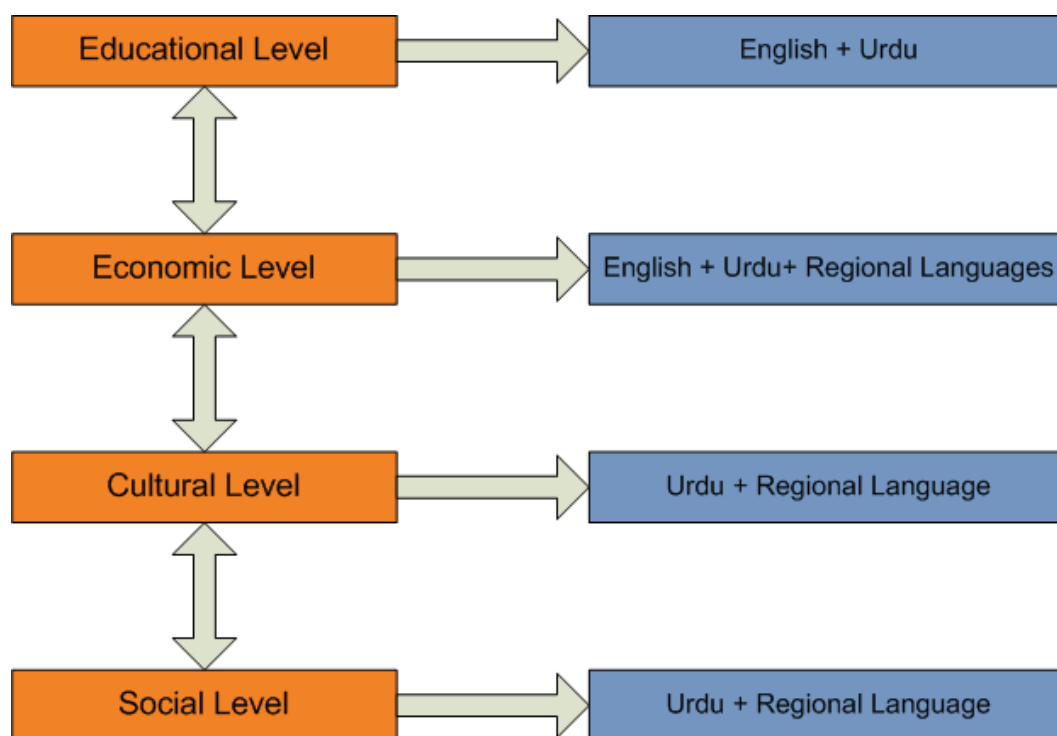


Figure 2.15: Levels of Multilingualism in Pakistan

Figure 2.15 shows the four main levels. At the educational level, English and Urdu are used. English is obligatory for higher education whereas at the school level both English and Urdu are used a medium of instruction (see section 2.5.3, The Language Context). The economic level in figure 2.15 refers to the level of employment, where English seems to have its domination as compared to the other languages. However, the presence of other languages can not be denied. The third and fourth levels relate to cultural and social level where Urdu and other languages are dominant.

Pakistan is an example of a multilingual context where English is learned as a second language. There are 72 living languages that are spoken in different areas of Pakistan

(Foundation, 2012). According to Shamim (2007), “Pakistan is a multilingual and multi-cultural country. The linguistic map of Pakistan is quite complex” (Shamim, 2007, p. 78). Urdu is Pakistan’s national language while English has the status of an official language. Further discussion in this section is based on the parallelism of Urdu and English, which will help us understand the situation of English in Pakistan.

The parallelism of Urdu and English can be compared with the modified concept of diglossia which is also called polyglossia. Kemp (2009) referring to the modified concept of diglossia views:

Polyglossia is usually used in sociolinguistics to refer to communities where a number of languages or varieties are used by some or all individuals within a specified community, where they have different roles: more specific reference may be given as diglossia, triglossia, tetraglossia (Kemp, 2009, p. 15).

The earlier version of diglossia refers to high (H) and low (L) variety for the same language. The high variety (H) is used for educational purposes and is used by the community for more formal domains such as in courts and universities, whereas the low variety (L) is used in informal domains like at home and with friends. The use of classical Arab and colloquial Arab in Egypt is an example of diglossia. Under the modified concept proposed by Fishman (1972), the term diglossia can be used for two different languages, which might be used in different domains regardless of the concept of high and low variety. Urdu and English are the examples of modified diglossia in Pakistan. Both are used more or less at the higher level since English is the medium of education in higher education (Sarwar et al., 2012, p. 12), whereas in the media (both print and electronic) Urdu is used as a medium of communication. Apart from these two major languages there are regional languages which people acquire as their mother tongue. Schiffman (2003),

describing the condition of bilingualism in South Asia (especially India, Pakistan and Bangladesh), presents a language model (see figure 2.16). The language model describes learners' contact with different languages with respect to their age and education. The L-variety in figure 2.16 is the language of early childhood-or local neighborhood- of home and family. Between the ages of 4 and 6, the child enters the school environment. The variety taught at school is not probably the same as at home. It can be Urdu or English or both. At this stage, the variety of language which is taught at school is usually a H-variety (an example of a modified concept of diglossia). There comes the third and outer circle, where English is dominant. In the model English has been referred as **LOWC** (Language of Wider Communication).

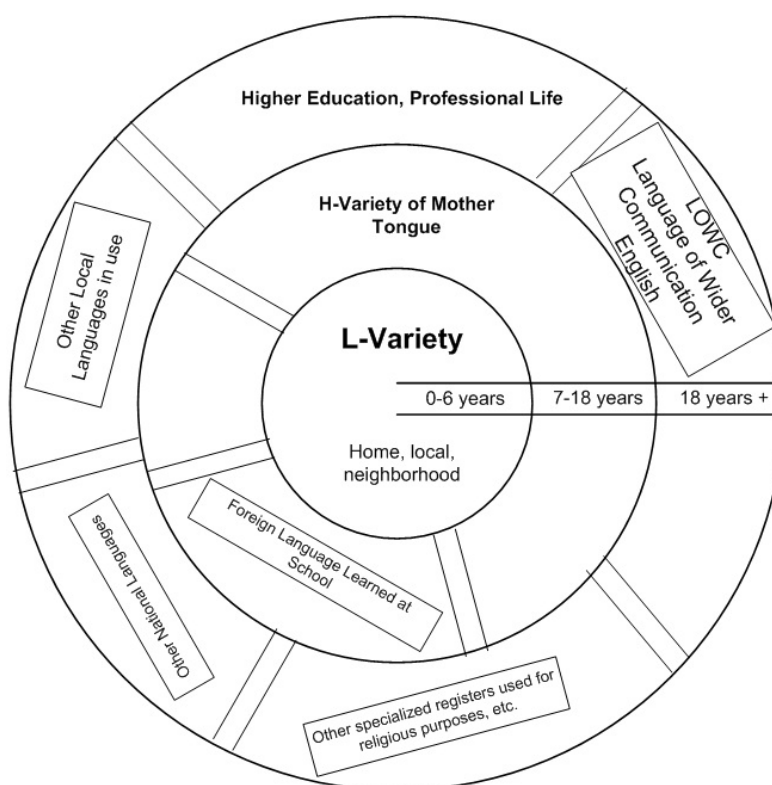


Figure 2.16: Contact with Other Languages (Schiffman, 2003, p. 2108)

Mckay (2005), referring to English language learning in multilingual contexts, ex-

plains that there has happened changes in English when it comes in contact with other languages.

Language contact, inevitably, results in language change. Many individuals are using English daily in contact with other languages. Their use of English is changing, and they are in the process of establishing their own standards of grammar and pronunciation. The new varieties emerge in consequence to these changes. (Mckay, 2005, pp. 286-287)

The use of English in multilingual contexts is perhaps one of the reasons for the emergence of new varieties. The discussion concerning multilingual contexts has clarified the place of English in Pakistan as compared to Urdu (The national language of Pakistan) and other regional languages. Further importance of English with regard to higher education and professional life has been highlighted in later sections.

Synthesis

- ❶ Multilingualism refers to the use of two or more languages by a nation and bilingualism refers to the use of two or more than two languages by an individual.
- ❷ Pakistan is an example of multilingualism where the people know more than one language.
- ❸ The English language and Urdu language in Pakistan are the examples of modified diglossia in Pakistan. According to this concept, both languages are used, more or less, for formal purposes.

2.5.2 The Language of Power

The discussion concerning the language of power explains the influence and usefulness of English in Pakistan. Rahman (2003), investigating the role of the English language in Pakistan, explains;

Language of power is that language which possesses the domain of power-the civil and military bureaucracy, judiciary, education, commerce, media, and so on. Connection with this constitutes the individual level of empowerment through language... The demand for learning a language is linked to empowerment. People demand a language if, after learning it they can enter the domains of power through employment (Rahman, 2003, p. 2).

English in Pakistan is considered as the language of power because it is more or less used in all domains of power explained by Rahman (2003). The people empower themselves by learning English because proficiency in English paves the way for their employment, education and empowerment. Rahman (2003) research concerning the influence of English in Pakistan reveals:

Higher jobs are, however, reserved for those who can at least read and write English. Without knowledge of English one cannot enter the most lucrative and powerful job, both in the state apparatus and the private sector, in Pakistan (Rahman, 2003, p. 5).

In this context English also plays its role in the socio-economic status of people. This is one of the reasons that English is preferred as compared to other languages.

Coleman and Capstick (2012, p. 14), working on a research report conducted by the British Council, describe how English became the language of power in the sub-

continent (India, Pakistan, and Bangladesh). According to them, “The British colonial administration in India adopted a two language policy; access to English was restricted to a small elite cadre of local rulers and administrators whilst education for the rest of the population (in so far as it was provided at all) was delivered through the medium of Hindi-Urdu and, to some extent, through other regional languages. The consequences of this policy were that:

1. English became the language of power and prestige
2. With some notable exceptions, local languages were neglected”

According to a survey report by Euromonitor International, conducted by Pinon and Haydon (2010) in Pakistan, English is considered as the language of employment. The people having the same skills with an additional command of English enjoy more benefits as compared to their colleagues. The report also explains the advantage in salaries due to the proficiency in English as shown in figure 2.17.

English speakers in 2009	49% of population
Salary gap between someone who speaks English and someone who cannot	10-15%
Ranking of benefits of English in the workplace 1 to 4 (1 = not beneficial at all, 4 = very beneficial)	3.5
Level of English required	57% (17/30) Intermediate level 30% (9/30) Good level 13% (4/30) Fluency
Rival of English in the workplace	None

Figure 2.17: English Language Profile Report Concerning Pakistan (Pinon and Haydon, 2010, p. 113)

The empowerment through language is one of the aspects of power, which makes sense in reference to language learning in Pakistan. In addition, it is the official language of

Pakistan. As an official language English possesses more power as compared to other languages in Pakistan. “An official language enjoys more supremacy, as it is used in different domains like the government and law courts, the media and the educational system etc.” (Crystal, 2003). According to Shamim (2007), “English is the language of power in comparison with Urdu, the national language, and other regional languages of Pakistan” (Shamim, 2007, p. 78).

Mckay (2005) referring to the role of English in multilingual contexts illustrates that one of the reasons for English language learning is its function in the domains of power.

Many individuals are learning English neither because they have a love of the language nor because English is promoted by a growing private industry but rather because they want access to such things as scientific and technological information, international relations, global economic trade and higher education. Knowing English makes such access possible (Mckay, 2005, p. 286).

This is also one of the reasons for learning English which is also referred to as language learning for instrumental purposes, where people learn English for getting jobs and access to higher education.

The other factor concerning the importance of English is the sudden increase of private and public sector universities. The official statistics show an increase in the number of universities in Pakistan in both the public sector universities and the private sector universities. Figure 2.18 shows the official statistics concerning the number of universities in Pakistan.

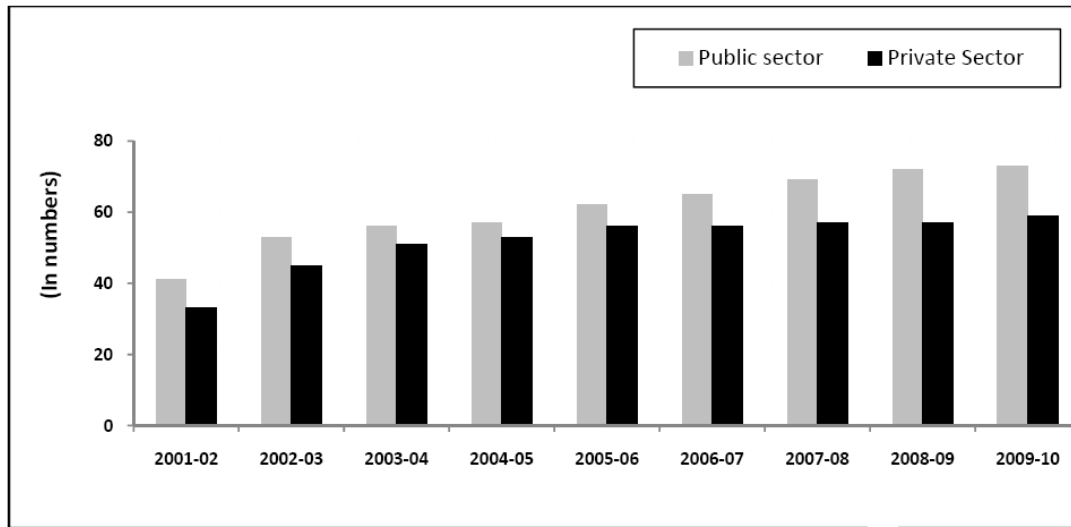


Figure 2.18: Universities in Pakistan Khan (2012a)

Figure 2.18 shows that the number of universities in Pakistan has almost doubled since 2001-2002. This increase has also boosted the enrollment of learners at university level. Figure 2.19 provide information concerning the enrollment of students at university level.

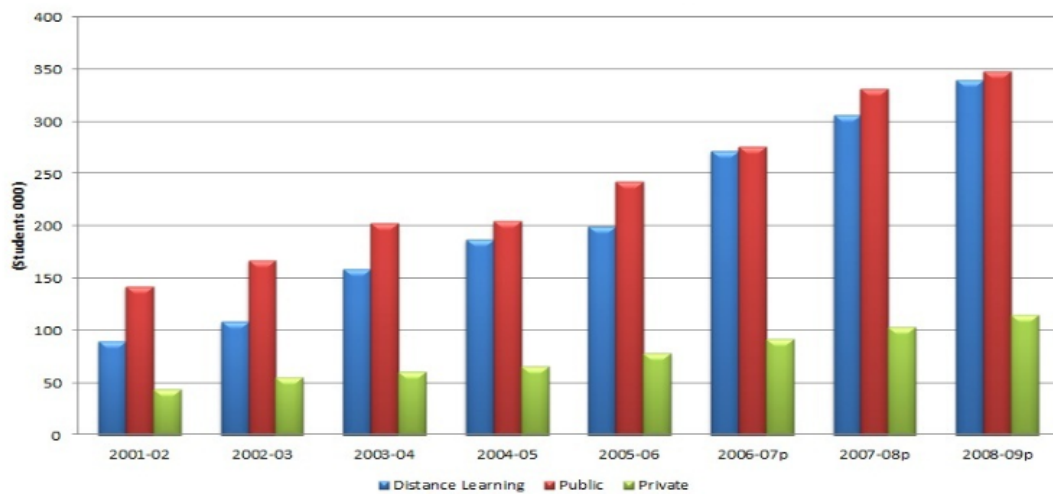


Figure 2.19: Enrollment in Universities Khan (2012a)

Figure 2.19 shows that the number of enrollments has also doubled along with the increase of universities. The above development illustrated in figure 2.18 and 2.19 implies that the influence of English has also increased as the university education in Pakistan concerning all domains is necessarily done in English.

Other research studies describe the disadvantage of English in the context of L2 learning in Pakistan. One of the disadvantages described by Coleman (2010) is that currently all the people in Pakistan are not proficient in English, so those having less proficiency in English have little chance to get higher jobs.

Coleman (2010) analyzing the situation of English in Pakistan explains, “English is a major barrier to entry to white-collar jobs... English is very important for social mobility and entry to quality education” (Coleman, 2010, p. 16).

On the other hand, a great number of individuals in Pakistan have driven out towards English language learning because of its socio-economic status. Ashraf (2006), conducting her research on language learning as an element affecting the social capital of the people of Pakistan, concludes, “Language has a strong effect on the social capital. The medium of education significantly influences the social capital of the individuals of Pakistan” (Ashraf, 2006, p. 221). Her research findings also reveal that the English language is learned to move up in the social structures of the society. According to Pinon and Haydon (2010) quantitative survey indicators concerning the English language in Pakistan, “Individuals are the major demand drivers for English language skills as they seek to improve their employment prospects. English is considered a key requirement when looking for a new job” (Pinon and Haydon, 2010, p. 136). Their survey results concerning English in Pakistan have been shown in figure 2.20.

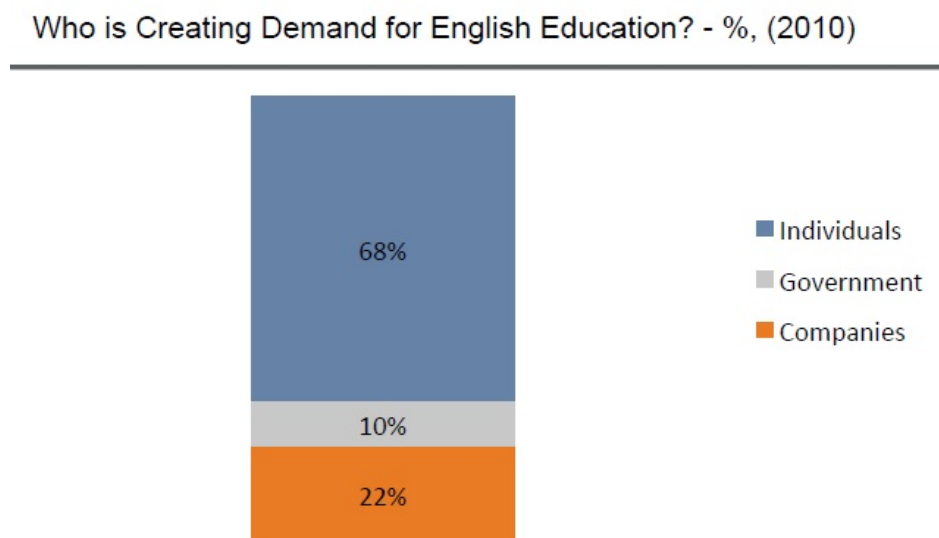


Figure 2.20: Demands for English Language Learning in Pakistan (Pinon and Haydon, 2010, p. 130)

The English language in Pakistan possesses the two aspects of power as mentioned above. The first aspect of power is due to its official status as a symbol of employment and empowerment, while the second is due to its international status, which covers the areas of scientific information, international relations, global economic trade, and higher education.

Another aspect of English language learning is that it is considered a language for development because its influence at both educational and economic levels. Appleby et al. (2002), investigating three different African contexts concerning English development explain the relationship between language and development as;

1. Language in development, where English is viewed as playing an essential role in the socio-economic development of the country.
2. Language as development, with English being taught as an end in itself.

3. Language for development, where English is used as a tool for other domains of development.
4. Language of development, the discourses that construct the ways in which development happens (Appleby et al., 2002, pp. 327-328).

Shamim (2007), referring to the above situations of development, terms “the English language in Pakistan as the language for development at both the individual and national levels” (Shamim, 2007, p. 77). The reasons which Shamim (2007) describes are *individual prosperity* and *economic development*. According to her research, “The race for individual prosperity and economic development at the national level seems to have overtaken issues of class, identity and fear of cultural invasion from an erstwhile ‘colonial’ language (Shamim, 2007, p. 77).

Another aspect of English as the language of development is its role in socio-economic development. An example of this is the ELTR (English Language Teaching Reforms) project launched by the Higher Education Commission, Pakistan.

The ELTR Project aims to improve the teaching-learning of English in higher education institutions in Pakistan. Through improvement in the teaching-learning of English, the project aims to revolutionize ‘the socio- economic indicators of Pakistan’ and contribute considerably to supplement the efforts of government to improve the standard of higher education and scientific learning (Shamim, 2007, p. 79).

The purpose of discussing English as the language of power is to highlight the motives for learning English in Pakistan. It clarifies that most of the language learners learn English to empower themselves.

Synthesis

- ❶ Language of power is that language which possesses the domains of power such as the civil and military bureaucracy, judiciary, education, commerce, media, and so on.
- ❷ English, being the official language, enjoys a status as the language of power in Pakistan.
- ❸ Most of the people learn English in order to empower themselves by getting higher education and jobs.

2.5.3 The Language Context

According to the British Council Report prepared by Coleman (2010), there are believed to be 72 living languages in Pakistan. From the perspective of language context, it is better to start with the discussion of national and official language. Urdu is the national language of Pakistan and English is the official language. As discussed in section 2.5.2, English is considered the 'language of employment' (Shamim, 2007) and 'passport to privilege' (Rahman, 2005).

On the other hand, Urdu is the native language of only 7.57% of the total population but the optimistic aspect is that almost all the population in Pakistan can speak and understand it (Rahman, 2006, p. 1). According to a survey report organized by Euromonitor International and conducted by Pinon and Haydon (2010), English, Urdu, Pashto and Punjabi are the leading languages in Pakistan.

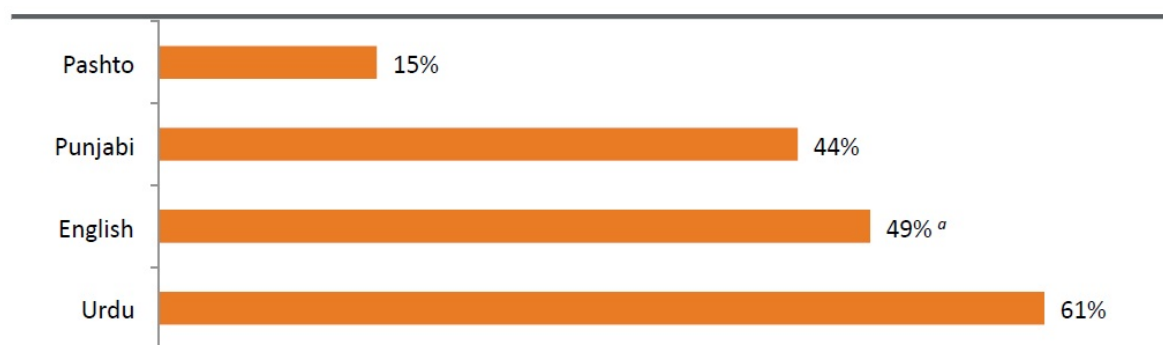


Figure 2.21: Languages Spoken in Pakistan by Percentage of their Population (Pinon and Haydon, 2010, p. 114)

Figure 2.21 shows the graph of languages by percentage of their population. According to this survey report English occupies the second position after Urdu. The other prominent languages are Punjabi and Pashto. Punjabi is spoken by 44% of the population, whereas Pashto is spoken by 15% of the population. Both these languages combine 59% of the population of Pakistan.

It is also important to know that Punjabi and Pashto are not the languages of power. As a result they are not used in civil and military bureaucracy, judiciary, education, and commerce. The concept of ‘the language of power’ has been explained earlier in detail (see section 2.5.2, The Language of Power).

The languages in Pakistan which have at least one million speakers have been shown in table 2.1. It is surprising that 14 out of 72 languages have more than one million speakers. The total number of the speakers of these 14 languages is 134 million (Coleman, 2010, p. 13). The information concerning the languages provided in table 2.1 is not based on a survey. Rather table 2.1 explains the languages with respect to their speakers in terms of population and percentage with respect to the total population in the country.

Table 2.1: Individual Language with Over 1000,000 First Language Speakers (Coleman, 2010, p. 13)

No	Language Name	Speakers(millions)	Percentage of population
1	Punjabi, Western	60.6	38.3
2	Sindhi	18.5	11.7
3	Saraiki	13.8	8.7
4	Urdu	10.7	6.8
5	Pashto, Northern	9.6	6.1
6	Pashto, Central	7.9	5.0
7	Balochi, Southern	2.8	1.8
8	Brahui	2.0	1.3
9	Hindko, Northern	1.9	1.2
10	Balochi, Eastern	1.8	1.1
11	Pashto, Southern	1.4	0.9
12	Balochi, Western	1.1	0.7
13	Farsi, Eastern	1.0	0.6
14	Punjabi, Mirpur	1.0	0.6
	Sub-total	134.1	84.8
	58 other languages	24.0	15.2
	Total	158.1	100

Information concerning English speakers has not been included in table 2.1 because

table 2.1 is concerned with languages that people acquire as their first language or mother tongue. English is learned as a second language and the information about its speakers has been shown in figure 2.21.

It is interesting to know that the languages explained in table 2.1 have less representation at the school level. Moreover, only two languages (English and Urdu) are used as medium of instruction. Pinnock (2009, p. 50) investigating the gap between the language of home and the language of school reveals that 91.62% population of Pakistan speaks mother tongues that are not used in education. Pinnock (2009) terms it ‘home-school language gap’.

In the perspective of the language context, it is also important to consider the medium of instruction at the school level. Coleman and Capstick (2012, p. 15) divide the schools in Pakistan into five categories with respect to language as a medium of instruction. The five categories are:

1. **Elite Private Schools:** The elite schools are modeled on the British public school system: fees are extremely expensive; the medium of instruction is English.
2. **Cadet Schools:** Schools run by the armed forces. They also use English as the medium of instruction.
3. **State Schools:** State schools serve the mass of the population. No fees are charged. The medium of instruction in most parts of the country is Urdu, In 2010 the government of Pakistan decreed that English should be used as the medium of instruction for the teaching of science and mathematics in state schools from the primary level.

It seems likely that few primary teachers possess the language skills required for this.

4. **Non - Elite 'English-Medium' Schools:** In recent years there has been a rapid increase in the establishment of private schools which charge modest fees. They aim to cater for aspirational upper working class and lower middle class parents who are unable to afford the fees demanded by the elite schools. Their main selling point is their claim to be 'English medium', but these claims must be treated with care.
5. **Madrasas:** This is a very heterogeneous category of institution and their language practices are also very varied.

The different categories of schools on the basis of medium of instruction reveal the division between languages. This division has also been termed as 'language apartheid' by Shamim (2007, p. 83).

The status of Urdu is important to understand. Though the native speakers of Urdu are only 7% in Pakistan, still it is spoken as an additional language almost in all parts of the country along with other regional languages. According to Judd et al. (2003, p. 6), "The term additional applies to all except the first language. An additional language, moreover, may not be foreign since many people in their country may ordinarily speak it." According to the British Council survey of 2008 the Urdu language is spoken mostly in all four provinces of the country (Intermedia, 2010). Table 2.2 explains the situation of Urdu both as a native language and as an additional language in comparison to the main regional languages of Pakistan. Similarly the situation of the regional languages has also been explained with respect to their speakers.

Table 2.2: Language Diversity in Pakistan

Province/State		Sindh %	Punjab %	Baluchistan %	NorthWest Frontier Province %
Urdu	Mother Tongue	28	8	1	2
	Spoken as additional Language	54	76	81	59
English	Mother Tongue	0	0	0	0
	Spoken as additional Language	22	18	8	15
Punjabi	Mother Tongue	8	67	3	2
	Spoken as additional Language	16	23	5	8
Sindhi	Mother Tongue	40	0	14	0
	Spoken as additional Language	30	1	12	0
Baluchi	Mother Tongue	6	0	30	0
	Spoken as additional Language	4	0	19	0
Pashto	Mother Tongue	2	1	25	75
	Spoken as additional Language	3	1	9	5
Saraiki	Mother Tongue	9	23	2	0
	Spoken as additional Language	16	10	11	0

British Council 2008 Survey

According to the survey report Urdu is almost spoken in all provinces of the country as an additional language. Table 2.2 also explains that as an additional language English

occupies the second position. However, the other regional languages have their speakers in their respective regions.

Synthesis

- ❶ The total number of languages spoken in Pakistan is 72.
- ❷ There are 14 major languages, which have more than one million speakers.
- ❸ Urdu, the national language of Pakistan, has only 7.57% of native language speakers. However, almost all speakers of other languages can speak and understand it.
- ❹ English, being the official language, has a central role as compared to all other languages spoken in Pakistan.
- ❺ The languages which are spoken as mother tongues have less representation at the school level.

2.5.4 The Language Policy in Pakistan

The discussion concerning language policy in Pakistan is aimed to describe the policy made by the government of Pakistan concerning the promotion of English and Urdu. “Language policy with respect to people determines, who has the access to schools, has the opportunities for economic advancement, who has access to jobs, etc.” (Jan, 2010, p. 2). In this context, it is better to consider the policy concerning language through the constitution of Pakistan. Rahman (2006), referring to the constitution of Pakistan in the perspective of language explains:

The national language of Pakistan is Urdu. Above all, it is a symbol of unity that helps in creating a unified Pakistan. In this symbolic power it serves as the political purpose of

resisting ethnicity, which otherwise would break the federation. As English is the official and international language, it is too taught at higher levels, especially to those who seek to study science and technology (Rahman, 2006, pp. 2-3).

Rahman (2006) clarifies the status of English and Urdu languages in Pakistan. On the one hand, Urdu is the symbol of federation and resistance to ethnicity, which is a threat to federation. On the other hand, English is the symbol of science and technology. According to Jan (2010), the state policy seems “favoring English and Urdu as compared to other regional languages” (Jan, 2010, p. 2).

Concerning language policy, it is better to take into account the concept of ‘cultural capital’ presented by Bourdieu and Thompson (1991),

The position of a given agent in the social space can thus be defined by the position it occupies in different fields that is the distribution of powers. These agents are especially economic capitals (in its different kinds), cultural capital, and social capital as well as the symbolic capital commonly called prestige, reputation, etc. (Bourdieu and Thompson, 1991, p. 230)

English is considered as a kind of ‘cultural capital’ which has deepened its roots as a power of domain in the society. This can be considered by reviewing the National Educational Policy (2009), compiled by the Ministry of Education, Pakistan. Some of the points concerning the language policy in Pakistan are as follows:

1. The curriculum from class I and onward shall include English (as a subject), Urdu as a regional language.

2. English shall be employed as the medium of instruction for science and mathematics from class IV onwards.
3. Opportunities shall be provided to children from low socio-economic strata to learn the English language.
4. Special short term courses for improvement of language skills for rural area teachers shall be designed (National Educational Policy (2009, pp. 28-44)).

It is also important to consider the important factors that play their role in implementing a language policy. Hayes (2012)' s research on language policy concerning Asian countries suggests three main factors in respect of policy implementation.

1. Resources
2. Stakeholders' Engagement
3. Management

According to him teachers are the main stakeholders. "All innovations require the support of those primarily responsible for implementing them: classroom teachers. Teachers must be consulted -and views respected - at all stages of innovation from initial conception to innovation. The process of implementation is also long-term and support must be provided to teachers on a continuing basis and in a variety of ways as they come to terms with an innovation" (Hayes, 2012, p. 58). Bolitho (2012) research based on projects and programs concerning ELT suggest a model called earthquake model. Figure 2.22 shows Bolitho (2012)' s research model concerning policy implementation. According to this model a policy or a new change starts from the national level and reaches finally at the classroom level.

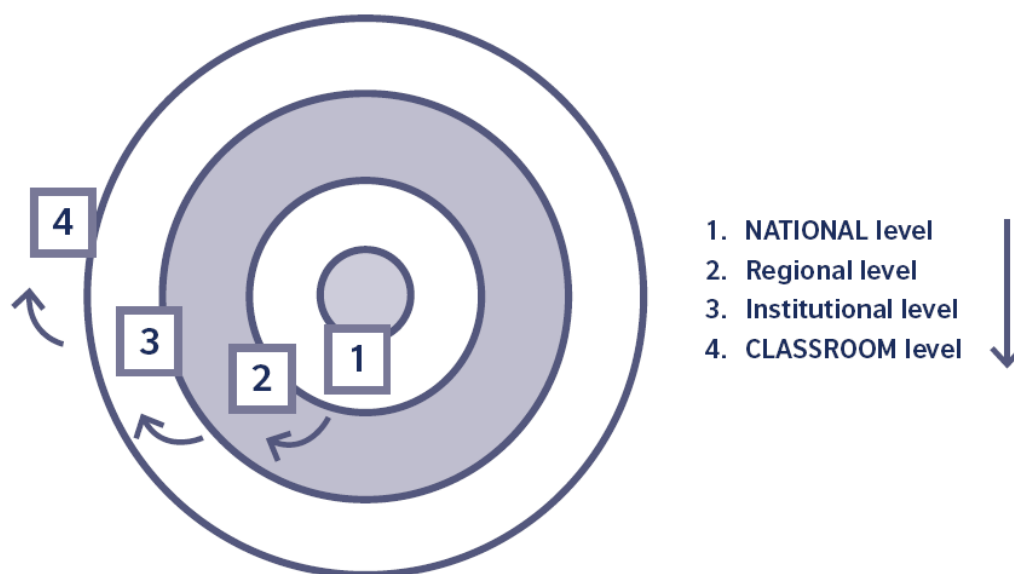


Figure 2.22: The Earthquake Model (Bolitho, 2012, p. 42)

Referring to language policy and the role of teachers, Hayes (2012) suggests the following points concerning a successful educational policy.

1. Ensuring that the teachers are well trained for the task.
2. Ensuring that the instructional time is available in the curriculum for the teaching of the subject.
3. Ensuring that curriculum materials and teaching-learning approaches are appropriate to the age group.
4. Ensuring that the adequate time has been allowed for the preparation of new curriculum materials.
5. Ensuring that appropriate and timely in-service training is given to teachers in the use of materials and teaching learning approaches.
6. Ensuring that appropriate evaluation procedures are in place to evaluate the effectiveness of the innovation

7. Ensuring that necessary adjustments are made to the curriculum and materials for all subsequent grades and that teachers are given training to introduce them to these changes in the higher grades (Hayes, 2012, p. 52).

Another important factor concerning educational policy is context. Referring to new policies as innovations Murray and Christison (2012) view, “Innovations that are successful in one context may have to adopted (or even rejected) in another” (Murray and Christison, 2012, p. 61). Hayes (2012) views, “Educational innovation is not value-or culture free but must be considered in relation to the context in which it is to be implemented”(Hayes, 2012, p. 58).

In a nutshell, the analysis of the language policy in Pakistan reveals that the state favors the promotion of the English language as a symbol of progress. On the other hand, the state policy also favors Urdu as a symbol of unity and resistance against ethnicity, which is a major threat to federation in the country.

Synthesis

- ❶ A language policy with respect to people determines the state’s priorities for promoting a language.
- ❷ The state policy in Pakistan favors Urdu and English. Especially for higher education, English as a medium is favored by the state.
- ❸ The reason for promoting Urdu is because it is the symbol of unity whereas English is the symbol of progress both at the national and global levels.

2.5.5 Context-Based Differences Among Learners

In the perspective of culture and language learning, it is also important to consider the context-based differences among learners on the basis of gender. The language learners and the teachers in Pakistan are part of the language learning context, where the male learners have different social responsibilities as compared to the female learners. Kanu (2005) working as an expatriate educator in Pakistan and investigating the cultural differences between South Asian learners and European learners, explains:

Emphasis on individual self-expression and original thought is not common, and critique and analysis are not considered important in indigenous learning. South Asian culture is defined in terms of relationship with others rather than individual uniqueness. In addition, modesty and submissiveness are important cultural values (Kanu, 2005, pp. 503-504).

The above-mentioned quality of Asian learners differentiates them from Western learners where learners are independent in making critique and analysis. Kanu (2005) links this quality with learners' social values as:

Adult-child relations are quite formal and children are taught to restrain expressive behavior in the presence of adults and are rewarded for maintaining silence at home. They are also taught to pay deference to and learn from authority figures (such as elders, parents, teachers or authors) rather than challenging, questioning or becoming critical toward opinions and wisdom of authority (Kanu, 2005, p. 504).

Moreover, the research work of Ghazi et al. (2009) concerning the gender disparity in Pakistan reveals that family social norms lead to gender disparity where the core aspect

between these norms is early marriages of the females learners . Moreover, the females have additional domestic roles as compared to the male learners (Ghazi et al., 2009, p. 96).

It is also important to consider the difference on gender basis because it will help us in understanding the situation of the male and the female learners in Pakistan. Research based on gender shows significant gaps between the men and the women in Pakistan. A survey report conducted by the British Council in Pakistan reveals that the men and the women have different roles because of having different socio-economic status, levels of education and literacy, and comprehension of English (Official Language) and Urdu (Official and National Language) (Intermedia, 2010). Figure 2.23 shows the difference on the basis of language comprehension between the men and the women in Pakistan.

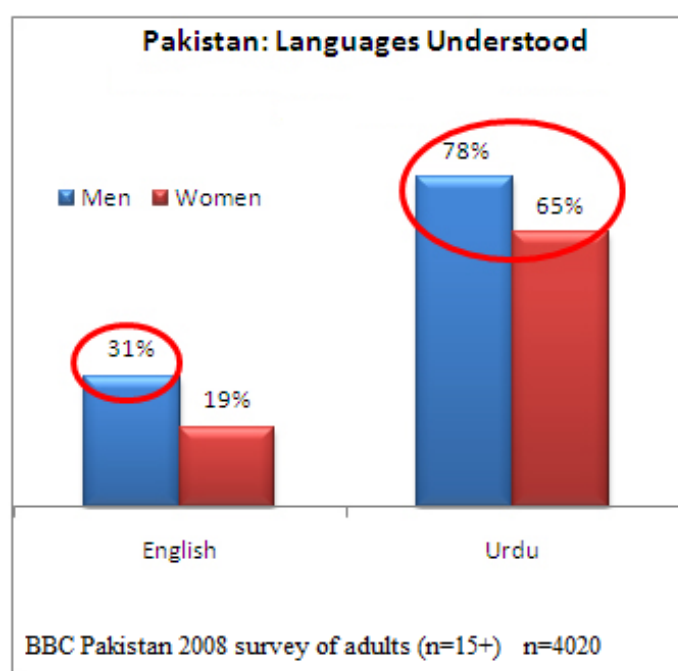


Figure 2.23: The Difference Between the Men and Women on the Basis of Language Comprehension

Figure 2.23 shows that in the case of both English and Urdu, the number of males

exceeds the females in Pakistan. The survey conducted by the British Council concludes that socio-economically, the men are far more likely to be the chief wage earners and the women are generally responsible for housekeeping (Intermedia, 2010). Moreover, the reason behind it is the proficiency of the males in English and Urdu, which is the major demand for the jobs in Pakistan. It is important to mention that English and Urdu are the major languages for upward social mobility (see section 2.5.2, The Language of Power) as compared to the other regional languages in Pakistan explained in table 2.1. Therefore proficiency in both these languages helps in obtaining a better economical position in the society.

The survey report conducted by the British Council also reveals differences on gender basis in Pakistan in the case of consulting social and material resources for information and learning. Figure 2.24 provides information concerning the use of resources.

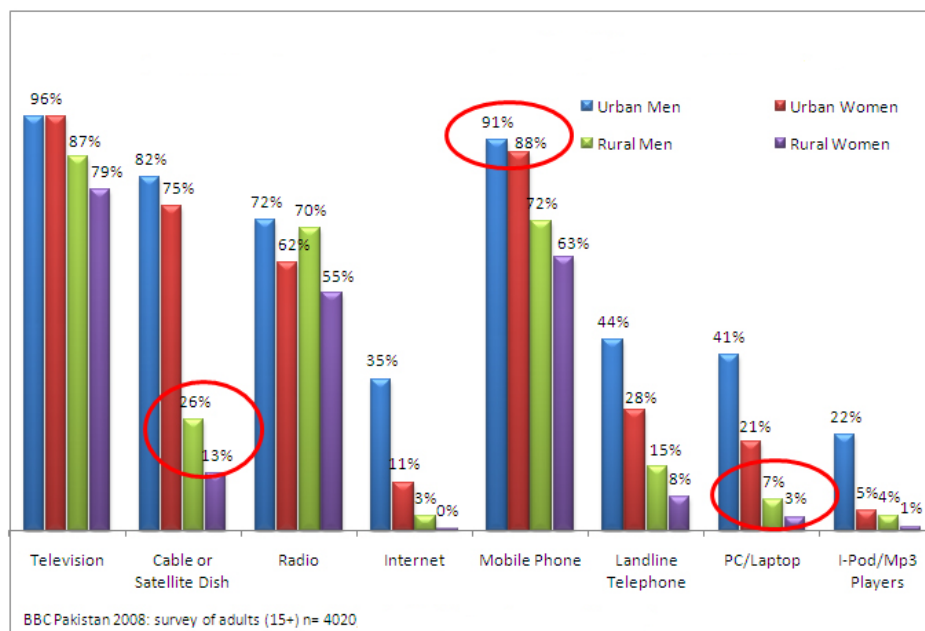


Figure 2.24: The use of Resources on Gender-Basis

The discussion in this section concludes that the males and the females in Pakistan

are not having equal opportunities. Moreover, the males have better access to social and material resources and this also leads them to obtain higher economical positions.

Synthesis

- ❶ Gender-based differences reveal that the males have more opportunities as compared to the females in Pakistan.
- ❷ Men are more likely to be the chief wage earners and women are generally responsible for housekeeping.
- ❸ The males because of having proficiency in English and Urdu are able to obtain higher socio-economic positions.
- ❹ The women in rural areas have less access to the materials resources as compared to the women in urban areas.

2.6 Problematization

Problematization refers to identifying or creating gaps in existing literature that need to be filled. According to Alvesson and Sandberg (2011, p. 254), “In order to develop problematization as a methodology for generating research questions: two key questions need to be answered.

1. What types of assumptions are relevant to consider?
2. How can these assumptions be identified?”.

The first question relates to the review of literature and the second one relates to the analysis of that literature and to the generation of research questions. Similarly, Locke

and Golden-Biddle (1997) describe two main processes for developing research questions. These are structuring intertextual coherence and problematization. “An intertextual coherence means that a variety of other texts (and discourses) are reconstituted in any existing work.” (Locke and Golden-Biddle, 1997, p. 1029).

Sandberg and Alvesson (2011) clarifying the intertextual coherence explain, “In structuring an intertextual field, the researcher tries to bring together existing studies into a context of contribution that reflect the consensus of the previous work (Sandberg and Alvesson, 2011, p. 26). Moreover, intertextual coherence has been divided into three main parts with respect to text organization as shown in figure 2.25.

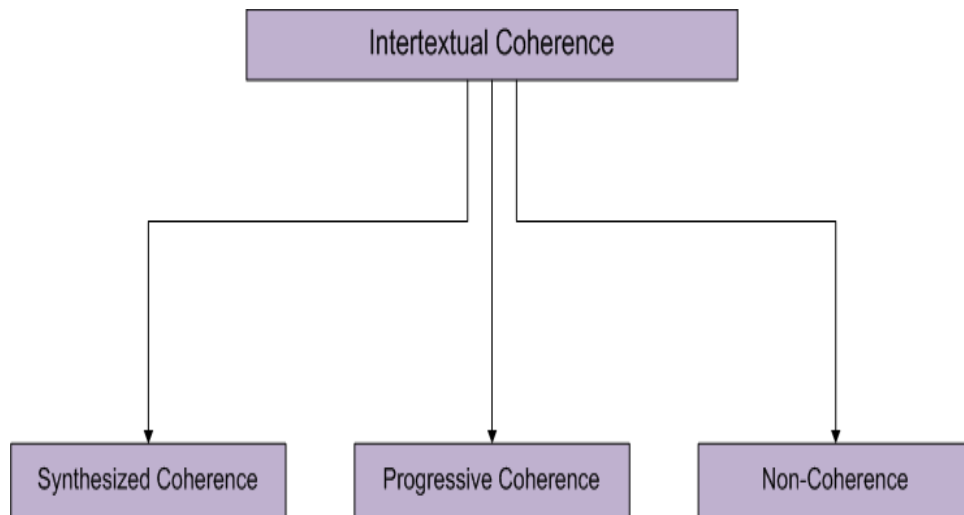


Figure 2.25: Types of Intertextual Coherence (Locke and Golden-Biddle, 1997, pp. 1029-1040)

Figure 2.25 illustrates that there are three main types of intertextual coherence. According to Locke and Golden-Biddle (1997), “manuscripts display synthesized coherence when they cite and draw connections between works and investigative streams not typically cited together to suggest the existence of undeveloped research areas” (Locke and Golden-Biddle, 1997, p. 1030). Synthesized coherence is done on the basis of links and

connections among texts that are not apparently visible and the researcher links them together on the basis of his research study.

On the other hand, Locke and Golden-Biddle (1997) explain progressive coherence as “networks of researchers linked by shared theoretical perspective and methods working on research programs that have advanced over time” (Locke and Golden-Biddle, 1997, p. 1035). Progressive coherence normally involves hierarchal development among texts.

As compared to synthesized coherence and progressive coherence noncoherent intertextual fields refer to the referenced works that belong to “a common research program but as linked by disagreement” (Sandberg and Alvesson, 2011, p. 26).

Another area concerning the generation of research questions is gap-spotting. Gap-spotting relates to “the way of producing research questions by spotting various gaps in existing literature such as an overlooked area” (Sandberg and Alvesson, 2011, pp. 24-25). With respect to L2 language learning gap-spotting can refer to a new dimension or phenomenon concerning an existing research work.

In relation to the present study, it is important to consider different types of gap-spotting as it will help us to explain the present study in relation to gap-spotting. Sandberg and Alvesson (2011) describe three main types of gap spotting as shown in figure 2.26.

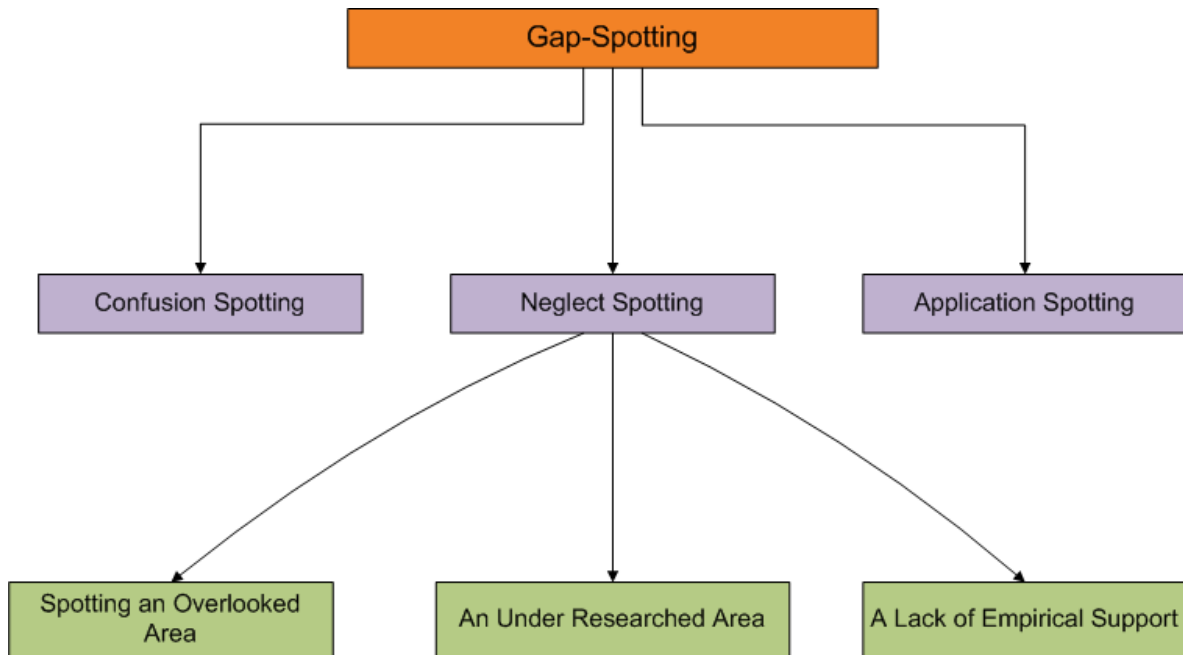


Figure 2.26: Types of Gap-Spotting Concerning the Problematization of a Research Work (Sandberg and Alvesson, 2011, pp. 28-31)

Figure 2.26 shows that there are three main types of gap-spotting: *confusion spotting*, *neglect spotting*, and *application spotting*.

Confusion spotting involves “spotting some confusion in existing literature. Previous research on topic exists but available evidence is contradictory” (Sandberg and Alvesson, 2011, p. 29). The researcher through confusion spotting aims to solve the identified confusion in the literature through his research work.

On the other hand, neglect spotting aims to spot “something neglected in existing literature and is the most common mode of constructing research questions” (Sandberg and Alvesson, 2011, p. 30). Neglect spotting has been further categorized into three types as spotting an overlooked area, under researched area and an area with lack of empirical support.

The third type of gap-spotting is application spotting that “searches mainly for a shortage of particular theory or perspective in a specific area of research. The aim of application spotting is to provide an alternative perspective to further our understanding of the particular subject matter in question” (Sandberg and Alvesson, 2011, pp. 30-31).

The process of problematization concerning the present study involves both intertextual coherence and gap spotting. Keeping in view the above-mentioned aspects, the process of problematization concerning the present study has been summarized in figure 2.27.

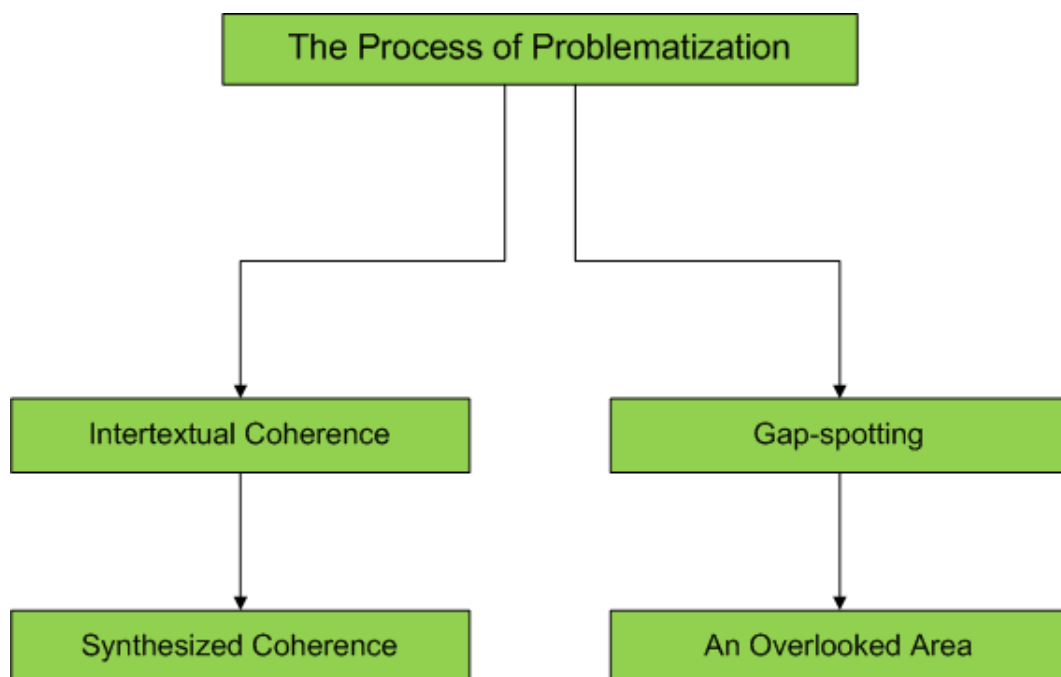


Figure 2.27: The Process of Problematization Concerning the Present Study

Figure 2.27 shows the process of problematization concerning the present study. The study has followed the method of synthesized coherence for the following two purposes:

1. Review of the Related Literature
2. Generation of the Research Questions

Similarly gap-spotting helped in specifying the following aspects:

1. The Research Area
2. The Language Learning Context

Following synthesized coherence, the selected materials have been arranged on the basis of their link with one another and with the research topic. Moreover, existing language teaching materials and theories based on the cultural factor in L2 learning and teaching have been linked with one another. The analysis of these materials has helped in refining the research questions. The review of the literature has also provided in-depth information concerning the cultural factor in second language learning and teaching.

The other aspect concerning the problematization process is of gap-spotting, which is related to the specification of the research problem and its contribution to existing research. The analysis of the review of literature reveals that the cultural factor in L2 learning and teaching has been mostly discussed in the perspective of language learning context of the developed countries, which are quite different from the language learning contexts of South Asian countries (India, Pakistan, and Bangladesh), where English is learned as a second language. On the other hand, there are few language research works based on the cultural factor in L2 learning and teaching in the context of L2 in Pakistan. The study of cultural factor in second language learning and teaching is aimed to fill the above-mentioned gap and to contribute to existing literature.

The problematization process of the research study in relation to the cultural factor has been divided into two parts with respect to L2 learning and L2 teaching. Therefore

the discussion in this sections will first discuss the cultural factor in L2 learning and then the cultural factor in L2 teaching.

2.6.1 The Cultural Factor in L2 Learning

In the perspective of L2 learning and its relation to culture, the reviewed literature has discussed the two main aspects.

1. Formal Language Learning (FLL)
2. Informal Language Learning (ILL)

The reviewed literature in the perspective of formal and informal language learning reveals that the earlier studies have dealt separately with FLL and ILL. The analyzed works (Batstone, 2002; Chang, 2002; Collentine and Freed, 2004; Cook, 2001; Cortazzi and Jin, 1999; Ellis, 1990, 2005) have focused on learning in formal contexts and the works Altay (2005); Ashraf (2006); Beckner et al. (2009); Collins (2005); Kao (2010); Kozulin (2003); Lantolf and Johnson (2007); Liu et al. (2002); Mitchell and Myles (2004); Pal-freyman (2006); Panzarasa and Jennings (2006); Power and Shrestha (2009); Sharifian (2008, 2009); Tissot (2004); Zheng (2005) have focused on informal or social learning. The further analysis of these works also reveals that the earlier works have also discussed separately the role of culture in FLL and ILL. Moreover, the study also assumes to view them collectively. Keeping in view the language learning context in Pakistan, the study proposes the following research question based on formal and informal language learning.

Does the role of culture vary with respect to formal language learning and informal language learning?

The above assumption is related to the language learning context in Pakistan, where the learners' first culture is dominant. As a result of that the language learning that takes place in the formal setting differs from the learning that takes places in the social setting on the basis of culture.

Another aspect which is important to consider is the language learning context. The role of culture with respect to both these types of learning may vary depending on the language learning context.

The research questions explained-above will be investigated using different research tools. The investigation will be made through a questionnaire and a classroom observation sheet as shown in figure 2.28.

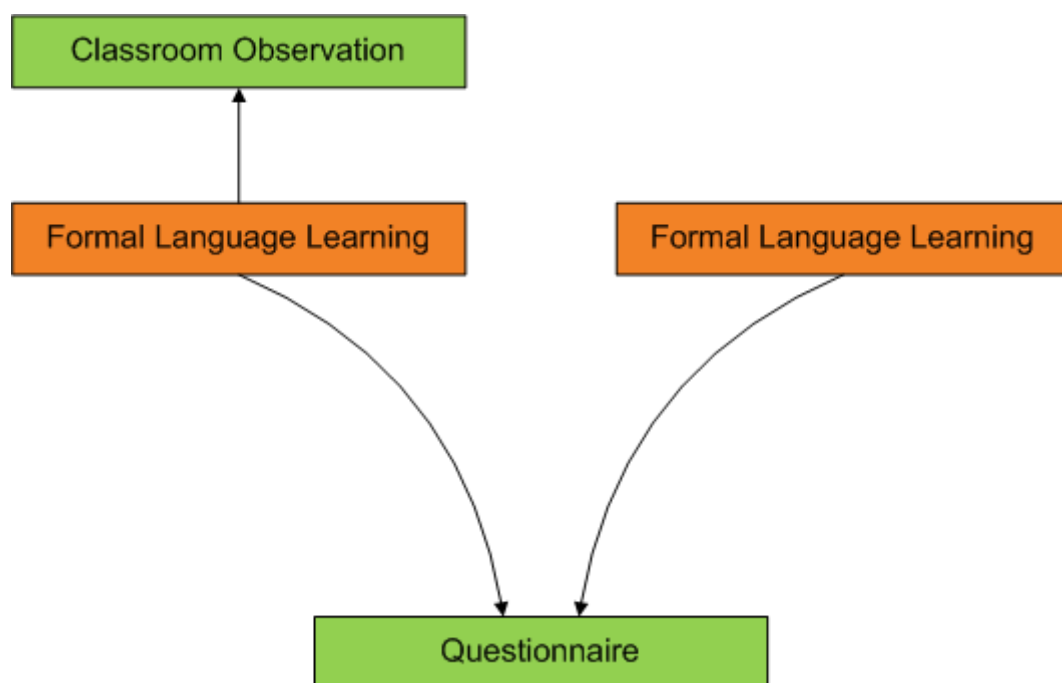


Figure 2.28: Research Tools for Investigation Concerning Formal and Informal Language Learning

Figure 2.28 illustrates that the study concerning the formal language learning will be conducted through classroom observation and questionnaire. Classroom observation will investigate about the nature of classroom activities whereas the questionnaire will be used to know how often the learners participate in the activities in the classroom.

On the other hand, the study will also investigate how often the learners make use of the social resources for learning English outside the classroom. The investigation will be made through a questionnaire consisting of a five-point frequency scale (1=most often, 2=often, 3=sometimes, 4=rarely, 5=never). The questionnaire will be prepared through focused-group interviews and field testing.

2.6.2 The Cultural Factor in L2 Teaching

The cultural factor in L2 teaching has focused on teachers attitudes. The analysis of the review of literature concerning teachers' attitudes has specified the factors which affect teachers' attitudes. These factors are:

1. Teachers' Professional Experiences,
2. Teachers' Cognitions,
3. Teachers' Training
4. Teachers' Knowledge of the Target Language Culture

The earlier studies discussed in the review of literature reflect that teachers' attitudes have been discussed in the perspective of different aspects such as teachers' attitudes based on intercultural competence (Alptekin, 2002; Alred et al., 2003; Derin et al., 2009), tolerance towards the target language culture (Gonen and Saglam, 2012), integration of culture into language teaching materials (Karabinar and Guler, 2012), and multilingualism (Griva and Chostelidou, 2011). Moreover, the studies (Al-Zaidiyeen et al., 2010;

Alptekin, 1993; Altay, 2005; Atay, 2009; Beycioglu et al., 2010) which have discussed the role of culture in language teaching also are based on different language learning contexts.

The review of the related literature reveals that attitudes are context-based and depend upon multiple factors (such as teachers' cognitions, their professional experience, teachers' training etc.) which contribute toward the formation of positive and negative attitudes. Therefore the attitudes which are positive in one language context may turn as negative in another language learning context. In this respect, the study of the teachers' attitudes based on culture and language teaching in Pakistan is important to understand the language learning context in Pakistan. Therefore the research question based on the teachers' attitudes is as follows:

What are the teachers' attitudes based on culture and language teaching in Pakistan?

The study concerning teachers' attitudes will discuss the following dimensions:

1. Attitudes Based on Culture and Comprehension
2. Attitudes Based on Culture-Related Tasks
3. Attitudes Based on Culture and Tolerance
4. Attitudes Based on Cross-Cultural Comparison
5. Attitudes Based on Culture and Identity
6. Attitudes Based on Social Contexts

Teachers' attitudes based on the above-mentioned aspects will be investigated through a questionnaire consisting of a five-point scale (1=completely disagree, 2=disagree, 3=neu-

tral, 4=agree, 5=completely agree). The questionnaire will also include demographic information, which will be helpful in characterizing teachers' responses on the basis of their experience, age, and gender.

The questionnaire will also investigate qualitatively the teachers' attitudes obtained through open-ended comments based on culture and language teaching. The questionnaire construction will also follow an initial and final piloting process in order to improve the questionnaire construction. The results obtained through the quantitative and the qualitative study will be compared in order to validate the results.

2.6.3 Rationale for Using Questionnaire as a Research Instrument

Munn and Drever (1999, p. 1) raise the following questions concerning the selection of a research instrument:

1. What is being investigated?
2. How will it be investigated?
3. How will the data be analyzed?

The first question relates to the research topic or a specific research area under study. The second question relates to the research methodology or the selection of a research tool, and the third question links to the analysis or interpretations of the results.

According to Dornyei and Taguchi (2003) questionnaires are used to measure attitudes, beliefs, opinions and actions. The present study as a whole investigates about

actions and attitudes. The questionnaire concerning formal and informal contexts will investigate about the L2 learners activities based on formal and informal language learning, which relates to actions. On the other hand, the study concerning L2 teaching will investigate the L2 teachers' attitudes based on culture and language teaching.

The advantage of using questionnaire as a research tool is that it can be used for both quantitative study and qualitative study. The questionnaire concerning teachers' attitudes will include both close-ended and open-ended questions. Therefore the study will be conducted both quantitatively and qualitatively as shown in figure 2.29.

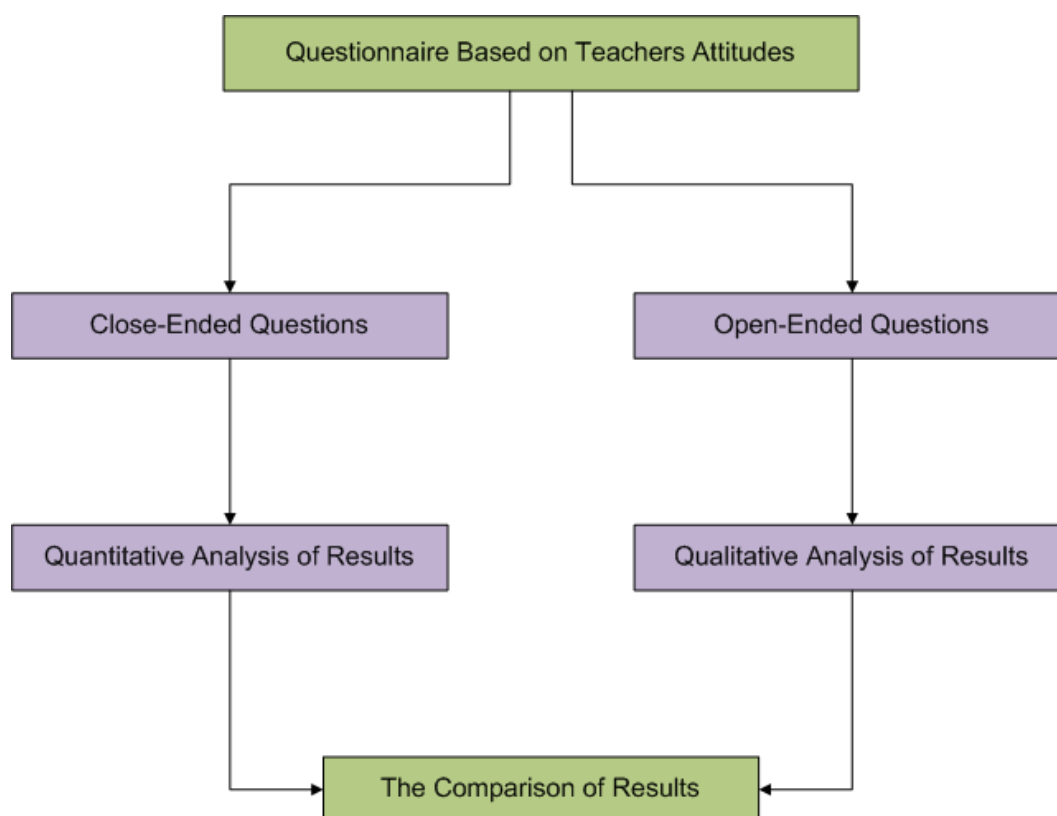


Figure 2.29: Quantitative and Qualitative Research Through Questionnaire

One of the reasons for selecting the questionnaire as a research tool is that it is helpful in accessing the greater part of the target population which is not possible by using other

research tools such as interviews and observations.

A questionnaire is also useful in terms of time and cost. A large amount of data can be collected with less cost and within a short period of time. In the case of the present study the questionnaires will help in collecting the data within a reasonable span of time.

The questionnaires are also reliable for the present study because the questionnaires will be prepared through a complete process of questionnaire construction. The process of questionnaire construction will include a) review of existing literature, b) focused-group interviews, c) initial piloting process, d) and final piloting process. All these processes will help in developing the questionnaires.

Another reason for using the questionnaire is that the data obtained through questionnaire can be interpreted easily as explained by Dornyei and Taguchi (2003).

If the questionnaire is well-constructed, processing the data can also be fast and relatively straightforward especially by using some modern computer software (Dornyei and Taguchi, 2003, p. 9).

The questionnaire data in the case of the present study will be analyzed using SPSS (Statistical Package for Social Sciences) and Nvivo software. SPSS is helpful for analyzing the quantitative data whereas Nvivo is used for analyzing the data qualitatively.

The other reason for selecting the questionnaire as a research tool is that the data obtained through questionnaires is helpful in comparing the results. The present will also compare the results obtained through questionnaires in order to cross-validate the results.

2.7 Conclusion

The chapter has discussed the relevant literature on the basis of the role of culture in second language learning. It is evident from the literature that culture plays a vital role in second language learning and teaching. Moreover, it is also important to consider the cultural factor not only from learners' perspective but also from teachers' point of view. In the context of L2 learning, the analysis of the related literature reveals that culture plays a role both in formal language learning that takes place inside classroom and informal language learning that takes place in social settings. Moreover, in the perspective of L2 teaching, analysis of the review of literature concludes that teachers' attitudes based on culture and language learning are influenced by their experiences, cognitions about teaching and learning, their training, and their awareness of the target language culture.

In order to describe the purpose of the literature discussed in this chapter, the literature linked to the present study can be divided into two main parts as shown in the figure 2.30.

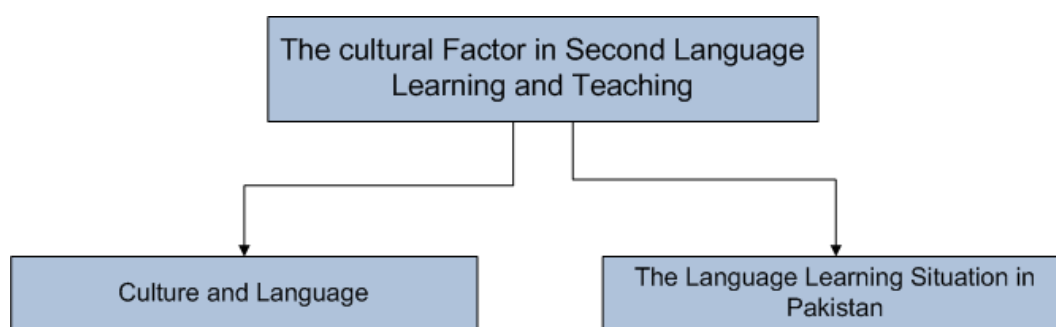


Figure 2.30: The Review of the Literature based on the Present Study

Figure 2.30 shows that the reviewed literature is based on the two main parts. The first part discuss the role of culture in second language learning and teaching whereas the second part reviews the literature based on the English language learning situation

in Pakistan.

The first part of the review of the literature has discussed the relevance of the literature on the basis of its link to the research questions of the study. It has been further divided into three subsections as shown in figure 2.31.

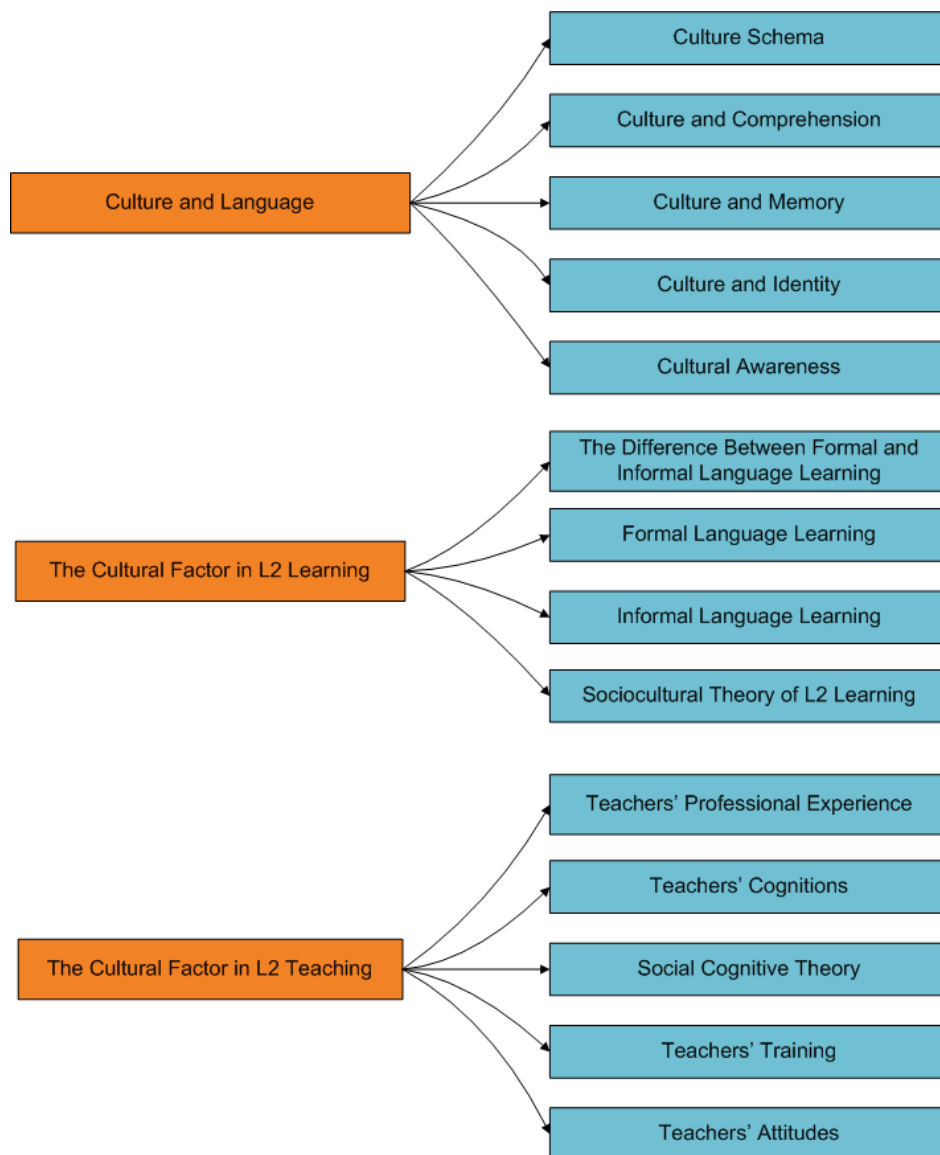


Figure 2.31: The Conclusion of the Chapter

The discussion based on culture and language learning establishes the relation between language and culture with respect to cultural schema, comprehension, memory, cultural identity and cultural awareness as shown in figure 2.31. The discussion in this section has been made keeping in view the two purposes. The first purpose is to highlight the role of culture in second language learning. The second purpose is to discuss these aspects in respect of their connection with research questions.

The second section of the research study has discussed formal language learning and informal language learning with respect to culture. The detail concerning the discussion has been given in figure 2.31. The discussion in this section is related to the first research question.

Does the role of culture vary with respect to formal language learning and informal language learning?

The purpose of reviewing the literature concerning the above research question was to know about the role that culture plays in formal and informal language learning.

The third section of the related literature has focused on the cultural factor in L2 teaching. The study in this respect has discussed teachers' professional experiences, teachers' cognitions, social cognitive theory, and teachers' training. These aspects have been discussed because they relate to teachers' attitudes. The study concerning L2 teaching is related to the second research questions given below:

What are the teachers' attitudes based on culture and language teaching in Pakistan?

The second part of the related literature has focused on the language context and the English language situation in Pakistan. The study reviewed the literature concerning the language learning context in Pakistan keeping in view the following purposes.

1. To highlight the language learning conditions
2. To know about the status of English in Pakistan
3. To know about the status of other languages in comparison with English

An overview of the related literature has been shown in figure 2.32.

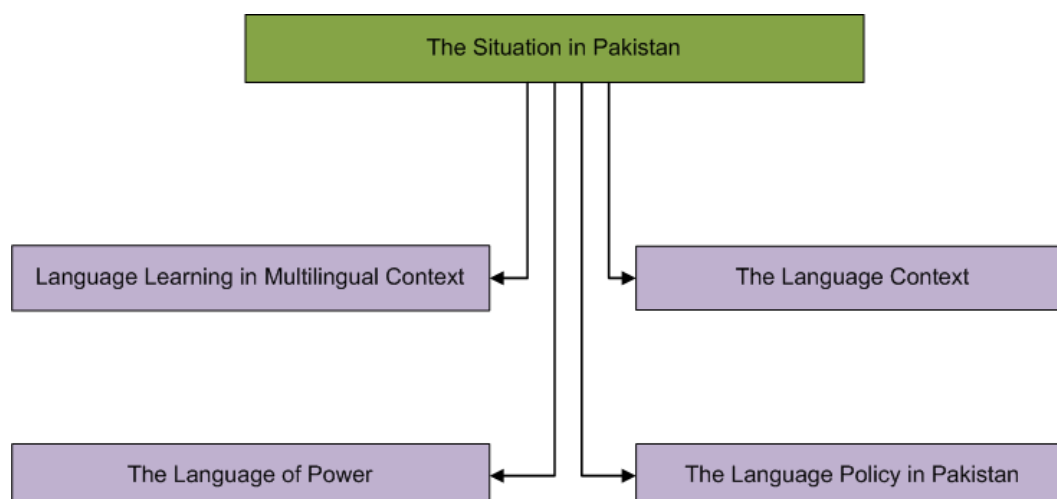


Figure 2.32: The Language Situation in Pakistan

Figure 2.32 shows that the study has first reviewed the aspect of language learning in multilingual context with respect to L2 learning in Pakistan. In this context, the situation of English with respect to Urdu (the national language of Pakistan) has been highlighted. The parallelism between the two languages has been compared to the modified concept of diglossia. After that, English has been discussed as the language of power in the context of its influence as an official language in Pakistan. Moreover, the study has also highlighted the language context where the role of English and other languages

has been discussed. In the end, the language policy concerning English has been reviewed.

Part II

RESEARCH METHODOLOGY

Research Methodology

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3.1 Overview

The study basically deals with the role of culture in second language learning and teaching. In this context, the research study involves two sub-studies: one dealing with the role of culture in second language learning and the other dealing with the role of culture in second language teaching. An overview of the study has been shown in figure 3.1.

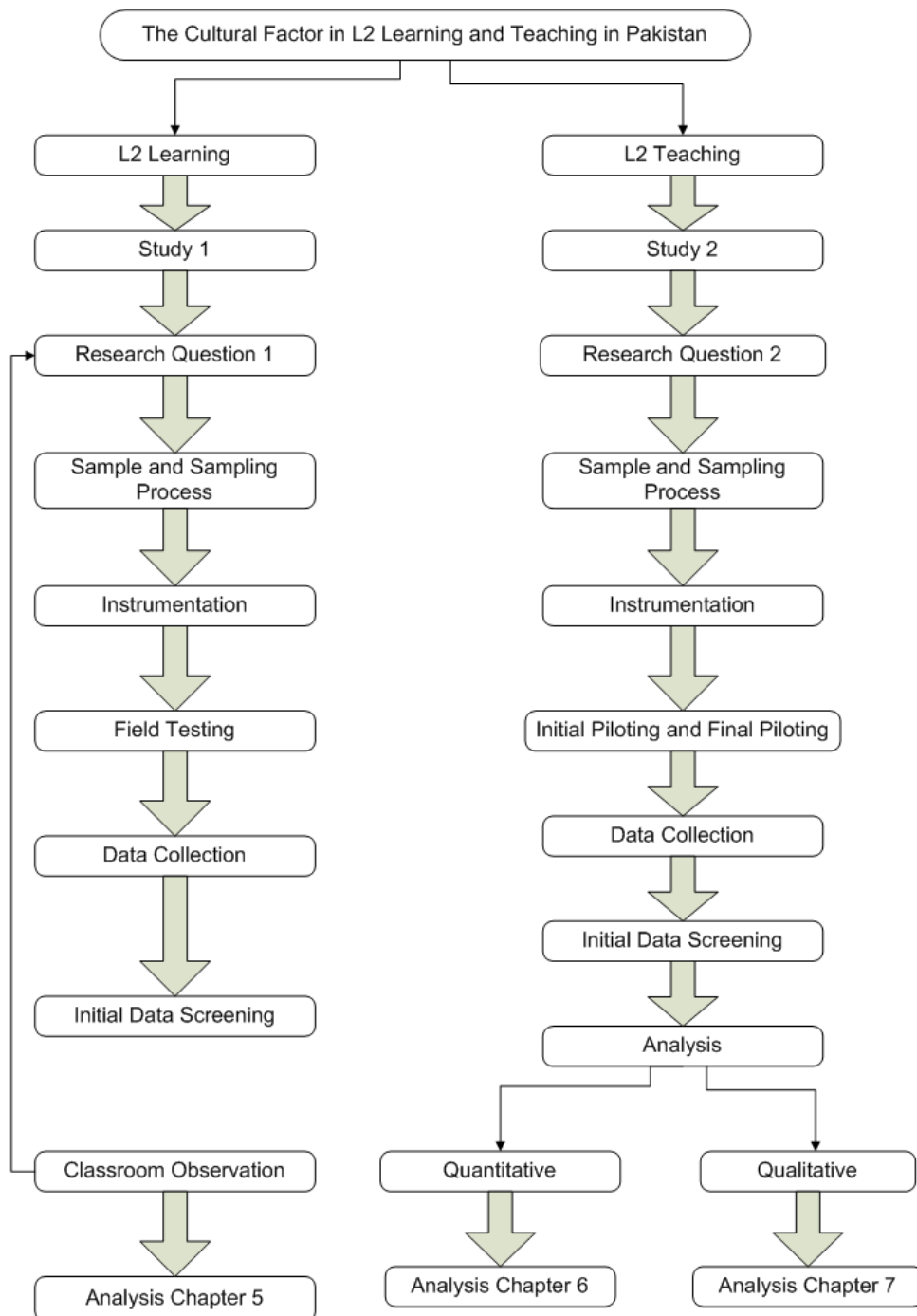


Figure 3.1: Overview of the Study

3.2 Study 1

3.2.1 Research Question

Study 1 is aimed to investigate the cultural factor in second language learning and has been designed to address the following research questions.

Does the role of culture vary with respect to formal contexts and informal contexts in second language learning in Pakistan?

The study has taken the formal and informal learning contexts with respect to L2 learning in Pakistan. Formal language learning refers to instructed or principled learning which takes place in formal settings (see section 2.3.2, Formal Contexts, Chapter 2). However informal learning refers to the social contexts, which cover a wide range of social interactions among L2 learners (see section 2.3.3, Informal Contexts, Chapter 2). Ellis (1990) explaining the difference between formal and informal learning states, “Language learning in formal setting possesses a limited range of locations, participants, topics, etc. Informal learning is characterized by greater range of settings, participants, topics, and purposes” (Ellis, 1990, p. 2) (see section 2.3.1, The Difference between Formal and Informal Contexts, Chapter 2).

3.2.2 Research Design

Questionnaire design is as much an art as it is a science. (Malhotra, 2006, p. 2)

Brown (2001) suggests six steps for a research design concerning a survey research.

1. Planning the survey
2. Developing the instrument

3. Gathering the data
4. Analyzing the data statistically
5. Analyzing the data qualitatively
6. Reporting the results

(Brown, 2001, pp. 8-12)

A research design gives information concerning the whole research process from the beginning to the end. According to Griffiee (2012), “A survey design consists of a construct, population of interest, a sample, and a data collection instrument” (Griffiee, 2012, p. 53). The present research study is quantitative in nature and has used a cross-sectional research design with a survey questionnaire. According to Dornyei (2007), “A cross-sectional research refers to a snapshot-like analysis of the target phenomenon at one particular point in time, focusing on a single time interval” (p. 78). The questionnaire-based cross-sectional survey design was employed keeping in view the nature of the research study.

3.2.3 Sample and Sampling

A random sampling method has been adopted in the case of study 1. “A random sampling involves selecting members of the population on a completely random basis” (Dornyei, 2007, p. 97). For this purpose, nine universities (see Appendix-C, Part-C.5) which offer language learning courses were selected from federal area and the Punjab province which consists of 62% of the population of Pakistan Khan (2012b). Out of these nine universities, three universities have been selected randomly, and the data have been collected from adult L2 learners belonging to these universities. Finally, 275 respondents from

these three universities have participated in the research study. Figure 3.2 shows the characteristics of the sample based on their educational levels.

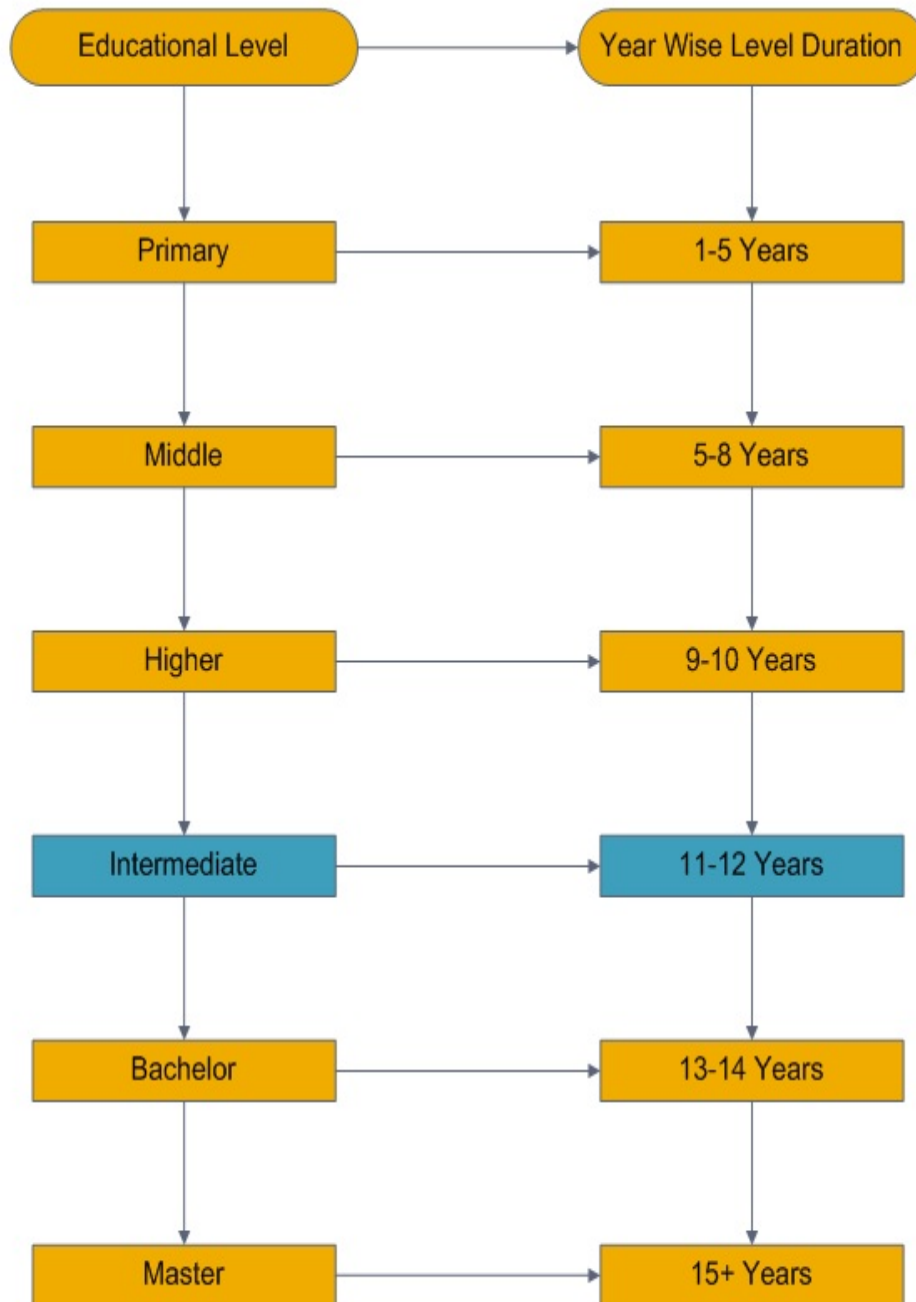


Figure 3.2: A Year Wise Distinction of Educational Levels in Pakistan

Figure 3.2 shows that adult L2 learners, who have already completed their twelve years of education, have been asked to fill out the questionnaire. The reason behind it is that adult learners can better respond to a questionnaire concerning formal and informal contexts. Smith and Strong (2009) describing the characteristics of adult learners explain, “The adult learners have the ability to interpret their culture and belief systems as well as the ability to reflect and build on their cross-cultural experiences” (Smith and Strong, 2009, p. 2).

The following are the reasons for selecting the adult L2 learners in the case of formal and informal language learning:

1. Adult learners have learned many aspects of language and they are in a position to evaluate their progress.
2. Adult learners are able to practice language in both formal and informal settings.
3. Adult learners on the basis of their language practice in formal and informal settings can evaluate their cultural awareness concerning formal and informal language learning.

3.2.4 Questionnaire Construction Study 1

The questionnaire construction followed the process of classroom observation and focused group interviews in the case of formal and informal language learning. Figure 3.3 shows the complete process of questionnaire construction concerning formal and informal language learning.

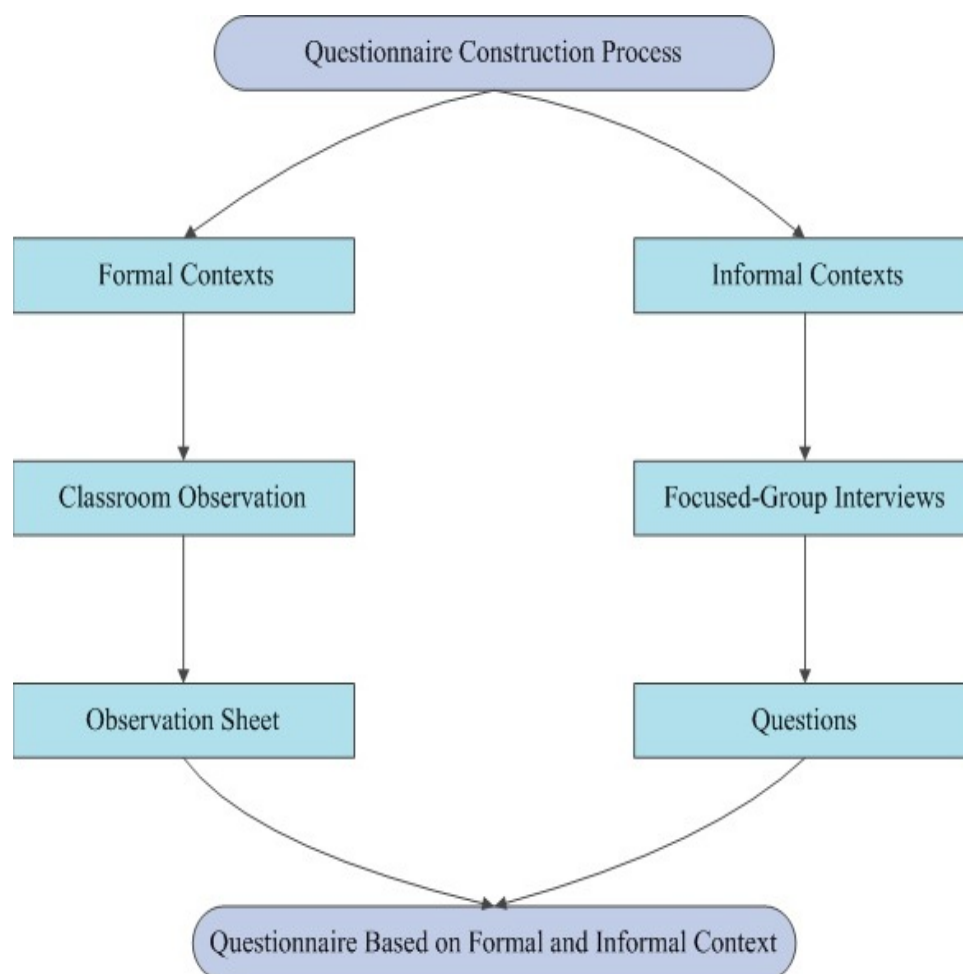


Figure 3.3: The Process of Questionnaire Construction

Figure 3.3 shows that the questions construction has followed the process of classroom observation and focused group interviews. Classroom observation has been done through an observation sheet. The purpose of classroom observation was to know about the nature of activities and their relation with culture in formal language learning. The process of classroom observation has been discussed in detail in section 3.2.4.1.

On the other hand, focused-group interviews of L2 learners helped in getting information about social resources used by L2 learners outside the classroom. In addition,

focused-group interviews also helped to know about learners' communication in social settings. The process of focused-group interviews has been discussed in detail in section 3.2.4.2.

3.2.4.1 Classroom Observation

The distinctive feature of an observation as a research is that it offers an investigator the opportunity to gather live data from naturally occurring social situations.

(Cohen et al., 2007, p. 396)

According to Dornyei (2007), "Observation is fundamentally different because it provides direct information" (p. 178). Observation is further categorized as 'participant observation or non-participant observation'. Dornyei (2007) referring to both these types explains, "The participant observer becomes a full member of the group taking part in all activities. However, in non-participant observation the researcher is usually not or minimally involved in the settings" (p. 179). Along with these two categories, there are also structured and unstructured observation types. "A structured observation involves into the classroom with a focus whereas unstructured observation is less clear what it is looking for" (Dornyei, 2007, p. 179).

The present study has followed the non-participant observation model with a structured observation sheet (see Appendix-C, Part-C.3) with a focus on classroom activities based on culture. The researcher followed the classroom observation process at the National University of Modern Language (Pakistan). This was followed for one week. The observation focused on learners' level of participation and classroom activities, and the relationship of these activities with culture. The classroom observation provided the researcher with the information concerning formal contexts for L2 learning in Pakistan. Table 3.1 explains the main aspects of observation in the classroom.

Table 3.1: The Main Themes of Classroom Observation

No			
1	Student to student participation	Time Duration 2 Hours	
2	Students to teacher participation		
3	Classroom activities based on learners' home culture		
4	Classroom activities based on the target language culture		
5	Classroom activities based on cross-cultural comparison		

Results obtained through classroom observation (see Appendix-C, Part-C.4) have been discussed in the next chapter (see section 4.4, Formal Contexts).

3.2.4.2 Focused Group Interviews

A focused group discussion with eight adult learners was arranged to know about informal contexts. Focused group interviews helped to investigate the use of resources for practicing language in social contexts. The discussion focused on the following points:

1. What are the learners' activities outside the classroom?
2. How often do the learners practice the second language in their social contexts?
3. What are the possible reflections of culture through social interactions?

Focused group interviews helped to know about the use of social resources such as the use of newspapers, TV programs, advertisements, websites, mobile communication. for

the use of learning a second language.

Based on the information I received through classroom observation and focused group interviews, I decided to prepare a questionnaire based on formal and informal contexts. I prepared the initial version of the questionnaire, which consisted of three main sections. The first two sections concern formal and informal contexts and the third section concerns respondents' background information (see Appendix-A, Part-A.1).

3.2.5 Field Pretesting

"If you are not looking for problems or ambiguities, you will not find them".

(Czaja, 1998, p. 4)

"The surest protection against errors is to pretest the questionnaire in full or in part" (Babbie, 2008, p. 283). "Field Pretesting generally means administering a questionnaire to respondents selected from the target population using the procedures that are planned for the main study" (Czaja, 1998, p. 9). The main purpose of field testing is to "bring the social and cultural differences between the researcher and the target population" (Naresh and David, 2007, p. 182). Field pretesting of the questionnaire has focused on the following points concerning the questionnaire development:

1. The respondents understand the questions in a consistent way.
2. The questions are asking for information that respondents have and can retrieve.
3. The wording of questions provides respondents with all the necessary information.
4. The respondents interpret the questions as the researcher intends.

5. A level of variation among responses is acceptable (Collins, 2003; Czaja, 1998).

The questionnaire has been pretested with the subjects that had shared similar characteristics with the target population. 30 respondents have been asked to fill out the questionnaire in the pretesting process. The respondents were asked to give their suggestions and to explain briefly the problematic areas concerning the questionnaire construction. They were also asked to rephrase a question in their own words if it seemed ambiguous to them. The respondents were also requested to give their emails addresses for a follow-up discussion.

In the second phase of field pretesting all the questionnaire responses have been examined carefully. Nearly half of the respondents have been interviewed in order to identify the problematic areas and to find the possible solution. The details about the questionnaire which have been used for field testing are as follows:

The questionnaire consists of mainly three parts. The first part is about formal contexts and consists of 7 questions. The second part deals with informal contexts and consists of 10 questions. The first and second part of the questionnaire consists of a 5 point frequency scale to investigate about learners' activities concerning formal and informal contexts as explained in table 3.2.

Table 3.2: Frequency Scale

Always	Often	Sometimes	Rarely	Never
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The third part of the questionnaire is about background information concerning learners' educational level, age and gender. An open-ended question was also included to know about the respondents' reaction concerning the questionnaire construction. De Singly

(2009) referring to open-ended questions explains:

Les questions ouvertes présentent bien des avantages : tout d'abord le fait de privilégier les catégories dans lesquelles les individus perçoivent le monde social, plutôt que de les imposer par les modalités des réponses fermées. Ensuite des questions ouvertes ouvrent des perspectives de codage de l'information beaucoup plus grandes (De Singly, 2009, pp. 66-67).

Based on the field testing process and suggestions obtained through open-ended responses, some of the questionnaire content has been modified in order to improve the content validity of the questionnaire. Some of the examples of modifications are as follows.

Initial Version

1. How often do you read newspapers?
2. How often do you watch films?
3. How often do you consult websites?
4. How often do you send SMS to your friends?

In order to make it more precise, the respondents were asked the questions precisely about English newspapers, films, and websites. Hence the modified version of the questionnaire includes the word 'English' with these questionnaire items.

Modified Version

1. How often do you read English newspapers?
2. How often do you watch English film?
3. How often do you consult English websites?
4. How often do you send SMS in English to your friends?

3.2.6 Data Collection

Field pretesting helped in finalizing the questionnaire. After the field pretesting process, the target population was accessed. The adult learners of English from three universities, selected on a random basis, participated in the survey. Figure 3.4 shows the process of data collection.

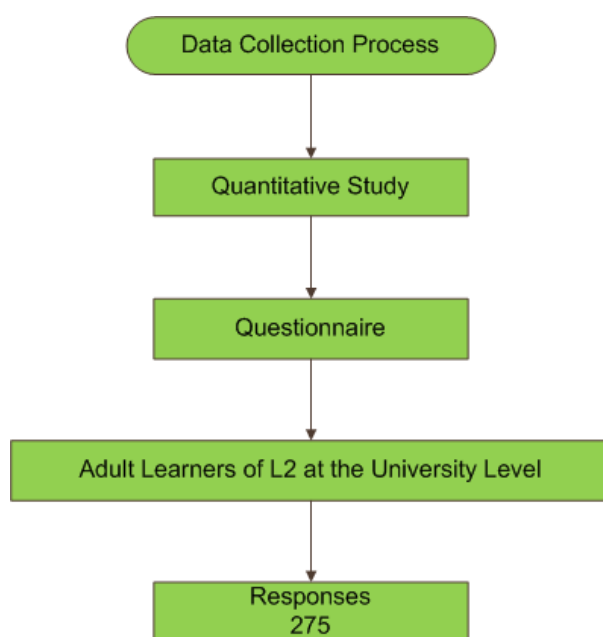


Figure 3.4: Data Collection Process Concerning Formal and Informal Contexts

Figure 3.4 illustrates that the data were collected through a questionnaire. In addition the adult learners of L2, enrolled at three main universities, participated in the survey. As a whole a total of 275 learners responded to the questionnaire study.

Synthesis

The discussion in this section has discussed the research design concerning study 1, which relates to the first research questions:

Does the role of culture vary with respect to formal language learning and informal language learning?

Study 1 can be summarized in the following points:

- ❶ The study is concerned with the cultural factor in formal language learning and informal language learning. It is related to adult L2 learners, enrolled at three main universities in Pakistan.
- ❷ The questionnaire construction concerning the present study has used classroom observation and focused-group interviews.
- ❸ The process of field-pretesting helped in administering the questionnaire at a limited scale and to know how do the questionnaire items work?
- ❹ The data collection process revealed that a total number of 275 learners participated in the study.

3.3 Study 2

3.3.1 Research Questions

Study 2 is concerned with cultural factor in L2 teaching in Pakistan. It has been designed to address the following research question.

What attitudes do the teachers have concerning cultural awareness and language teaching in Pakistan?

Before going into further detail, it is important to mention the differences between attitudes, perceptions and opinions. The three terms are closely related to each other. According to Merriam-Webster (2012) dictionary, perception is a ‘mental image’. ”The core meaning concerning perception is immediate awareness” (Pages, 2012). It refers to the way you think about or understand someone or something. An opinion in its simplest way refers to ‘a belief or judgment’ (Pages, 2012).

As compared to perception and opinion, an attitude refers to a feeling or way of thinking that affects a person’s belief. “Attitudes are formed as some kind of learning experience, which are often built up more slowly” (Pages, 2012). The current research has taken the teachers’ attitudes concerning culture and language teaching, based on their language teaching experiences. The teachers’ attitudes, based on their culture and language teaching awareness, have been divided into sub-research questions, which will be answered through the present research. The research study has inquired about language teachers’ attitudes:

- based on culture and comprehension

- based on culture related activities and tasks
- based on culture and tolerance
- based on culture and identity
- based on culture and the use of social contexts for language learning

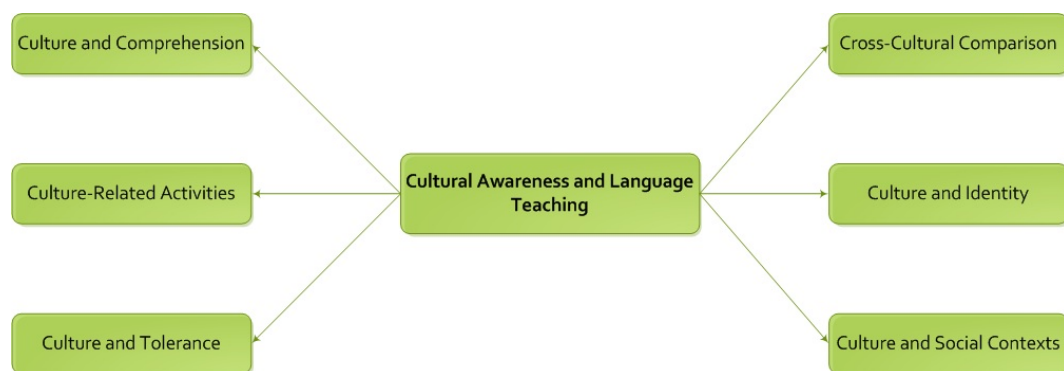


Figure 3.5: Dimensions Based on Cultural Awareness and Language Teaching

Based on the dimensions shown in figure 3.5, the following research questions have emerged from the study:

1. What attitudes do the teachers have concerning the role of culture and comprehension with respect to L2 learning?
2. What attitudes do the teachers have concerning culture-related activities and tasks practiced in the classroom?
3. What attitudes do the teachers have concerning the idea of cultural awareness and tolerance for L2 learning?
4. What attitudes do the teachers have regarding cross-cultural comparison for L2 learning in Pakistan?

5. To what extent do the target language cultural awareness help learners to identify with the target language community?
6. What attitudes do the teachers have concerning the use of social contexts for L2 learning in Pakistan?

The purpose of the first research question is to find out the role of culture in relation to comprehension. The study has focused on comprehension in terms of meaning, interpretation, and variation that occurs across different cultures. Questions 1, 2, 3, 4, 5, 6, 8, 10 and 15 of the questionnaire (see Appendix-A Part-A.3) are related to culture and comprehension. Concerning the role of culture with respect to comprehension Fuhong (2004)'s research reveals that "cultural schema effects ESL learners' comprehension and recall" (see section 2.2.3 Culture and Comprehension). Fuhong (2004)'s research also suggests that an important part of comprehension is cultural knowledge. Similarly, according to M.H. et al. (2007), cultural schema has a greater effect on learners' comprehension (p. 29) (see section 2.2.2, Cultural Schema).

The second research question aims at highlighting the importance of culture related activities and tasks for L2 learning (see Appendix-C, Part-C.10). The research study through the second research question is intended to investigate two important aspects:

1. Shared knowledge based on culture
2. Cultural familiarity

Questions 16, 17, and 18 of the questionnaire (see Appendix-A Part-A.3) are related with the second research question (see section 2.2.2 Cultural Schema).

Research Question 3 is about the teachers' views based on cultural awareness and tolerance. Cultural awareness and tolerance from the perspective of the present research

refers to the view that there are more than one ways of interpreting and viewing culture related concepts. Questions 7 and 9 of the questionnaire (see Appendix-A Part-A.3) are related to the third research question (see section 2.2.6 Cultural Awareness).

The fourth research question is based on the idea of cross-cultural comparison. The research question aims to focus on two basic aspects for cross-cultural learning:

1. Language teachers' awareness of cultural differences
2. Language teachers' exposure to the target language culture for a better cross-cultural comparison.

Questions 13 and 14 of the questionnaire are related with the fourth research question.

Research question 5 aims to investigate possible cultural advantage that the learners have in order to identify with the target language culture. Question 11 and 19 are related to research question 5 (see section 2.2.5, Culture and Identity). The last research question is about the importance of learners' socio-cultural aspects with respect to language learning context in Pakistan. Question 12 and 20 are linked with the idea of social contexts.

The reason for selecting only teachers instead of learners is that learners may vary in terms of their educational background and the experience of one learner may be called individual, not general. However, the teachers' practical knowledge based on their language teaching experience may cover individual as well as general aspects concerning language learning and cultural awareness (see section 2.4.1, Teachers' Professional Experience). According to Beycioglu et al. (2010), "Teachers are among the most important practitioners of educational theories" (p.1). Moreover, "Teachers' belief systems are founded

on the goals, values, and beliefs teachers hold in relation to the content and process of teaching, and their understanding of the system in which they work and their role in it” (Richards, 1996, p.284).

3.3.2 Research Design

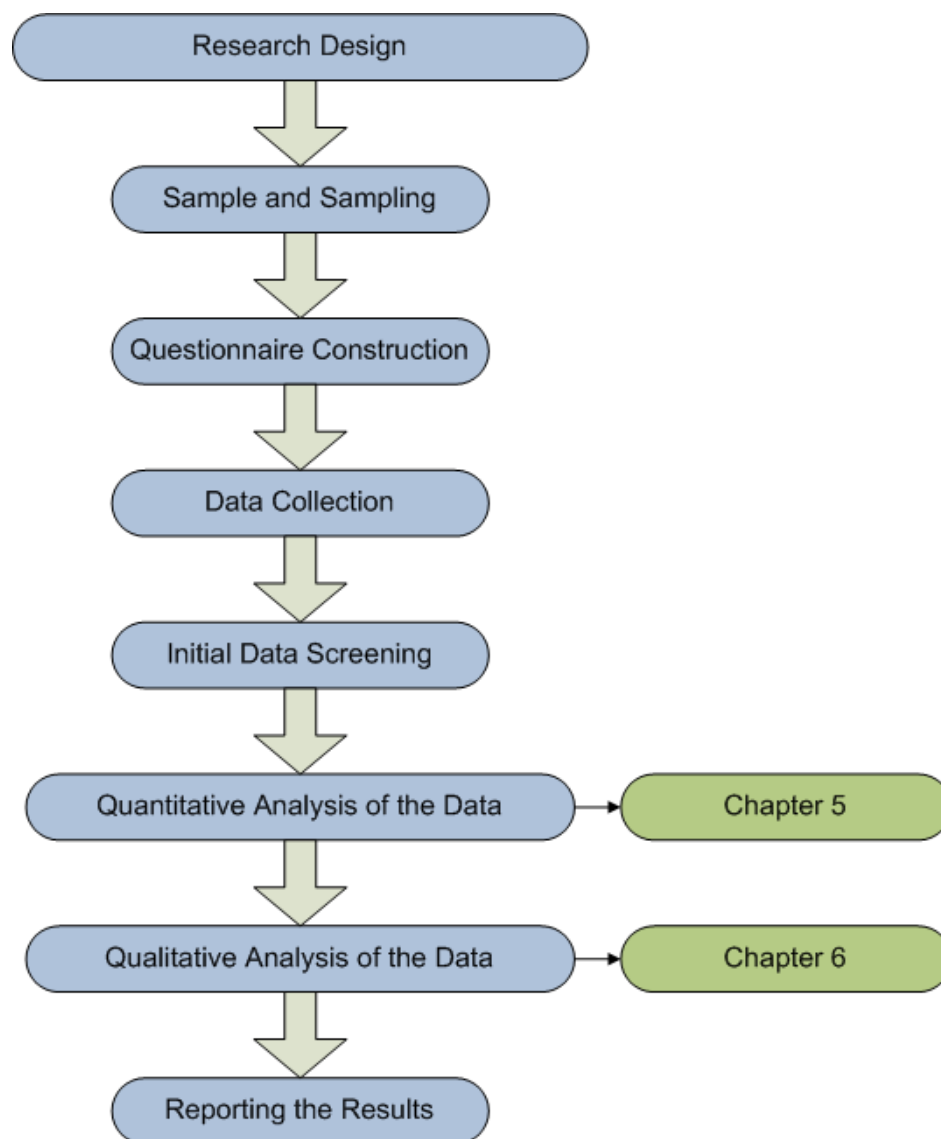


Figure 3.6: Research Design Concerning Study 2

A research design includes information concerning the different phases of the research study from the beginning to the end. The step-wise information concerning the whole research design has been discussed in later sections. However, an outline of the research design concerning teachers' attitudes has been shown in figure 3.6. The research study has used a questionnaire consisting of close-ended and open-ended questions to investigate teachers' attitudes both quantitatively and qualitatively.

3.3.3 Sample and Sampling

A sample in a research study refers to any group (usually of individuals) from which the information is obtained whereas sampling technique refers to the process of selecting these individuals" (Fraenkel et al., 2008).

A sample also refers to the target population. The target population is defined as "the collections of elements or objects that possess the information sought by the researcher about which inferences are to be made" (Naresh and David, 2007, p. 406). Fraenkel et al. (2008) define the target population of a study as "the total number of the individuals or groups or organizations to which the findings of a study are intended to be generalized". According to the above two definitions, all the language teachers who teach English language at the high school, college and university levels are part of the target population. The total number of language teachers in Pakistan is not known. However, the total number of teachers concerning all fields has been determined by the Ministry of Education Pakistan (see Appendix-C, Part-C.6).

A convenient sampling technique has been employed based on respondents' qualification, age, gender, and teaching experience. "A convenient sampling involves the process where the members of the target population are selected for the purpose of study if they

meet certain practical criteria such as geographical proximity, availability at a certain time or the willingness to volunteer” (Dornyei, 2007, p. 72).

Following the convenient sampling technique, the data have been collected by using the paper-pencil method and web-based method. The paper-pencil method of data collection is concerned with the common way of collecting responses. In this method, the teachers have been provided the questionnaire in printed form and have been requested to fill it out. Through this method, the language teachers in different cities of Pakistan were sent the questionnaire through post along with a return envelope, and were requested to fill out the questionnaire within the due time. Mostly, the language teachers from universities and colleges were contacted following paper-pencil method. A cover letter was also attached in order to provide details about the research project (see Appendix-A, Part-A.2).

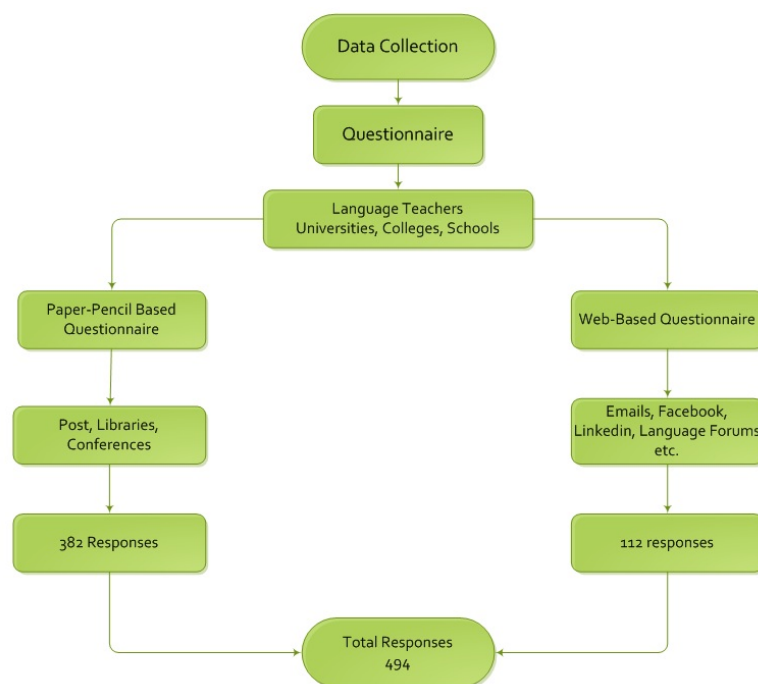


Figure 3.7: Data Collection Process Concerning Teachers' Attitudes

On the other hand, a web-based questionnaire was also used in order to access the target population. The advantage of web-based questionnaire in comparison to the postal surveys is that “the financial expenditure of surveys on the Internet is smaller, and surveys can be conducted within short periods with a high number of cases” (Bandilla, 2002, p. 1). The language teachers were contacted through their email addresses, which were taken from the official websites of universities. Similarly, the language teachers groups on Facebook have also been contacted. A total number of 494 language teachers participated in the survey. The process of data collection has been shown in figure 3.7.

3.3.4 Questionnaire Construction Study 2

The process of questionnaire construction covers the following topics:

1. Initial Piloting
2. Final Piloting

The process of both initial and final piloting is referred to as field study. According to Dornyei and Taguchi (2003), “Questionnaire construction is field testing that is, piloting the questionnaire at various stages of its development on a sample of people who are similar to the target sample; the instrument has been designed for” (Dornyei and Taguchi, 2003, p. 63). The field testing was done following Dornyei and Taguchi (2003), De Vaus (2002), and Parasuraman et al. (1988) instructions for developing a questionnaire.

3.3.4.1 Initial Piloting

Concerning the questionnaire construction, many researchers (De Vaus, 2002; Dornyei and Taguchi, 2003; Griffie, 2012; Leung, 2001; Parasuraman et al., 1988) provide lists which involve construction of the questionnaire, administration of the questionnaire and

building up of scales. After synthesis and modification of these guides, the following mentioned points helped me to develop my own questionnaire:

1. To define the research area.
2. To identify the dimensions concerning the research area.
3. To generate different items under these dimensions.

Defining the research area concerns the specification of the research study. In the case of the present research work, the research area was limited to cultural factor in language teaching. Further delimitation of the study considered only the language teachers who dealt with the adult learners of English at the university, college and high school levels in Pakistan. This process helped in specifying the target population.

The second step was to identify the different dimensions related to culture and language teaching and, then language construction of the questionnaire items. At this stage I decided to involve the target population. As a result I arranged focused group interviews with seven language teachers. According to Naresh and David (2007), “A focused group interview is a discussion conducted by a researcher, in a non-structured or natural manner with a group of participants” (Naresh and David, 2007, p. 182). Moreover, the purpose of a focus group discussion is “to gain insights into the problem by creating a forum where participants feel sufficiently relaxed and portray their feelings and their behaviors at their pace using their language and logic” (Naresh and David, 2007, p. 182). Seven language teachers (university = 4, college = 2, school = 1) participated in the focused group interviews. Six dimensions were specified based on the language learning context in Pakistan. Moreover a questionnaire with 32 close-ended questions and one open-ended question was developed.

During the questionnaire development, special attention was paid to language construction. The language construction process followed the following rules:

1. The questions in the questionnaire sought short and simple items. The questionnaire items were written in simple sentences rather than compound or complex sentences.
2. The questions followed simple and natural language. Items were kept clear and direct without any acronyms, abbreviations, proverbs, jargons, or technical terms.
3. Negative constructions were avoided in order to avoid any possible difficulty.
4. Double-barreled questions were also excluded. Double-barreled questions ask two or more questions in one while expecting a single answer.
5. One question in the questionnaire aimed at investigating only one objective. (Dornyei and Taguchi, 2003, p. 55)

After the initial piloting and questionnaire construction, the final piloting of the questionnaire was administered. The purpose of final piloting was to avoid any ambiguity concerning the questionnaire items.

3.3.4.2 Final Piloting

After the questionnaire construction, the final piloting has been done in order to make further developments concerning the construction of the questionnaire. The final piloting of the questionnaire helped “to know how the items will work, that is, whether the selected respondents will reply to the items in the manner intended by the questionnaire designer” (Dornyei and Taguchi, 2003, p. 67). The single purpose of final piloting is “to

bridge the social and cultural differences between the researcher and the target participants” (Naresh and David, 2007, p. 182). For this purpose the questionnaire has been administered to a group of respondents, who had similar characteristics to the target population. A total number of 50 language teachers responded to the questionnaire. The details of the final piloting process are as follows:

1. The questionnaire consisted of 33 questions. There were 32 close-ended and one open-ended question (see Appendix-A, Part-A.3). According to Cohen et al. (2007) “highly structured close-ended questions are useful in that they can generate frequencies of response amenable to statistical treatment and analysis” (p. 321). The questionnaire consisted of two parts. The first part of the questionnaire aimed to gather factual information or demographic information. The factual questions ask for “descriptions of people: their ages, genders, countries of origin, or marital status. Some of the questions ask for what people have done or what has happened to them” (McKay, 2006, p. 35). The factual questions from the perspective of present research inquired about gender, teaching experience, education, and experience of working as a colleague with NESTs (Native English Speaking Teachers), experience of teaching to the learners from another culture and the knowledge of speaking other languages (see Appendix-A, Part-A.3). According to Fowler (1995), “Some of the factual questions help in characterizing people, whereas others are aimed at counting or describing events” (p. 8). The research study included factual questions for the purpose of characterizing the respondents based on their experience, education or gender.
2. The second part of the questionnaire used a five-point rating scale (Likert Scale) to investigate language teachers’ attitudes concerning culture and language teaching. “In a Likert scale, subjects are asked the extent to which they agree or disagree

about an issue. The responses of Likert scale are given in the form of rating scale (Usually a five point scale)” (Williams, 2003, p. 248), for example:

Table 3.3: Likert-Sclae Example

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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According to Cohen et al. (2007), “The rating scales are particularly useful for tapping attitudes, perceptions and opinions” (p. 328). The other advantage of rating scales is that “they combine the opportunity for a flexible response with ability to determine frequencies. . . and other forms of quantitative analysis” (Cohen et al., 2007, p. 328).

3. The open-ended question was aimed at knowing the respondents’ reactions about the questionnaire construction. “Open-ended questions are used to encourage respondents to give detailed information or reaction” (McKay, 2006, p. 37). The respondents were requested to point out the questionnaire items which seemed ambiguous to them.
4. The respondents were also requested to give their email addresses for a follow-up discussion.

Based on the respondents’ suggestions and follow-up discussions, some of the questionnaire items were modified after the final piloting process. Some examples of these modifications are as follows.

Initial version: Where have you completed your education?

- In Pakistan
- In a country where English is the first language

- Others

Modified Version: Where were you educated for the first 16 years?

The purpose of this question was to know about the culture under the influence of which the respondents completed their education. Furthermore, the aim behind this question was to know whether the respondents completed their education in Pakistan or abroad. Three possible answers were proposed in this case (see Appendix-A Part-A.3). The question was not understood in the way it was intended by the researcher. Some of the respondents who completed their education in Pakistan but did a six-month teaching course in the UK opted for the second choice out of the three possible questions, which was not the correct response in the context of what the question was asking. As a result of the discrepancy between the researcher and the respondents, the above question was reformulated as ‘where were you educated for the first 16 years?’ Another reformulation was made, which is as explained as follows.

Initial Version: The target language awareness helps learners to be part of another culture.

Final Version: The target language cultural awareness helps learners to identify with the target language community.

During the final piloting phase of the questionnaire, and discussion with the respondents, the following objectives were carried out.

1. Defining objectives and specifying the kind of answers needed to meet the objectives of the questions.
2. Ensuring that all respondents have a shared common understanding of the meaning

of the questions.

3. Ensuring that people are asked questions to which they know the answers.

Synthesis

- ❶ Study 2 relates to the teachers' attitudes based on culture and language teaching in Pakistan.
- ❷ The language teachers from the university, college and higher school level participated in the study.
- ❸ A questionnaire based on teachers' attitudes was developed through the review of existing literature, initial piloting process, and final piloting process.
- ❹ The data were collected through paper-pencil methods and web-based questionnaire.
- ❺ A total number of 494 language teachers participated in the study.

3.3.5 Initial Data Screening Concerning *Study 1* and *Study 2*

Initial data screening involves entering the data, missing value analysis, multivariate outliers, reliability scale, and validity measures. It is important to mention here that the researcher has sought help from two university professors concerning statistical measures, who are skilled statisticians and have experience of working with SPSS and Nvivo. SPSS and Nvivo softwares are used for quantitative and qualitative analyses respectively. Figure 3.8 shows the complete procedure of initial data screening. All the steps which have been shown in figure 3.8 have been discussed in detail one by one.

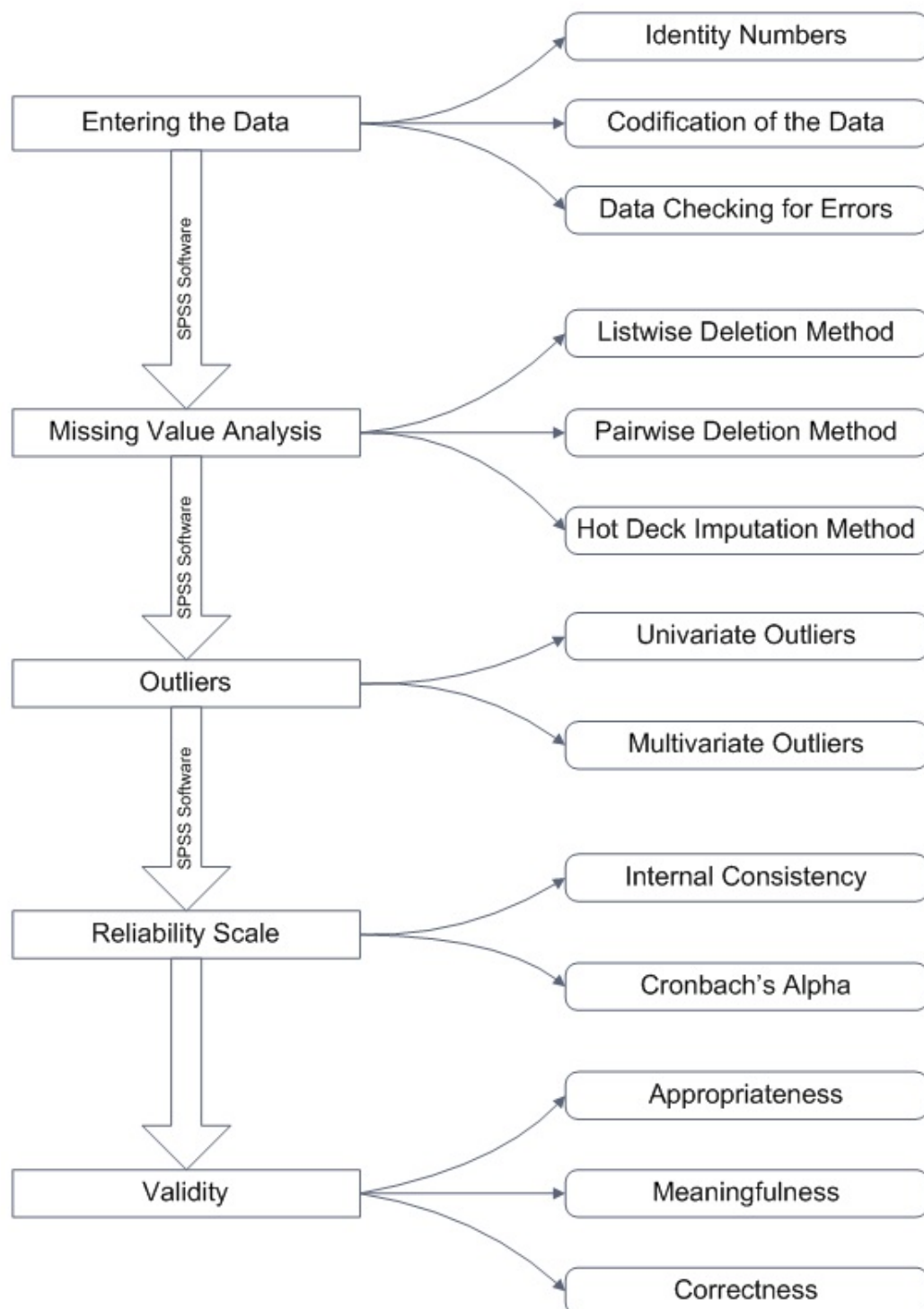


Figure 3.8: The Process of Initial Data Screening

Figure 3.8 illustrates that the process of initial data screening involves five main stages which are:

1. Entering the Data
2. Missing Values Analysis
3. Outliers
4. Reliability Scale
5. Validity Measures

The above-mentioned stages of initial data process have been explained section wise along with necessary details.

3.3.5.1 Entering the Data

Before starting to analyze the data, it is essential to check the data in order to keep it free from errors. Pallant (2007) referring to initial data screening explains, “It is important to spend the time checking for mistakes initially rather than trying to repair the damage later” (p. 43). “Irrespective of how the mistakes occurred, mistakes will misrepresent the true data. The purpose of conducting research is to discover reality, so incorrectly entered data thwart the purpose of research” (PsychWiki, 2012).

Initial data screening starts with entering the data. In the first step, all the questionnaire responses have been given unique identity numbers. These numbers are helpful in order to retrieve the data of a special case in the analysis at any point in time. In the second stage, the data have been codified using SPSS software and then the data have been entered.

After completing the data entry process, the data have been checked for errors which may occur during the data entry process. For this purpose, the data have been put in ascending and descending order to check the minimum and maximum limit of the variables based on their defined codes.

3.3.5.2 Missing Value Analysis

After dealing with the initial data entry process, the second important step is to deal with missing values, which are found in the questionnaire responses of a survey. By missing value analysis, I refer to “missing values for some (but not all) variables and for some (but not all) cases. If the data are missing on all variables for some cases that is referred to as unit non-response” (Allison, 2002, p. 72). Missing values in the data can seriously influence the results and certain statistical tests cannot be performed.

There are multiple ways of dealing with missing data. Three of them are important to mention with respect to missing values: listwise deletion method, pairwise deletion method, and hot deck imputation method. “Listwise deletion refers to deletion of all the data of an entire case from the analysis because it is in some way(s) incomplete” (Oppenheim, 2000). Allison (2002) describing the disadvantage of listwise deletion method explains, “The most obvious drawback for listwise deletion is that it often deletes a large fraction of the sample leading to a severe loss of statistical power” (Allison, 2002, p. 72). The second method for missing value analysis is referred to as pairwise deletion method. “Pairwise deletion refers to the temporary deletion of a case from the analysis only in respect of those items for which those particular cases have no entries” (Oppenheim, 2000). In this case, the missing cases are deleted temporarily and included in the data for further analysis. The third one is hot deck imputation method. “Hot deck imputation is a method for handling missing data in which each missing value is replaced with an

observed response from a similar unit” (Andridge and Little, 2010, p. 1). According to Schoier (2008), “It is a possibility to take the value for missing response from a respondent to the current survey (p. 1).

I preferred to use hot deck imputation method for dealing with missing values. The reason is that hot deck imputation method replaces the missing values with the possible near values on the bases of shared characteristics with other respondents in the survey.

In order to deal with the missing data, missing value analysis has been performed using SPSS software (cases with missing values<patterns<missing value analysis<analyze). Missing value pattern helps in identifying cases with missing values (see Appendix-B, Part-B.3 and Part-B.4). The cases having more than four missing values have been deleted from the data set. As a result of that two cases have been dropped in the case of study 1 and four cases have been left out in the case of study 2.

Hot-Deck Imputation Method Study 1

To apply hot deck imputation method, special help has been sought from a statistician, who has guided and monitored the researcher throughout the process. For hot deck imputation method, the data with missing values have been classified into K number of clusters. In the context of present research, the value of K was determined as $K=N/20$ ($K=275/20$, so $K=13.75$ or 14). In the second phase, the data file has been split into sub-files equal to the value of K i.e. 14, replacing the missing values; the data have been saved in the same file with different variable names. In this way the missing values have been replaced with the possible nearest values instead of replacing them with the mean. After the missing value analysis a total of 275 responses have been retained.

Hot-Deck Imputation Method Study 2

To apply the hot deck method, the data with missing values were classified into K number of clusters. In the context of the present research, the value of K was determined as $K=N/20$ ($K=494/20$, so $K=25$). In the second phase, the data file was split into sub-files equal to the value of K i.e. 25, replacing the missing values; the data were saved in the same file with different variable names. In this way the missing values were replaced with the possible nearest values instead of replacing them with the mean. After the missing value analysis a total of 494 responses were retained.

In order to observe the possible effect of missing values on the analysis, it was decided to do further analysis with or without replacing the missing values. For this purpose, the two versions of the data have been retained: one with missing values and the other with replaced values through hot-deck imputation method.

3.3.5.3 Multivariate Outliers

The third step in the case of initial data screening is of detecting outliers and to decide whether to delete or retain them for further analysis. “Outliers are the values well below or well above the other scores” (Pallant, 2007, p. 43). These are “the values that are inconsistent with the rest of the data set” (Dornyei, 2007, 203). The major disadvantage of outliers is that “they can seriously distort the statistical results by having an undue impact on the outcome” (Dornyei, 2007, 203).

Outliers are usually divided into two categories: univariate outliers and multivariate outliers. “In univariate analysis response variable is influenced by only one other factor. However, in multivariate analysis response variable is influenced by multiple factors or

combination of factors” (Tsay et al., 2000). Instead of detecting univariate outliers, I have focused on multivariate outliers. The reason for this is the questionnaire variables in the present study work in groups or sub-dimensions as compared to a single variable. Therefore, it is better to analyze outliers in relation to other variables in the questionnaire.

According to Dornyei (2007), outliers occur because of two reasons. “Firstly, they can simply be the result of a mistake when entering the data. Secondly, they can be in the form of out of ordinary but true response” (Dornyei, 2007, pp. 203-204). The present study has checked for both type of outliers.

In order to deal with the first type of outliers, the data have been rechecked by putting the variable values in ascending or descending order and by looking at the descriptive values following SPSS guide by Pallant (2007). It has been ensured that the entered data are free of errors. In order to detect multivariate outliers in the data set of the study, a technique, called mahalanobis distance has been used for this purpose. According to mahalanobis technique, cases having value less than $\alpha = 0.001$ are detected as outliers. A total number of 5 cases have been detected having outliers in the case of *study 1* and a number of 15 cases were detected having outliers in the case of *study 2*. It has been decided to deal with the statistical analysis with or without outliers in order to see their possible effect on results.

Researchers (Dörnyei, 2007, p. 204; Pallant, 2007, pp. 64-65) recommend “to deal with statistical analysis with or without the outliers in order to observe the effect of outliers depending on the nature of data” (Dornyei, 2007, p. 204). Therefore, data analysis has been done with or without outliers.

Moreover, a correlation analysis (Pearson’s correlation coefficient) has also been con-

ducted to observe the relation between the variables. Pearson's correlation is widely used to measure the relation between two variables and the possible effect of outliers on correlation. The correlation analysis reveals no significant difference in the presence of multivariate outliers.

3.3.5.4 Reliability Scale

The third phase of initial data screening is of reliability assessment of responses concerning the quantitative study. "Reliability in its simplest meaning is the consistency often meaning instrument consistency" (Mackey and Gass, 2005, p. 128). Reliability refers here to internal consistency. "Internal consistency is an attribute to the homogeneity of the items making up the various multi-item scales within the questionnaire" (Dornyei and Taguchi, 2003, p. 110). Dornyei and Taguchi (2003), referring to quantitative research, recommends a questionnaire that has "appropriate and well-documented reliability in at least one aspect: internal consistency" (p. 110). For internal consistency, Dornyei and Taguchi (2003) suggests two basic requirements for a questionnaire.

1. Instead of single items, multi-item scales are to be used wherever possible.
2. Multivariate scales are only effective, if they measure the same target area. In psychometric terms, this means that each item on a scale should correlate with the other and with the total score. (Dornyei and Taguchi, 2003, p. 111)

The present questionnaire fulfills both the above mentioned requirements for its reliability. The Cronbach's Alpha coefficient is used to measure internal consistency or reliability of a quantitative research study. It is a figure ranging between zero and +1. The standard value proposed by researchers (Dornyei, 2007; Dornyei and Taguchi, 2003; Larson-Hall, 2009) is 0.70. However, if the Cronbach Alpha of a scale does not reach

0.60, it means the questionnaire variables should be reformulated or modified. In other words, “the reliability of a psychometric instrument refers to the extent to which score on the instrument are free from errors of measurement” (Larson-Hall, 2009, p. 110). Larson-Hall (2009)) recommends “to discard the variables with value less than 0.30 or below” (Larson-Hall, 2009, p. 169).

The coefficient of Cronbach’s alpha has been determined by using SPSS software (Analyze >Scale >Reliability Scale). I have preferred to examine the internal consistency of all the psychometric questions in the questionnaire. The value of Cronbach’s alpha has been recorded as 0,714 as shown in table 3.4.

Table 3.4: Reliability Statistics *study 1*

Cronbach’s Alpha	No. of Items
0.714	17

Table 3.5: Reliability Statistics *Study 2*

Cronbach’s Alpha	No. of Items
0.832	20

The values of Cronbach’s alpha are 0.714 and 0.832 which are well above the standard value recommended by researchers for a well-developed scale.

The second step concerning the reliability is correlation coefficient. The correlation coefficient is “a simplest and effective way of ensuring that the items make up a scale belong together is to compute correlation coefficients for each item with the total score” (Dornyei and Taguchi, 2003, p. 113). Analysis of the correlation coefficient concerning the present study indicates that the items in the questionnaire together make up a scale (see Appendix-C, Part-C.1 and Part-C.2).

3.3.5.5 Validity

“Validity is the extent to which a psychometric instrument measures what it has been designed to measure“ (Dornyei and Taguchi, 2003, p. 110).

In quantitative research “validity refers to careful sampling, appropriate instrumentation and appropriate statistical treatment of data” (Cohen et al., 2007, p. 133). According to Fraenkel et al. (2008), “Validity of a research study is appropriateness, correctness and meaningfulness” (p. 148). “It is impossible for a research to be 100 percent valid; that is the optimism or perfection. However, it is a matter of degree rather than an absolute value” (Ibid: 2008). Therefore, the validity of a research study is an 'extent' (Dornyei and Taguchi, 2003)) or a 'matter of degree' (Miller et al., 2008, p. 72) rather than an absolute state.

As explained earlier, the validity of a research study depends upon careful sampling, appropriate instrumentation and appropriate statistical treatment of the data. In this context the validity of the research study has been divided into four main phases which are:

1. Instrumentation
2. Data Collection Procedure
3. Data Analysis
4. Data Reporting

Table 3.6 explains the validity measures have been taken to maximize validity and to minimize invalidity.

Table 3.6: Validity Measures

Phases	Measures
Instrumentation	Focused group interviews
	Classroom observation
	Field testing of the questionnaire
	Careful selection of the questionnaire content
	Selection of an appropriate and accessible sample through random sampling method
Data Collection Procedure	Data collection through paper-pencil method
	The questionnaire along with a covering letter in order to provide complete detail about the nature of research (See Appendix-A, Part-A.1)
Data Analysis	Proper coding of the data
	Missing values analysis using hot-deck imputation method
	Multivariate outliers analysis using Mahalanobis distance method
	Reliability scale
	Correlations
Data Reporting	Ensuring the research questions are answered
	Making claims which are sustainable by the data

3.4 Data Analysis

The data obtained through both studies have been analyzed using the Statistical Package for Social Sciences (SPSS) in the case of quantitative analysis and Nvivo software in the case of qualitative analysis.

During the data analysis process, different statistical tests concerning descriptive statistics, frequencies, percentages, correlations, means and standard deviation values have been performed in order to report the findings of the research study. The data concerning both studies in relation to its analysis have been classified in two sections: the data based on the demographic information and the data based on analysis (see chapter 4, chapter 5, and chapter 6). The demographic information has been explained through descriptive statistics, frequencies, and percentages (see section 4.2, and section 5.2). The data have been shown through graphs and tables.

The second part of the analysis, which consists of Likert-scale questions, involves mainly three types of statistical explanations for its data analysis interpretation. These statistical explanations include mean values, standard deviation values, and percentages. These values along with their related variables have been explained in the form of tables.

3.5 Conclusion

This chapter has discussed the methodological issues involved in this study, which has used a quantitative research method to investigate the cultural factor in second language learning and teaching. The questionnaires based on demographic information and Likert-scale questions have been used. The procedure of conducting this research is summarized

in the following steps.

1. Defining the Target Population
2. Explaining the sampling frame and sampling technique
3. Questionnaire Construction
4. Initial Piloting
5. Final Piloting
6. Data Collection Process
7. Initial Data Screening
8. Missing Value Analysis
9. Multivariate Outliers
10. Reliability Scale
11. Validity

All the above steps concerning the questionnaire construction occurred in sequence and they have been explained sequentially.

Part III

ANALYSES

Formal Contexts and Informal Contexts

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4.1 Overview

This chapter reports the findings of the study. It starts with the demographic information concerning the target population which has been studied. After that analyses have been made concerning formal and informal contexts. The last two sections of this chapter are about discussion and conclusion based on the findings of the study. The outline of the chapter with respect to its analysis has been shown in figure 4.1.

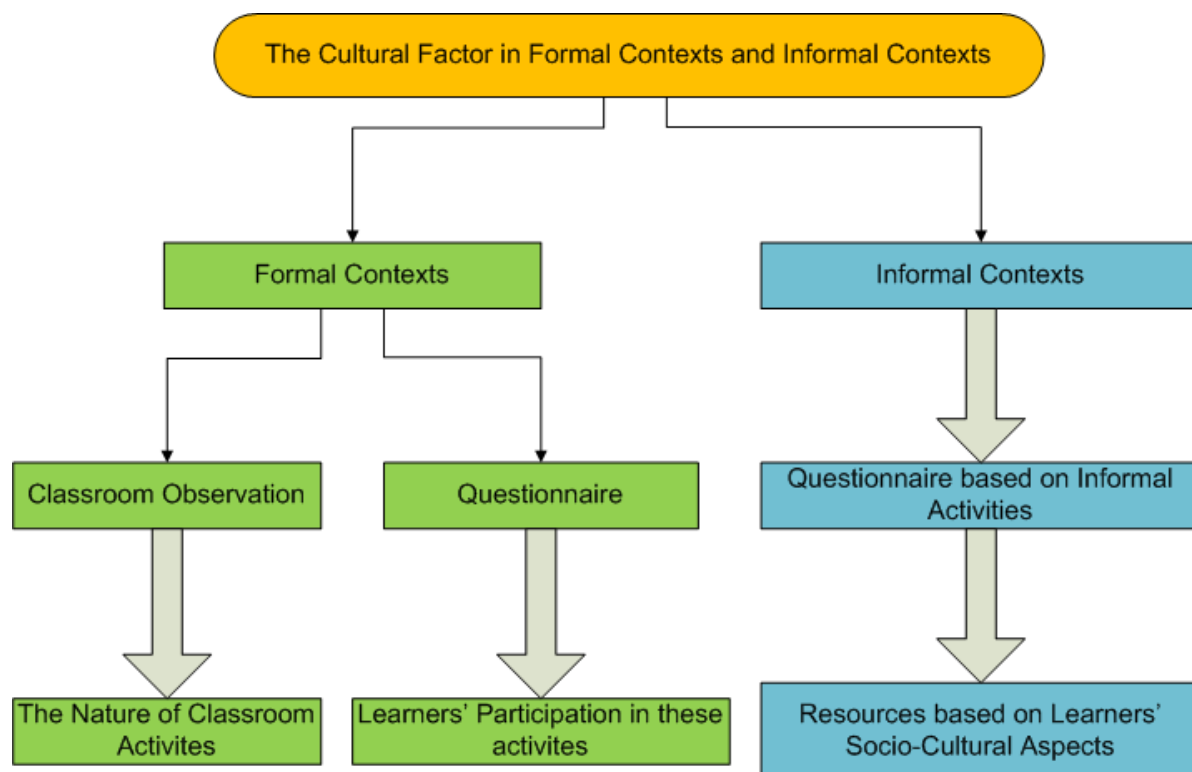


Figure 4.1: The Outline of the Chapter

Figure 4.1 shows the complete process of investigation made through formal and informal contexts for L2 learning. The cultural factor in formal language learning has been investigated through classroom observation and a questionnaire. Classroom observation has been done in order to investigate about the nature of classroom activities, based on their relationship with culture. On the other hand, the questionnaire concerning the formal contexts aims to get information concerning learners' participation based on these activities.

Figure 4.1 also shows the process of investigation concerning informal contexts. The informal contexts have been investigated through a questionnaire. The questionnaire concerning informal contexts sought to investigate the use of social resources, which are used in informal contexts for second language learning.

4.2 Demographic Information

Demographic questions are designed to elicit information from respondents concerning their personal characteristics and social background. The most frequently used demographic questions focus on gender, age, level of education, income level, marital status, level of parents' education, religious and ethnic background (Ross, 2005, p. 37).

The demographic questions concerning the present study are based on gender, age, and educational level of participants. A paper-pencil method has been used to collect the data from adult L2 learners from three universities. A total number of 275 adult learners participated in the study. The analysis on gender basis revealed that 53% of the learners were males and 47% of the respondents were females. The two different colours in figure 4.2 represent male and female learners who participated in the study.

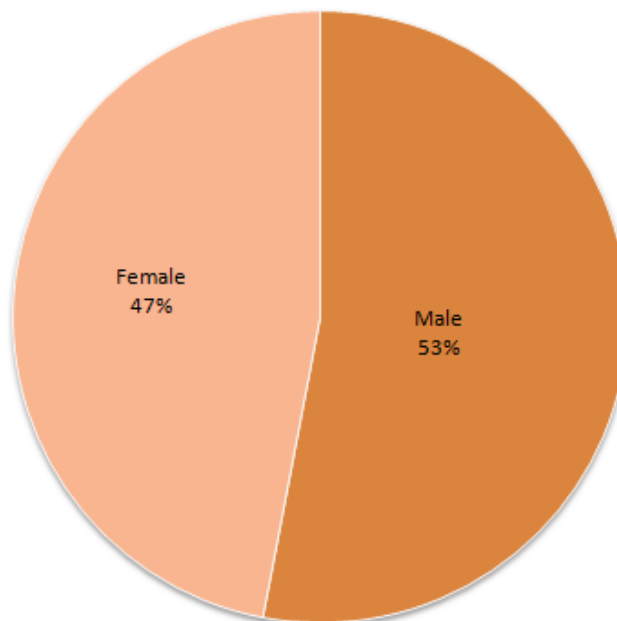


Figure 4.2: The Characterization of Male and Female Respondents on Gender Basis

Figure 4.2 reveals that almost equal participation has been made by male and female learners. The learners' participation on gender basis will be helpful in analyzing the data on gender basis in later sections.

Figure 4.2 also reveals that the number of male respondents in the survey is higher than the number of female respondents, which is in accordance with the total number of enrollments at the university level in Pakistan. According to the Pakistan Education Statistics, the total number of male enrollments is higher than the total number of female enrollments (see Appendix-C.8 and Appendix-C.9).

Similarly, learners from different age groups participated in the study. Adult learners of English, enrolled at three main universities, were divided into three main categories based on their age groups. Figure 4.3 shows the age distinction of the participants.

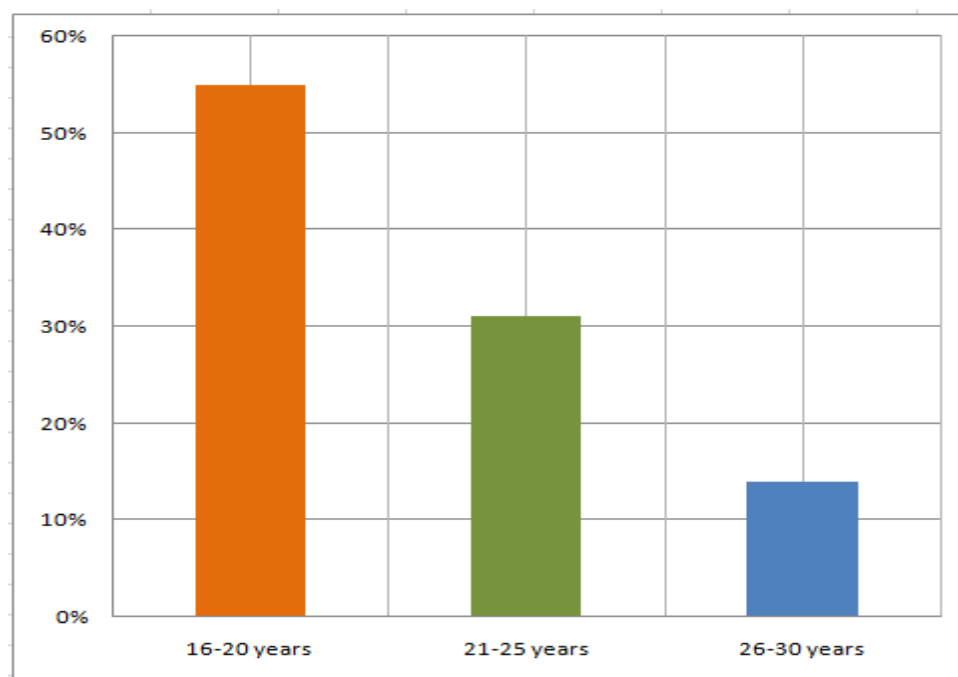


Figure 4.3: The Categories of Participants Based on Their Age

Figure 4.3 illustrates that 55% of the survey respondents belong the age group 16-20 years. Nearly 31% of the respondents belong to the age group 21-25 and 14% of the respondents belong to the age group 26-30 years.

The learners have also been categorized on the basis of their educational level. It is important to mention here that the learners who participated in the study were enrolled in language learning courses (English Diploma and Advanced English Diploma) at three main universities in Pakistan. Most of them had already completed their 14 years of formal education (i.e. Bachelors) and others had completed 12 years of formal education (i.e. Intermediate). These learners have been categorized on the basis of their educational level. The demographic information also reveals that 39% of the respondents are from Intermediate level and 61% of the respondents are from Bachelor's level as shown in figure 4.4.

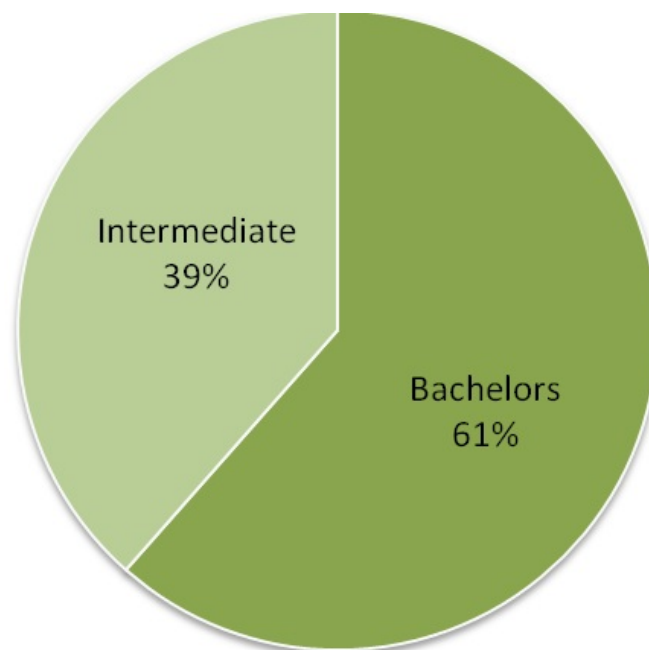


Figure 4.4: The Categorization of Learners Based on their Educational Level

The reason for the higher percentage of learners at a Bachelor's level is that most of the learners, after completing their higher education, want to excel in English since it is considered the language of power and employment (see section 2.5.2 The Language of Power). Rahman (2003), referring to the situation of English in Pakistan, views that English is the language of power and employment. Therefore the demand of English for jobs and higher education is also one of the reasons for learning English. The higher percentage in the case of bachelors, also indicates that most of the participants in the study are able to practice English in both formal contexts and informal contexts, to some extent, which is the basic requirement for this study.

4.3 Mean Values

The learners' responses concerning formal and informal language learning have been collected through a questionnaire based on a five point frequency scale as shown in table.

Table 4.1: Frequency Scale

Always	Often	Sometimes	Rarely	Never
--------	-------	-----------	--------	-------

These responses have been codified using SPSS software. On the basis of this codification, the mean values have been explained. Before going into the details, it is important to discuss the results based on mean values concerning formal and informal language learning. Moreover, it will help us understanding the results based on these values in this chapter. The responses have been codified keeping in view the pattern as shown in figure 4.5.

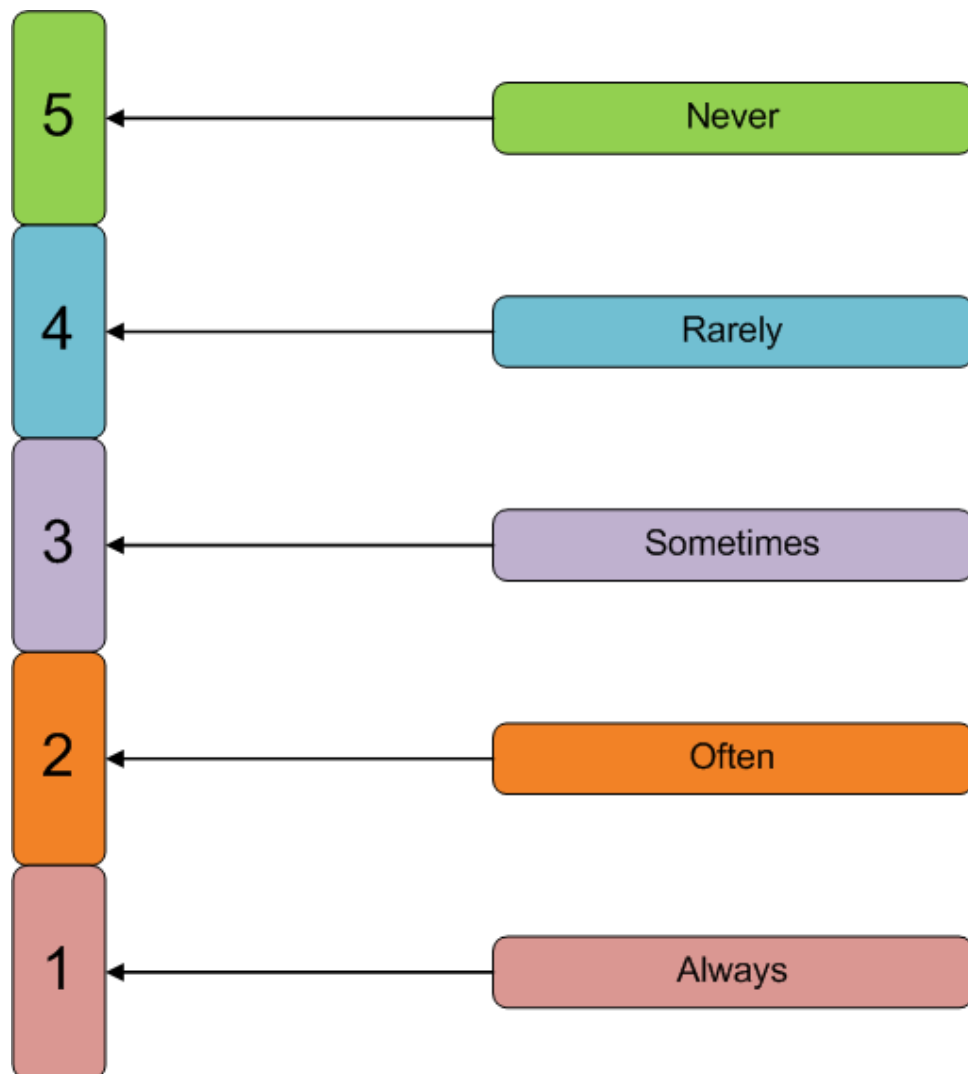


Figure 4.5: The Pattern of the Mean Values on the Basis of their Codification

The above pattern of the mean values indicates that the means values less than 3 indicate that learners say they practice activities concerning formal and informal language learning on regular basis. On the other hand, the values greater than 3 indicate that learners rarely make use of activities based on formal and informal language learning.

4.4 Formal Contexts

The analysis concerning formal contexts has been made on the basis of results obtained through classroom observation and empirical data through questionnaires. Classroom observation reveals that 56.2% of the classroom activities concerning culture are based on awareness of the target language culture (see Appendix-C, Part-C.4).

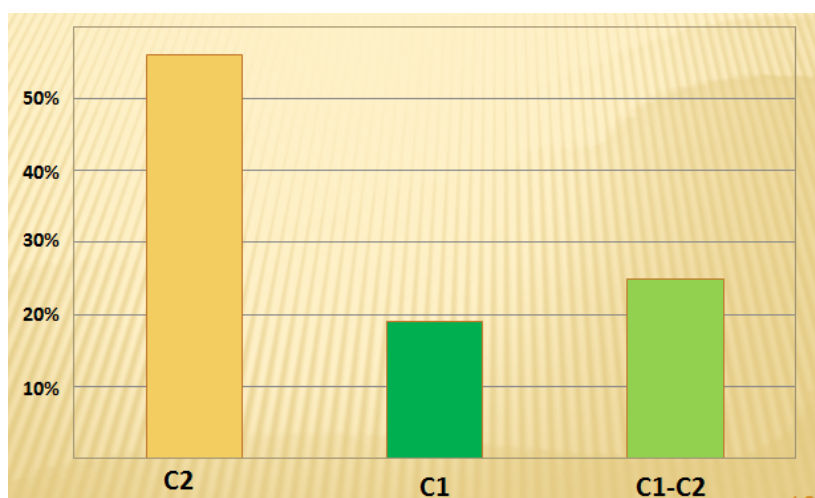


Figure 4.6: Results Based on Classroom Observation Concerning Formal Contexts

Figure 4.6 also illustrates that 18.7% of the activities are based on learners' sociocultural aspects, which belong to their first culture. 25% of the activities are those which relate to cross-cultural comparison. Classroom observation also reveals that the rate of teacher-student participation ($M=3.6$) is higher as compared to student to student participation ($M=2.4$).

Concerning learners' participation, results based on questionnaire data reveal that learners say they mostly participate in language learning activities in the classroom. The mean value ($Q1=1.75$) in table 4.2 indicates learners' participation in the classroom activities.

Table 4.2: Results Based on Information Concerning Informal Contexts

No	Questions	N	Minimum	Maximum	Mean	Std. Deviation
Q1	How often do you participate in the classroom?	275	1	5	1.75	0.970
Q2	How often do you come across spoken English in the classroom?	275	1	5	2.12	0.950
Q3	How often you come across written English in the classroom?	275	1	5	1.84	1.038
Q4	How often do you come across listening materials in the classroom?	275	1	5	2.47	1.202
Q5	How often do you practice language learning activities on the computer in the classroom?	275	1	5	4.26	1.210
Q6	How often do you work in a group or pairs to complete the activities in the classroom?	275	1	5	2.76	1.005
Q7	How often are you able to complete the activity or task on your own?	275	1	5	2.03	0.982

These activities are based on integrative language learning skills (such as speaking, writing, listening). The mean values (Q2=2.1, Q3=1.8, Q4=2.4) show that learners say they often practice these activities. Figure 4.7 provides information concerning activities based on language learning skills concerning speaking, writing and listening.



Figure 4.7: Frequency of L2 Learning Activities Based on Integrative Skills

Figure 4.7 shows that activities based on writing skills have higher percent values as compared to the other related skills. On the other hand activities based on spoken language have also higher percent values as shown in figure 4.7.

The research study has also investigated the use of computer-related activities for language learning and cultural awareness. Analysis based on five-point frequency scale (Always-often-sometimes-rarely-never) reveals that L2 learners say they rarely use a computer in the classroom as a source for second language learning and cultural awareness.

The results concerning the use of computer-related activities are in line with the results obtained through teachers' open-ended comments (see section 6.9, Chapter 6). Figure 4.8 shows the results concerning the use of computer related activities based on formal language learning.

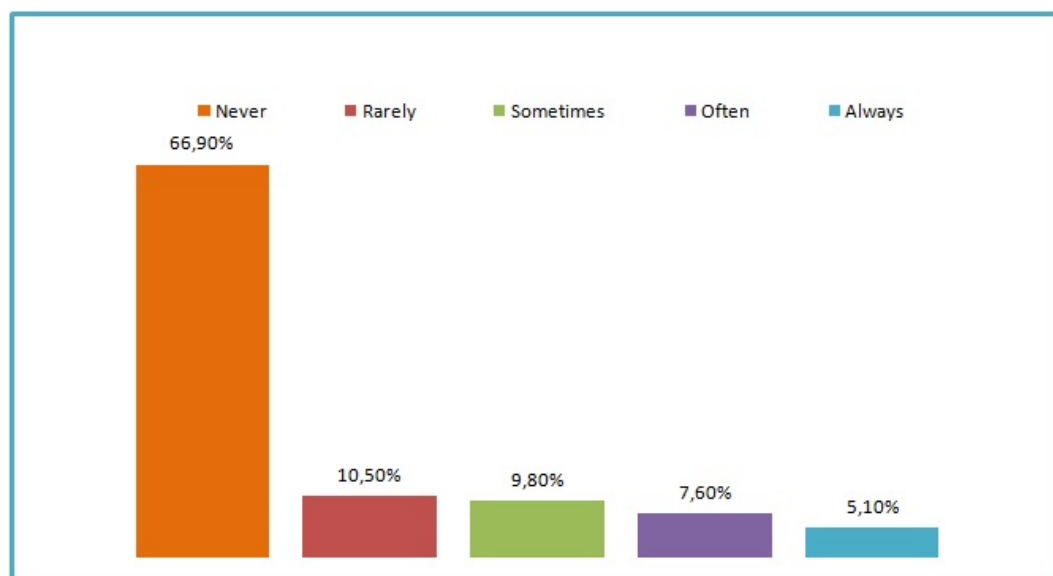


Figure 4.8: Learners' Use of Computer-Related Activities for L2 Learning in the Classroom

Language teachers through their open-ended comments emphasize over the need of technology-based materials for language teaching and cultural awareness. Figure 4.8 shows the percent values concerning the use of computer-related activities. 66.9% of the respondents have expressed that they do not use computer in the classroom.

Figure 4.8 shows that only 5.1% of the survey respondents make use of technology-based materials on regular basis (see Appendix-B-Part-B.1). The mean value ($Q5=4.2$ in table 4.4) is in accordance with the results obtained through percent values, which indicate the rare use of computer-based materials on the part of L2 learners.

The other aspect concerning formal learning is about group work or individual work in order to complete a task in the classroom. Figure 4.9 shows the percentage graph concerning the results.

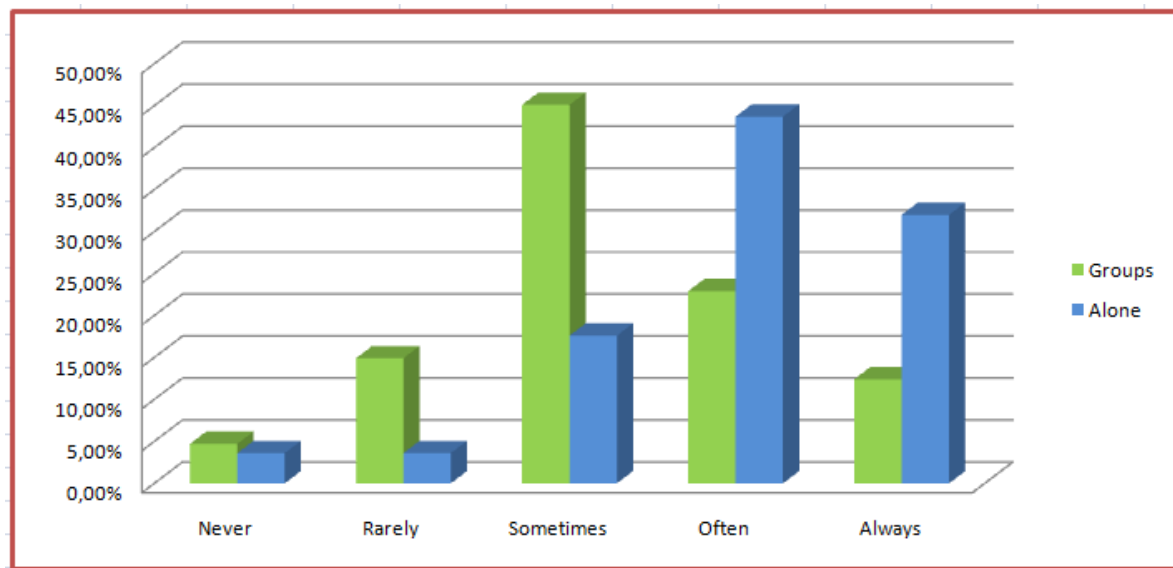


Figure 4.9: Graph Based on Percent Values Concerning Group work and Individual Work

Figure 4.9 shows that learners participate in the classroom activities on individual basis. These results are also in accordance with the results through classroom observation. Results based on classroom observation show a low mean value ($M=2.4$) concerning student-to-student participation.

4.5 Standard Deviation Values Concerning Formal Contexts

Standard deviation values concerning all variables have been illustrated in table (see table 4.2). Standard deviation values show the range of variation among responses (Northern-lowa, 2012). Moreover, a standard deviation value with 0 indicates no variation. In other words, variation among responses is important to perform other relative tests such as independent sample t-tests, percent values, mean values, etc. Figure 4.10 shows a graphical representation of these values illustrated in table 4.2.

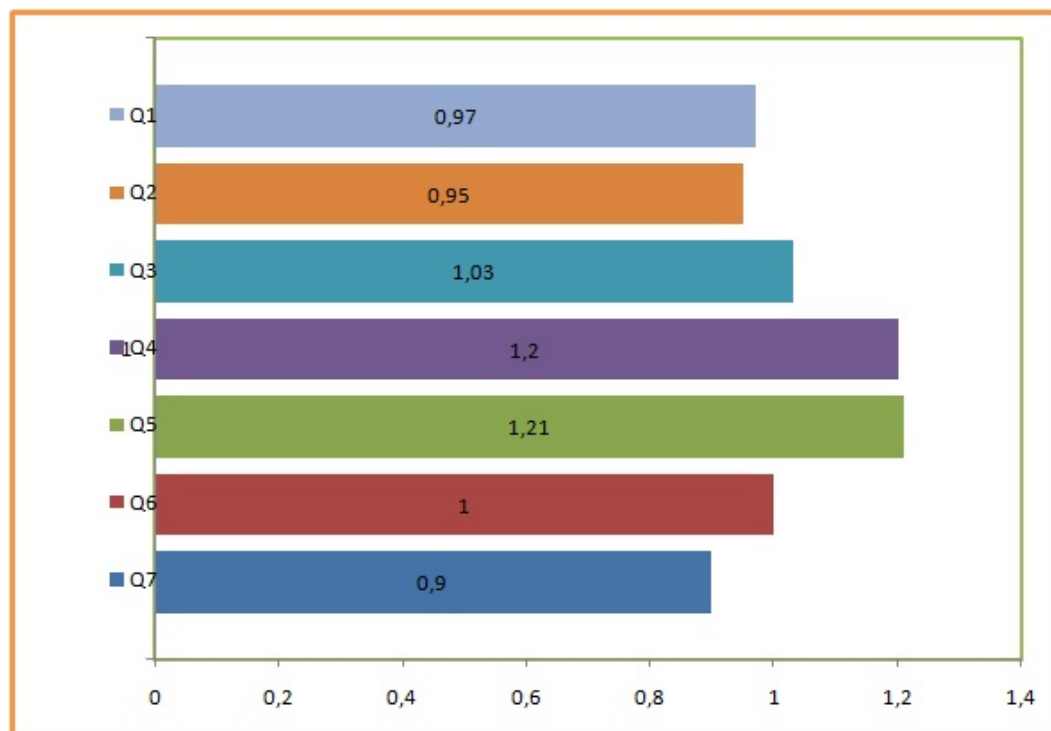


Figure 4.10: Standard Deviation Values Concerning Formal Contexts

Figure 4.10 shows that the lowest value is 0.95 and the highest value is 1.21. The other values are in between these two values. The variation among responses is helpful from statistical point of view. It validates the tests which have explained earlier through percentage and mean values.

4.6 Informal Contexts

The research findings concerning informal contexts have focused on resources, which are used by learners outside the classroom. Informal learning does not involve instructed language learning rather it takes place through observation (see section 2.3.1). The data analysis part concerning the informal contexts has been divided into two subparts. The first part discusses resources, which are used by adult learners to improve their language

learning and the second part is about learners' communication with other people. Table 4.3 consists of the research findings concerning informal contexts along with their mean values and standard deviation values.

Table 4.3: Results Based on Information Concerning Informal Contexts

No	Questions	N	Minimum	Maximum	Mean	Std. Deviation
Q1	How often do you read an English newspaper?	275	1	5	2.98	1.14
Q2	How often do you watch English programs on TV?	275	1	5	2.82	1.07
Q3	How often you try to remember English words, that you find in advertisements?	275	1	5	2.29	1.18
Q4	How often do you watch English films?	275	1	5	2.83	1.10
Q5	How often do you consult English websites?	275	1	5	3.06	1.32
Q6	How often do you send e-mails in English to other people (friends & family)?	275	1	5	3.04	1.38
Q7	How often do you send SMS in English to other people (friends & family)?	275	1	5	2.29	1.10
Q8	How often do you communicate with native speakers of English?	275	1	5	3.42	1.15
Q9	How often do you communicate in English with your family members?	275	1	5	3.43	1.08
Q10	How often do you communicate in English with your friends?	275	1	5	2.58	0.89

Table 4.3 shows mean values. Items with mean values lower than midpoint, 3, indi-

cate the frequent use of resources, while items greater than midpoint exhibit rare use of resources. Using this as a measure, the resources with values ($Q1=2.9$, $Q2=2.2$, $Q3=2.2$, $Q4=2.8$, $Q7=2.2$, $Q10=2.5$) indicate that learners make use of these resources on a regular basis.

As can be seen from table 4.3 most of the mean values lie between 2 and 3, which implies that learners often make use of these resources (i.e. newspapers=2.1, TV programs=2.8, Advertisements=2.2, Films=2.8). The mean values in table 4.3 show learners tendency on a five-point frequency scale concerning these resources. These results have been verified through percent values.

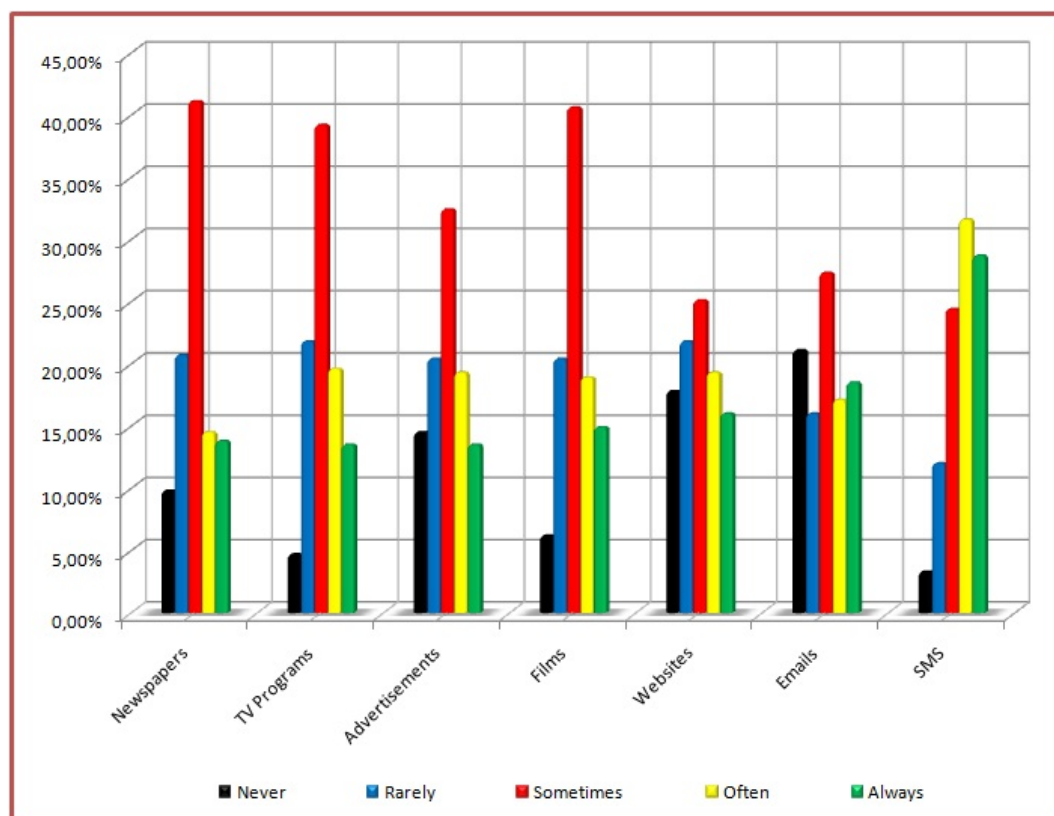


Figure 4.11: Percent Values Concerning the Use of Social Resources about Informal Contexts

Figure 4.11 is about the graphical representation of social resources with respect to their percentage values. The green and yellow bars in figure 4.11 indicate frequency of learners' use of these resources, whereas black bars represent learners who never use these resources. Figure 4.11 shows that the black bars concerning social resources (i.e. web-sites, e-mails) have higher percentage values, which implies that learners rarely make use of these resources.

The two resources on the right side of figure 4.11 are about e-mails and text messages sent through mobiles. In these cases green and yellow bars have high values, which imply that learners often make use of these resources.

An independent sample t-test has also been conducted to find out significant difference in score on the basis of gender. "Independent sample t-tests are used to test for difference between two independent groups (like males and females) on the means of a continuous variable" (Pallant, 2007, p. 239). Based on the values concerning independent sample t-tests, a significant difference has been found concerning variable Q1 (see Table 4.3). The analysis reveals that there is a significant difference in the score for males ($M=2.842$, $SD=1.148$) and females ($M=3.141$, $SD=1.120$; $t(272)=-2.16$, $p=3.031$ two-tailed).

Table 4.4: Group Statistics of Participants

What is your Gender?	N	Mean	Std. Deviation	Std. Error Mean
Males	146	2.842	1.148	0.095
Females	128	3.141	1.120	0.099

The difference further indicates that male respondents ($M=2.84$) consult newspapers more frequently as compared to female respondents ($M=3.14$).

Table 4.5: Independent sample T-Tests

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
IC1 Equal variances assumed	,237	,627	-2,168	272	,031	-,2982	,1375	-,5689	-,0274
Equal variances not assumed			-2,172	268,90	,031	-,2982	,1373	-,5685	-,0278

According to the mean value scale explained earlier (see figure 4.5), the mean value ($M=2.84$) in the case of male respondents is less than three, which implies that the male learners consult newspapers on regular basis. On the other hand, in the case of female respondents the mean value ($M=3.14$) is greater than three which implies that the female respondents have less tendency to read English newspapers.

4.7 Communication Concerning Informal Contexts

The second aspect of informal contexts is learners' communication. In this perspective, the research study has focused on three main aspects: which are based on communication with native speakers, family members, and friends. L2 learners' communication concerning native speakers reveals that 48% of the learners communicate rarely or never with the native speakers of the target language (see Appendix-B, Part-B.1). The mean value concerning communication with native speakers is 3.4 (see Q8, Table 4.3), which is in accordance with the percent values shown in figure 4.12. The green and red bars in

figure 4.12 represent the learners who never or rarely communicate with native speakers, family members, and friends.

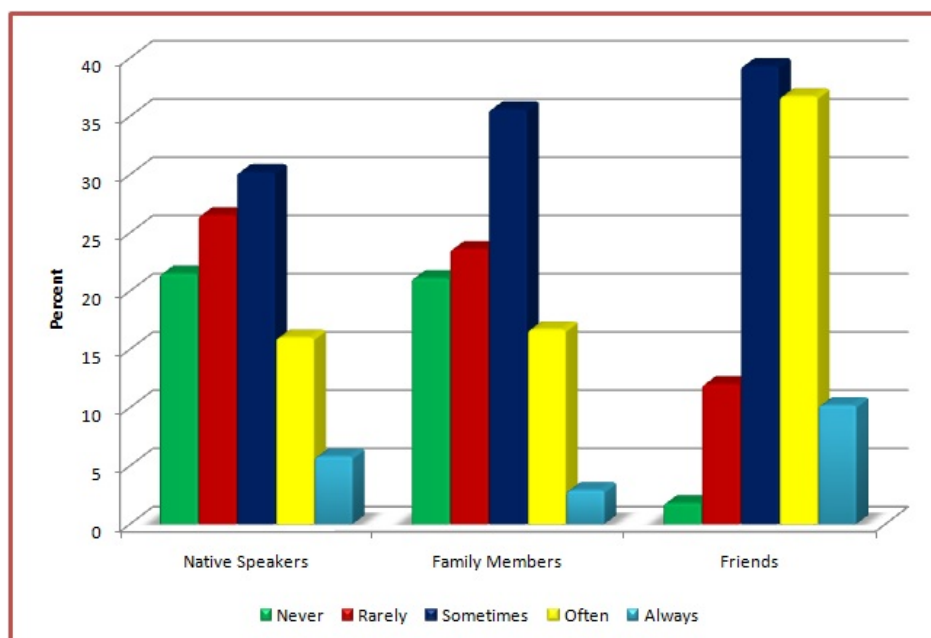


Figure 4.12: Learners' Communication on a Five-Point Frequency Scale with Respect to Their Percent Values

The analysis reveals that 44.7% of the respondents communicate rarely or never with the members from their family. Only 2.7% of the respondents are those who communicate with their family members on a regular basis. The mean value is 3.4 (see Table 4.3, Q9), which implies that respondents rarely communicate in English with their family members.

The analysis also reveals that 46.9% of the respondents communicate in English with their friends on a regular basis. Figure 4.12 also shows that only 1.8% of the learners are those who communicate rarely in English with their friends.

Learners' communication with respect to their friends, family members, and native speakers can be explained clearly through the mean values shown in figure 4.13.

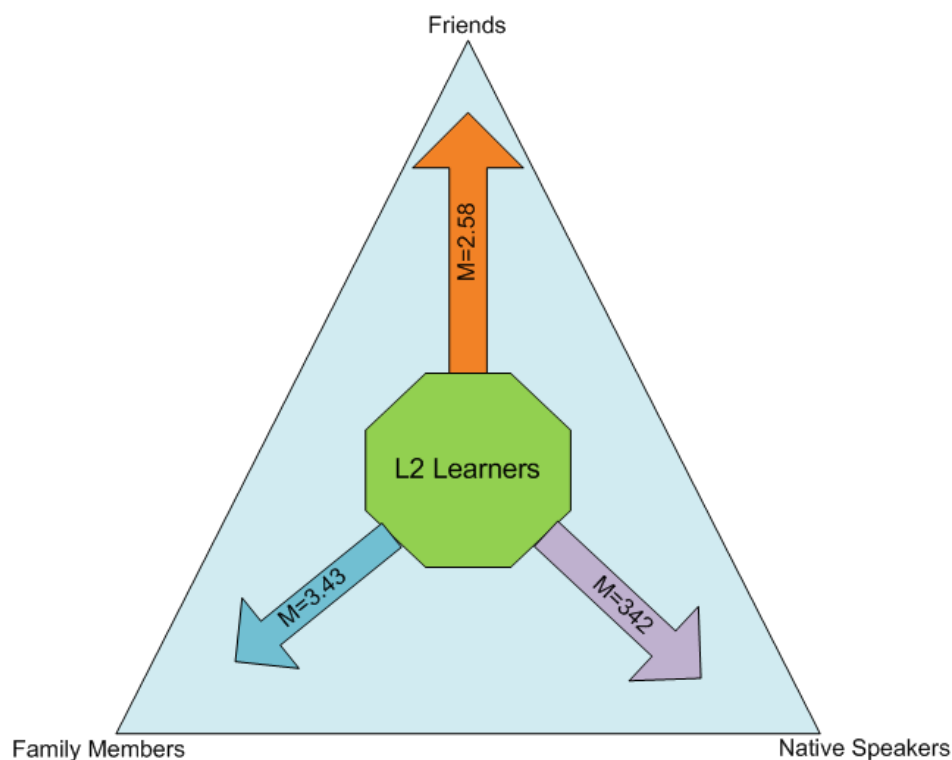


Figure 4.13: The Mean Values Based on Learners' Communication in Informal Contexts

Figure 4.13 illustrates that L2 learners communicate in English with their friends on regular basis whereas the mean values with respect to their family members and native speakers indicate that learners say they rarely communicate in English with their family members and the native speakers of English.

Based on the values concerning independent sample t-tests, the difference in score has also been investigated on the basis of gender. The analysis concerning sample t-tests reveals that there is a significant difference in the score between male respondents ($M=3.65$, $SD=1.1216$) and female respondents ($M=3.191$, $SD=0.994$; $t(272)=3.64$, $p=0.0000$, *two-tailed*). The significant difference on the basis of gender has been explained in table 4.6 and table 4.7.

Table 4.6: Group Statistics of Participants on Gender Basis

What is your Gender?	N	Mean	Std. Deviation	Std. Error Mean
Males	146	3.657	1.1216	0.092
Females	128	3.191	0.9942	0.0879

Independent sample t-test on the basis of gender reveals that female respondents ($M=3.19$) communicate more frequently with their friends as compared to the male respondents ($M=3.65$). A detailed independent sample t-test has been explained in table 4.7.

Table 4.7: Independent sample T-Tests

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	5,537	,019	3,615	272	,000	,4658	,1288	,2121	,7194
Equal variances not assumed			3,644	271,965	,000	,4658	,1278	,2141	,7174

Table 4.7 explains that there is a significant difference (i.e. $p=0.019$) which is less than the recommended value ($p=0.05$). Moreover, the mean difference is $m=0.465$. In a

nutshell the results indicate that the female respondents communicate in English more frequently as compared to the male respondents.

4.8 Standard Deviation Values Concerning Informal Contexts

Table 4.3 consists of standard deviation values relating informal contexts. Standard deviation values indicate the distance from the mean value. In other words, it explains the range of variation among responses obtained through the survey. Figure 4.14 shows all the standard deviation values concerning informal contexts in the form of a graph.

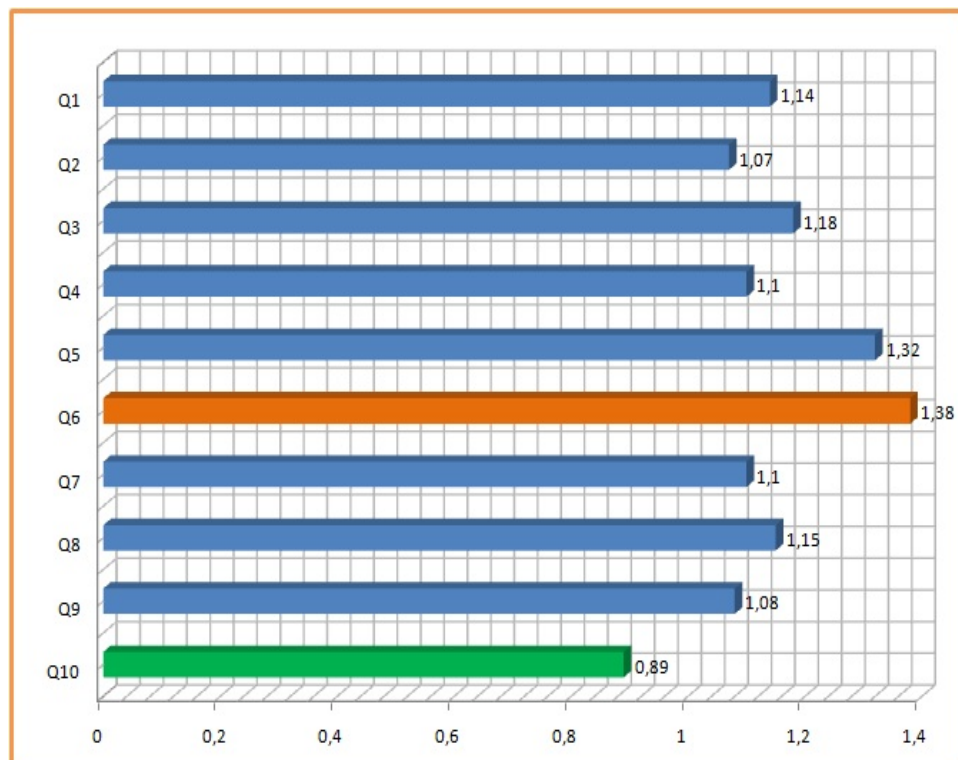


Figure 4.14: Standard Deviation Values Concerning Informal Contexts

As figure 4.14 shows the lowest value in this regard is 0.89, whereas the highest value is 1.38. This indicates a reasonable range of variation among responses. The graphical representation of standard deviation values in Figure 4.14 also indicates that all the standard deviation values are greater than 1 except one value.

4.9 Discussion

The research study is based on the hypothesis that the role of culture varies with respect to formal and informal contexts. To verify the research hypothesis, the research study has first investigated formal contexts, and then informal contexts. Results based on formal and informal contexts confirm the hypothesis that the influence of culture varies with respect to formal and informal contexts.

The results based on classroom observation and empirical data indicate that language learning through formal contexts focuses on the target language culture (see section 4.4 Formal Contexts). One possible reason is that most of the classroom activities concerning the target language culture are based on textbook materials. Ahmed and Narcy-Combes (2011)'s research work based on the language textbooks in Pakistan reveals that the textbooks are mainly composed by authors who belong to the target language culture and have limited knowledge of learners' native culture. As a result of that classroom activities are based on the target language culture.

Findings concerning formal language learning also reveal that the learners mostly practice their language learning activities on an individual basis. On the other hand, sociocultural theory of learning suggests that learning takes place through interaction with other individuals. This contradiction has an important implication concerning formal language learning in Pakistan. It implies that the language learning in the classroom is

influenced by teachers-to-student mediation as compared to learner-to-learner mediation. As a result it slows down the language learning process in the classroom. Guk and Kellogg (2007)'s research work suggests that "learner-to-learner mediation is important and closer to what Vygotsky termed 'internalization' (Guk and Kellogg, 2007, p. 281). For language learning mediation in the classroom should not be limited to teacher-student interaction. Rather it should include learner-to-learner interaction in the ZPD.

On the other hand, results based on informal contexts reveal that language learning in informal contexts is influenced by learners' native culture. L2 learners make use of social resources like newspapers, television programs, and advertisements, which reflect the learners' native culture (see section 2.3.4 Social Resources, Theoretical Part). The study results concerning informal contexts are in line with Palfreyman's (2006) research work, which concludes that learners in informal contexts make use of a rich variety of materials and social resources to practice English and to attempt to clarify their understanding of the language (Palfreyman, 2006).

Moreover, the results concerning informal contexts also reveal that L2 learners' communication concerning informal contexts mostly takes place with the members of their own culture and rarely takes place with the members of the target language culture (see section 4.6, Informal Contexts). This implies that learners' communication concerning informal contexts is influenced by their own culture.

Learners' limited interaction in informal setting also implies that they have few opportunities for immediate language use. As a result their L2 acquisition is likely to be much slower than in a context where learners have to use English on daily basis.

The results based on learners' communication can be seen in the perspective of so-

ciocultural theory of learning (see section 2.3.5). In the light of SCT, L2 learners' ZPD (Zone of Proximal Development) is influenced by their own culture. Moreover their process of mediation takes place mainly with the members of their own culture. As the results reveal that L2 communication in English takes place with the members of their own society. The third aspect concerning SCT is of regulation which is based on ZPD and mediation, and where learners regulate language learning by interacting with other social beings. Therefore based on sociocultural theory of learning learners' language learning in informal contexts is influenced by their first culture.

The empirical data collected through questionnaire concerning informal contexts has also shown significant difference in results on the basis of gender. The reason concerning these differences is based on the socio-cultural context, where the females have different responsibilities as compared to the male learners. The differences between the learners on gender basis have been discussed earlier (see section 2.5.5, Context Based Differences Among Learners). The study findings are in accordance with the survey report, which reveals that females have a lower tendency of consulting social resources as compared to males in Pakistan (Intermedia, 2010).

4.10 Conclusion

The study concludes that the role of culture varies with respect to formal and informal contexts in Pakistan. Formal contexts or instructed language learning focuses on the target language cultural awareness, and informal contexts are influenced by learners' socio-cultural aspects. Moreover, L2 learners' communication in informal contexts takes place with members of their own culture. According to Ellis, informal contexts possess greater range in terms of participants, location, and topics as compared to formal con-

texts (Ellis, 1990). As a result culture practiced through informal contexts possesses a greater influence on L2 learners as well.

It can be expected therefore that due to nativization, learners will likely be able to misunderstand the target language due to the lack of cultural background. Moreover, it poses problems to learners' comprehension of the target language materials.

In this perspective, language learning and teaching based on a cross-cultural comparison can make the learners to deal with the above mentioned problem. Learners in comparison to their cultural values are able to deal with cultural misunderstandings. Therefore the concept of 'cultural mediation' in the perspective of cross cultural learning is a way to enhance learners' cultural awareness of the target language culture (Zarate, 2004).

Teachers' Attitudes towards Culture and Language Learning: Findings and Discussion

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5.1 Overview

The chapter consists of two main sections. The first section is about the demographic information, which discusses characteristics of the respondents based on their age, teaching experience and the experience based on cultural exposure. The second section of the chapter reports the findings and interpretations of the study. It is further divided into six main sections; each section addresses one of the six research questions.

5.2 Demographic Characteristics of the Sample

The data were collected through a questionnaire using a web-based method and a paper-pencil method. Both these methods were applied in order to access the greater part of the target population. The language teachers from the school, college and university levels participated in the survey. A total number of 494 responses were received through both the web-based questionnaire and paper-pencil questionnaire. 112 teachers responded through the web-based questionnaire and 382 teachers participated through the paper-pencil method (see Figure 3.7, Data Collection Process).

In order to know about teachers varied experiences, questions were developed to assess a number of background factors (i.e demographic information) that might affect one's attitudes and opinions about cultural awareness and language teaching. The demographic information in this section refers to factual information, which is the first part of the questionnaire (see Appendix-A Part-A.3). According to McKay(2006), factual information with respect to language teaching refers to the "information that is used to find out

more about the characteristics of individual teachers (e.g. age, gender, language background, proficiency level etc.)” (McKay, 2006).

The analysis of data on the basis of gender revealed that 35% of the respondents were male and 65% of the respondents were females. The number of females’ respondents is higher as compared to the number of male respondents. The reason is that according to the teachers’ census 2008-09 given by Ministry of Education Pakistan (2008-2009), the total number of female language teachers is greater than the total number of male language teachers at the school, college and university levels (see Appendix-C, Part-C.6).

The research study also categorized respondents on the bases of age groups. Teachers from varying age groups participated in the survey. Nearly half of the respondents belonged to the age group 26-35. Figure 5.1 shows categories of language teachers based on their age groups.

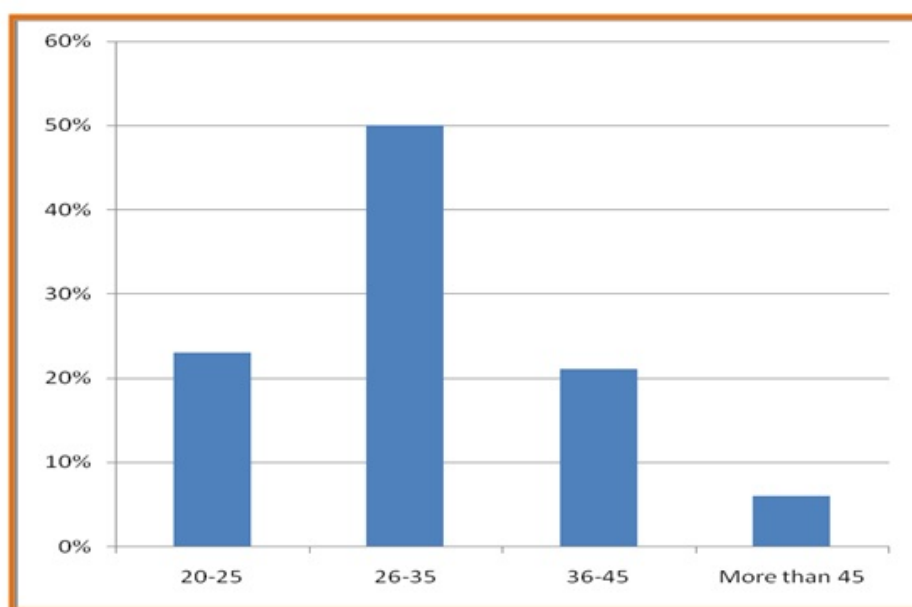


Figure 5.1: Language Teachers Based on Their Age Groups

Figure 5.1 illustrates that 23% of the language teachers in the survey belonged to the age group 20-25, while 21% of the language teachers belonged to the age group 36-45.

The language teachers from different teaching levels (school, college, university) participated in the survey. Table 5.1 shows that 28% of the language teachers in the survey belonged to the university level, 22% belonged to the college level, 7% of the language teachers belonged to private language institutions and 43% were from the school level.

Table 5.1: Language Teachers From the University, College, and School Levels

Levels	Frequency	Percent	Valid Percent	Cumulative Percent
University	138	27.9	27.9	27.9
College	106	21.5	21.5	49.4
School	214	43.3	43.3	92.7
Others	36	7.3	7.3	100
Total	494	100	100	

The percentage of language teachers, who belonged to school level is higher as compared to other levels. According to teachers' official census 2008-2009 by the Ministry of Education, Pakistan (Malik, 2009), the number of teachers at the school level is more than 60% of the total number of teachers (see Appendix-C, Part-C.6).

The language teachers were also classified on the basis of their multilingual experience. Language teachers who participated in the survey were requested to mention the number of languages they can speak. Figure 5.2 shows the percentage of languages spoken by the survey respondent.

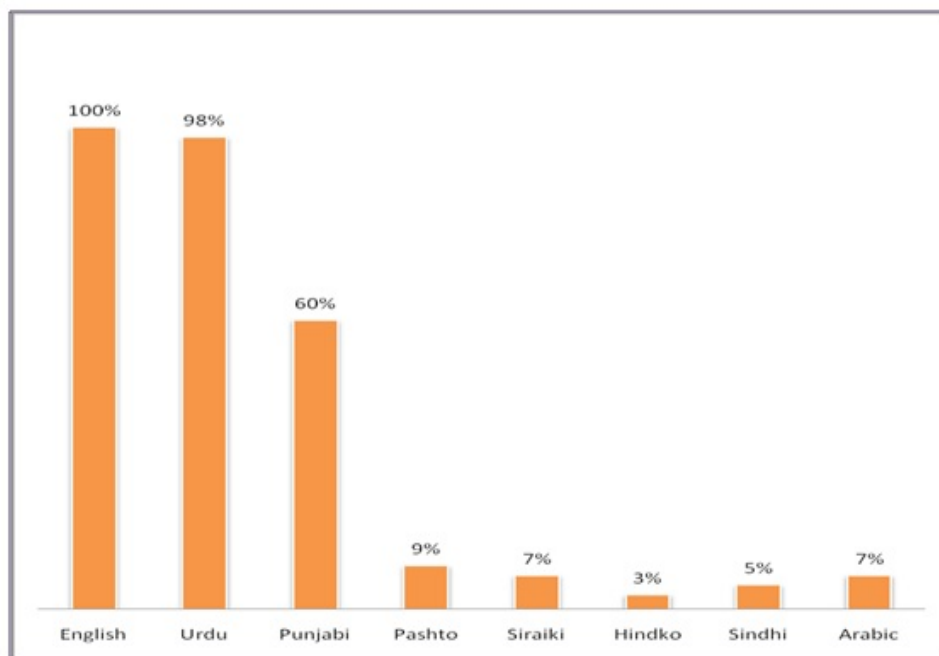


Figure 5.2: Language Spoken by Survey Respondents

Figure 5.2 shows that 98% of the respondents can speak Urdu, which is the national language of Pakistan. Punjabi, Pashto, Siraiki, Hindko, and Sindhi are the regional languages spoken in different regions of Pakistan. However Arabic being the religious language is spoken by 7% of the respondents.

5.3 Cultural Influence

Factual information also helped to divide the language teachers into three main groups on the basis of the cultural influence under which they completed their own education. Johnson (2006) considers L2 teachers learning and teaching experience as “normative and life long as emerging out of and through experiences in social contexts...and later as teachers in the settings where they work” (Johnson, 2006, p 239). The information revealed that the major group of teachers (93%) completed their education in Pakistan

as shown in table 5.2.

Table 5.2: Language Teachers' Educational Information

Country	Frequency	Percent	Valid Percent	Cumulative Percent
In Pakistan	462	93.5	93.5	93.5
In a Country where English is the First Language	6	1.2	1.2	94.7
Other	26	5.3	5.3	100
Total	494	100	100	

Table 5.2 also shows that 1.2 % of the respondents completed their education in a country where English is the first language. The third group belongs to the language teachers who neither completed their education in Pakistan, nor in a country where English is the first language. It was important to know about the teachers' educational background and learning experience because "teachers' experiences as learners can inform cognition about teaching and learning which continues to exert an influence on teachers throughout their career" (Borg, 2003, p. 81). The data based on teachers' educational background revealed that a greater number of the language teachers are local. Hence, language teachers and learners share the same cultural values.

5.4 Experience

The other important aspect concerning the demographic information was teachers' experience. The language teachers' experience was divided into three subcategories with respect to cultural information.

- ① Teachers' experience of teaching a second language
- ② Teachers' experience of working with native English speaking teachers as colleagues
- ③ Teachers' experience of teaching to learners from other cultures

Question no. 3, 7, 8, 9, and 10 (see Appendix-A, Part-A.3) were asked in order to know about the above mentioned aspects.

Teachers, on the basis of their experience, were divided into three categories as explained in figure 4.2. The data revealed that 47.2% of the teachers had 1-5 years of experience. The teachers with experience of 6-10 years and more than 10 years showed an almost equal percentage of participation in the survey as shown in figure 5.3.

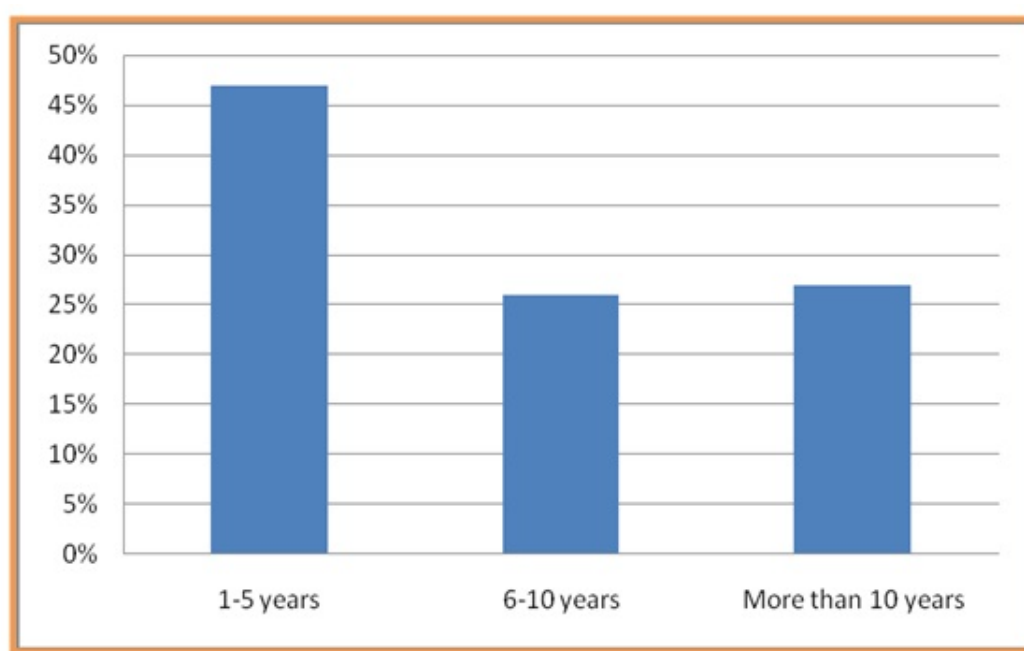


Figure 5.3: Teachers' Teaching Experience

The other aspect regarding experience was the teachers' experience of working with native English speaking teachers. The purpose of this question was to know about the

teachers' exposure to the second language through their working experience with NESTs (Native English Speaking Teachers). The questions explained in table 5.3 were asked through the questionnaire (see Appendix-A, Part-A.3).

Table 5.3: Questions

Have you been working with a native English speaking teacher as a colleague?	yes	No	
	27.1%	72.9%	
If yes, how long have you been working with a native English speaking teacher?	Less than one year	1 year	1-3 years
	31.6%	33%	35.2%

Table 5.3 explains the percentage of the language teachers, who worked with the NESTs as colleagues. 72.9% of the teachers have no experience of working with NESTs. The high percentage reveals that the language teachers who participated in the survey had limited experience of working with NESTs. In other words, their experience of teaching a language is influenced by their own culture. 27% of the language teachers had some form of experience of working with NESTs. Moreover, the working experience of teachers who worked with NESTs varied in terms of time duration. Figure 5.4 shows the time duration of teachers in terms of working experience.

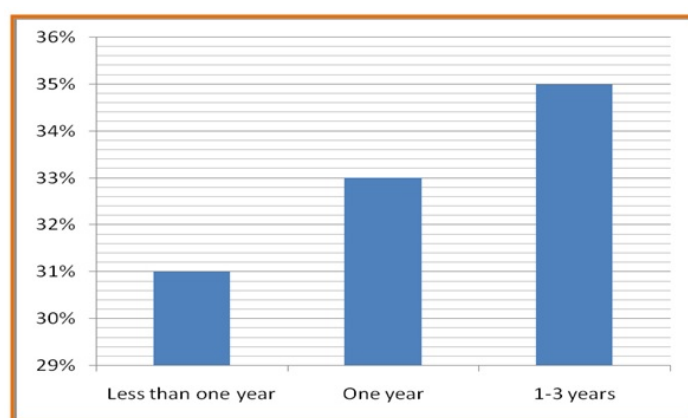
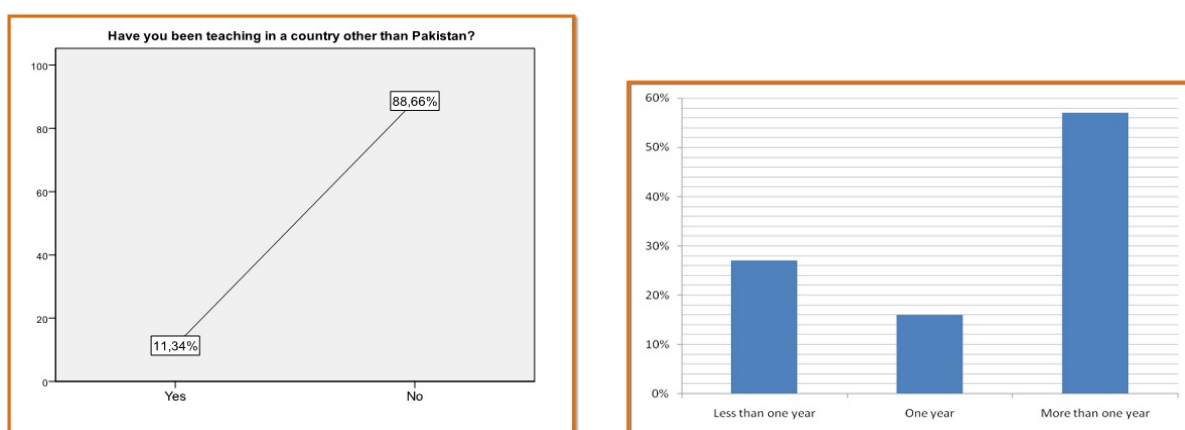


Figure 5.4: The Duration of Working with NNEST

Figure 5.4 shows that 33.6% of the language teachers worked less than one year, whereas 33% of the teachers had an experience of working with NESTs for one year. Figure also shows that 35% of the language teachers worked for 1-3 years with NESTs.

The third aspect concerning the teachers' experience was the experience of teaching to learners of other cultures or teaching English as a second language abroad. Question 9 and 10 of the questionnaire (see Appendix-A, Part-A.3) were asked to inquire about the language teachers' experience of teaching language abroad to learners from other cultures. Figure 5.5a and 5.5b show a graphical representation of language teachers' experience of teaching English to learners' from other cultures.



(a) Teachers' Experience to Learners from Other Cultures (b) The Duration of Teaching Experience Abroad

Figure 5.5: The Duration of Teaching Experience to Learners from Other Cultures

The data revealed that 88.6% of the survey respondents had not taught English as a second language in a country other than Pakistan. Figure 5.5a shows that only 11.3% of the language teachers in Pakistan taught in a country other than Pakistan to learners from other cultures. Their experience of working abroad varied in term of its duration. Figure 5.5b shows the time duration of language teachers teaching abroad.

The demographic information concerning the overall experience of teachers revealed that the language teachers on the bases of their education and working experience share the same cultural values with that of second language learners. Moreover the teachers' experience of the target language culture is also limited.

5.5 Results' Analysis

The questionnaire consisted of 20 variables, which were classified into six groups (see Appendix-A, Part-A.3):

- The variables based on comprehension and culture
- The variables based on culture-related activities for language learning
- The variables based on the idea of culture and tolerance
- The variables based on cross-cultural comparison
- The variables based on culture and identity
- The variables based on culture and social contexts

We shall discuss them in detail in the present section. The analysis concerning the Likert-scale questions have been made following three statistical measures.

- Mean value
- Standard Deviation
- Percentage

The mean and standard deviation value tables have been discussed inside the text. However, the percentage details in the form of tables concerning all questions have been included at the end as an appendix (see Appendix-B, Part-B.2).

It is important to mention about the attitude scale on the basis of which the above mean values have been explained. Figure 5.6 show the attitude scale concerning teachers' attitudes.

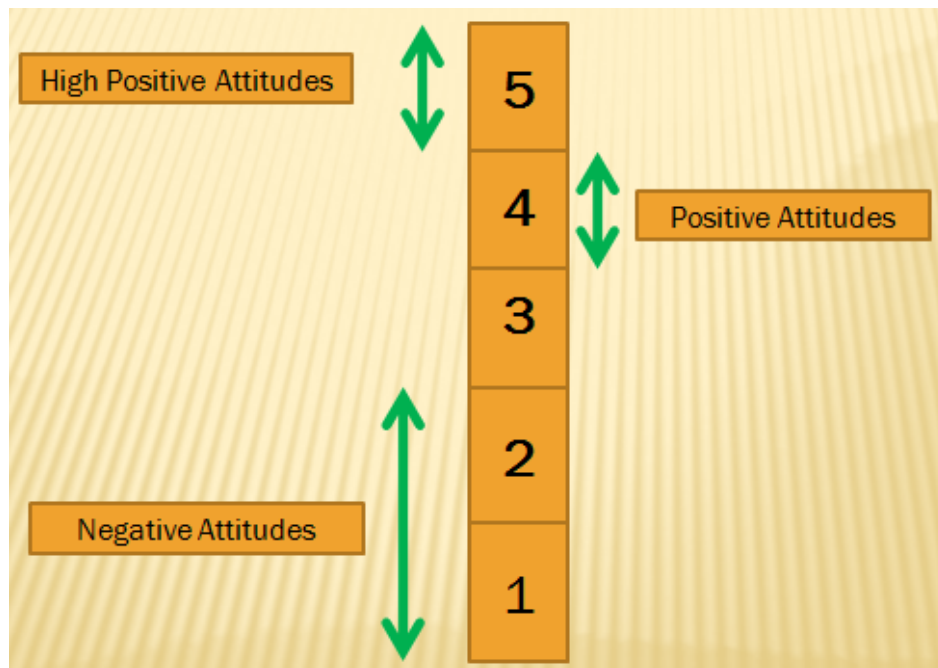


Figure 5.6: Attitudes Scale Based on the Mean Values

The attitude scale reveals that the mean values which are less than three represent negative attitudes, whereas the mean values greater than three represent positive attitudes and greater than four represent high positive attitudes.

5.5.1 Culture and Comprehension

Comprehension in relation to language learning carries many aspects to it. However, the role of comprehension with respect to schema is the focus of the present study. I have discussed it in detail in the literature review section (see section 2.2.2, Cultural Schema). “A schematic knowledge is socially acquired knowledge. It is an important part of fit between people’s culture-specific cognition and their native language” (Alptekin, 1993, p. 1). The aim of the study was to investigate how culture plays a role in learners’ comprehension toward the target language culture.

Table 5.4: Culture and Comprehension

No	Questions	Minimum	Maximum	Mean	S.Deviation
Q1	The relevant cultural information helps learners to reach at the deeper meanings of concepts.	1	5	4.33	0.776
Q2	Language learners modify the target language cultural meaning on the basis of their prior knowledge.	1	5	3.93	0.748
Q3	Cultural knowledge is easier to remember.	1	5	4.08	0.891
Q4	Understanding a language involves certain features of the culture associated with it.	1	5	4.22	0.721
Q5	Meaning attached to different values may vary across different cultures.	1	5	4.22	0.762
Q6	If the learners lack cultural information, they may not be able to understand a concept.	1	5	3.87	0.973
Q7	Cultural information strengthens learners’ understanding of the target language culture.	1	5	4.16	0.745
Q8	The learners can comprehend the text better, if it is related to their own culture.	1	5	4.16	0.815
Q9	Cultural knowledge gives an insight into the life of people, who belong to it.	1	5	4.31	0.719

In the perspective of culture and comprehension, 90.8% of the teachers believe that cultural awareness of the target language helps learners to reach at the deeper meanings of concepts (see Appendix-B, Part-B.2). The deeper meanings of concepts refers to the meanings and values that are familiar to one culture but not familiar to another culture and to understand these concepts, the learners need to have cultural awareness of the target language culture (see section 2.2.3, Culture and Comprehension). The mean value ($Q1=4.33$) in table 5.4 indicates respondents' level of agreement on a scale from 1 (strongly disagree) to 5 (strongly agree). Based on the relationship between comprehension and culture, 86.2% of the language teachers believe that comprehension concerning the second language involves certain features of the culture associated with it ($Q=4.22$) (see Appendix-B, Part-B.2).

Question 2 in table 5.4 was also based on schematic knowledge. The basic goal of the question was to know whether second language learners interpret the target language concepts according to their own culture because of the influence of that culture in Pakistan. 71% of the language teachers in the survey agree that the second language learners in Pakistan modify their target language cultural concepts on the basis of their prior knowledge. 13.6% of the respondents neither agreed nor disagreed. The mean value was $Q2=3.93$ on a scale from 1 (strongly disagree) to 5 (strongly agree).

Question 3 in table 5.4 deals with the relationship between culture and memory. The relationship between culture and memory refers here to retrieval of information or how long the learners remember culture-related information (see section 2.2.4, Culture and Memory). 80.8% of the surveyed language teachers believe that cultural information is easier to remember for learners. The mean value ($Q3=4.08$) in table 5.4 indicates a positive relationship between culture and memory.

88.4% of the surveyed language teachers think that the differences in culture result variation in meanings and values attached to a specific culture. 70% of the survey respondents believed that without cultural information, it is impossible for learners to comprehend the target language concepts. They agreed that for successful communication, cultural awareness is of central importance (Q5=3.87). In addition, 88.3% of the survey respondents viewed that cultural information facilitates learners' understanding of the target language culture (Q7=4.16).

Related to comprehension, 84.4% of surveyed language teachers believe that a text is better comprehended when it is related to learners' native culture. The mean value (Q8=4.16) in table 5.4 seems to supports the results obtained.

90.1% of the respondents, on the basis of their language teaching experiences, believe that cultural knowledge is a way to understand the lives of a people in a community (see Appendix-B, Part-B.2). The mean value (Q9=4.07) indicates language teachers' level of agreement on a scale from 1 (strongly disagree) to 5 (strongly agree).

On the other hand, the table also explained the values concerning the standard deviation. As explained earlier, standard deviation gives an indication of distance from the mean value. In other words, it explains the range of variation among responses. Referring to Likert-scale questions, the value of standard deviation indicates variation among responses given by the language teachers. The language teachers' attitudes concerning culture and comprehension were measured on a five point scale, varying from 1 (strongly disagree) to 5 (strongly agree). Moreover, the standard deviation values gave an indication of the variation concerning the five point scale. Standard Deviation values concerning culture and comprehension have been explain in table 5.4. A graphical representation of these values has been shown in figure 5.7.

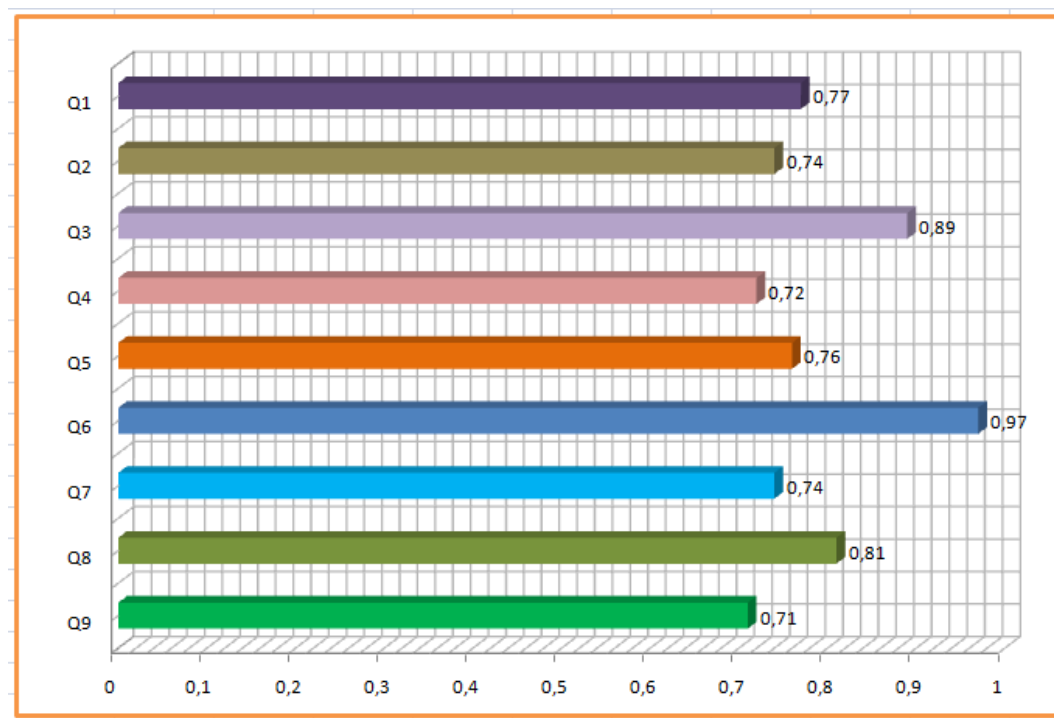


Figure 5.7: Standard Deviation Values Concerning Culture and Comprehension

Figure 5.7 shows that the lowest value of standard deviation is 0.71 and the highest value is 0.97. The other values lie between these two values.

5.5.2 Culture-Related Tasks

Teachers' beliefs based on culture-related tasks and activities were also analyzed. The purpose of this investigation was to find the reasons for the use of learners' first culture for the sake of language learning. Likert-scale questions scaling from 1 (strongly disagree) to 5 (strongly agree) were used for this purpose. Likert-scale questions concerning culture-related tasks on the basis of shared knowledge and self-motivation among learners because of shared cultural values. Table 5.5 illustrates the results concerning culture-related tasks.

Table 5.5: Culture Related Tasks

No		Minimum	Maximum	Mean	S.Deviation
Q10	Culture specific tasks and activities are easier to practice because of shared knowledge among learners.	1	5	4.03	0.778
Q11	Learners, being familiar of their cultural events, are self-motivated to practice them.	1	5	4.15	0.766
Q12	Second language learners find it easier to write about culturally relevant themes.	1	5	3.80	0.921

Table 5.5 explains that 82% of the teachers who participated in the survey think that culture-related tasks are relatively easier to practice. The reason for this is the shared knowledge among learners (Q10=4.03) and self-motivation (Q11=4.15).

The third aspect concerning culture-related activities was specific to the written activities. The reason for selecting written activities was based on their characteristic of being productive rather than being receptive like listening. 67.5% of the survey respondents believe that learners can write easily concerning culture specific activities (see Appendix-B, Part-B.2). The mean value is Q12=3.80 on a five point scale as shown in table 5.5.

The values concerning standard deviation in table 5.5 show a range of variation among responses. Figure 5.8 shows that Q12 (.92) has high value of standard deviation as compared to Q10(.77) and Q11(.76).

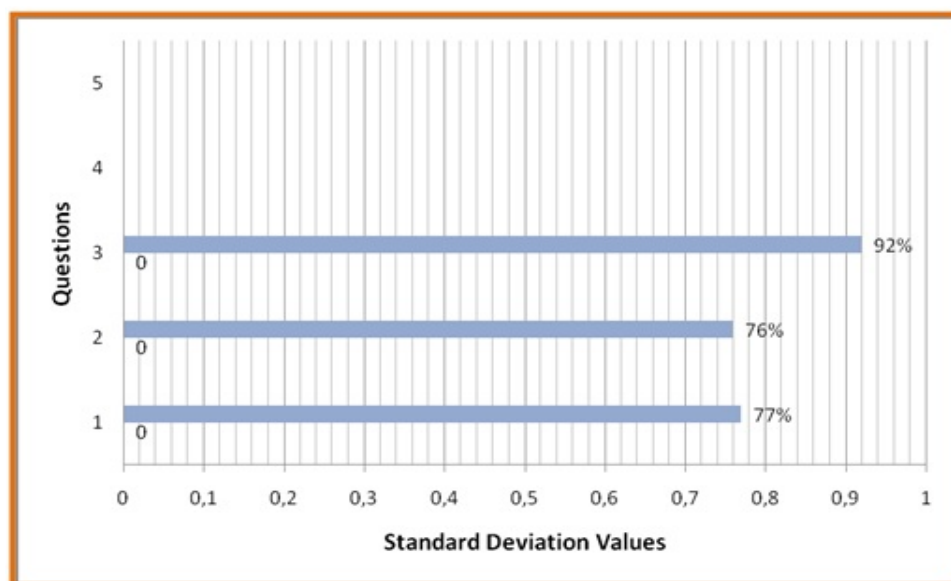


Figure 5.8: Standard Deviation Values Concerning Culture-Related Tasks

5.5.3 Culture and Tolerance

The third group of variables is concerned with the idea of culture and tolerance, also referred to as cultural awareness. The proposition here is to regard and respect other cultures and to get information about the people of other community (see section 2.2.6, Cultural Awareness). In this regard, the role of the teacher is important as the teachers are considered ‘cultural mediators’ (Liddicoat and Crozet, 1997, p. 4) between the learners and the target language community.

Table 5.6: Culture and Tolerance

No		Minimum	Maximum	Mean	S.Deviation
Q13	Learning about a culture helps to develop tolerance among learners.	1	5	3.89	0.885
Q14	Learning about a culture should inform learners to express things in different ways.	1	5	4.02	0.781

The mean values in the above table show that language teachers consider cultural awareness a way to develop tolerance among learners. 69.8% of the surveyed language teachers are aware that cultural learning is a way of developing tolerance among learners (see Appendix-B, Part-B.2). The mean value (Q13=3.89) in table 5.6 supports the percentage value explained above.

Results also reveal that 81.5% of the surveyed language teachers believe that learning about a culture should inform learners to express things in different ways. The mean value (Q14=4.02) in table 5.6 is in accordance with the results gained through percentage value. The values concerning standard deviation show the range of variation among responses regarding Likert scale questions. The have been shown in figure 5.9. The high value of standard deviation reveals high range of variation among responses.

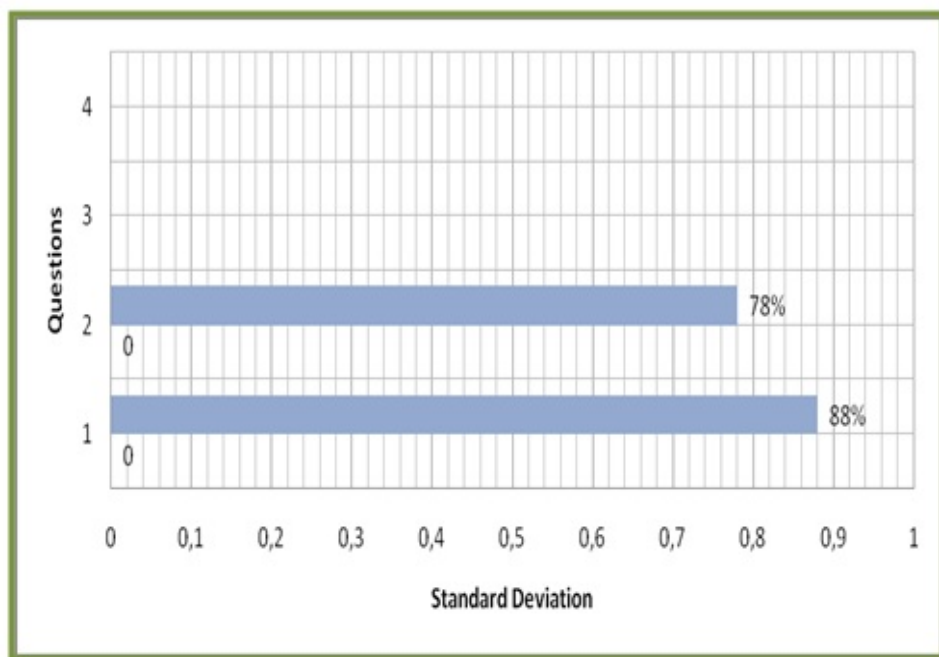


Figure 5.9: Standard Deviation Values Concerning Culture and Tolerance

5.5.4 Cross-Cultural Comparison

For a cross-cultural comparison, the first thing which was investigated was the teachers' awareness of cross-cultural comparison. 82.6% of the surveyed teachers believe that teachers' awareness of cultural differences is essential for cross-cultural comparison. The mean value (Q15=4.10) in the table supports the same view. Moreover, the teachers also believe that language teachers should compare learners' native culture with that of the target language culture (75.7%).

Table 5.7: Cross-Cultural Comparison

No		Minimum	Maximum	Mean	S.Deviation
Q15	Learning about a culture is possible, if the teachers are conscious of cultural differences.	1	5	4.10	0.814
Q16	Language teachers should compare learners' own culture and the target language culture.	1	5	3.93	0.967

The qualitative study based on teachers' open-ended comments concerning the same survey supports cross-cultural comparison for second language learning (see section 6.6). The discussion concerning the qualitative study will come in the next chapter.

The values of standard deviations in table 5.7 show the range of variation among responses, given by the language teachers. These variations have been shown in figure 5.10.

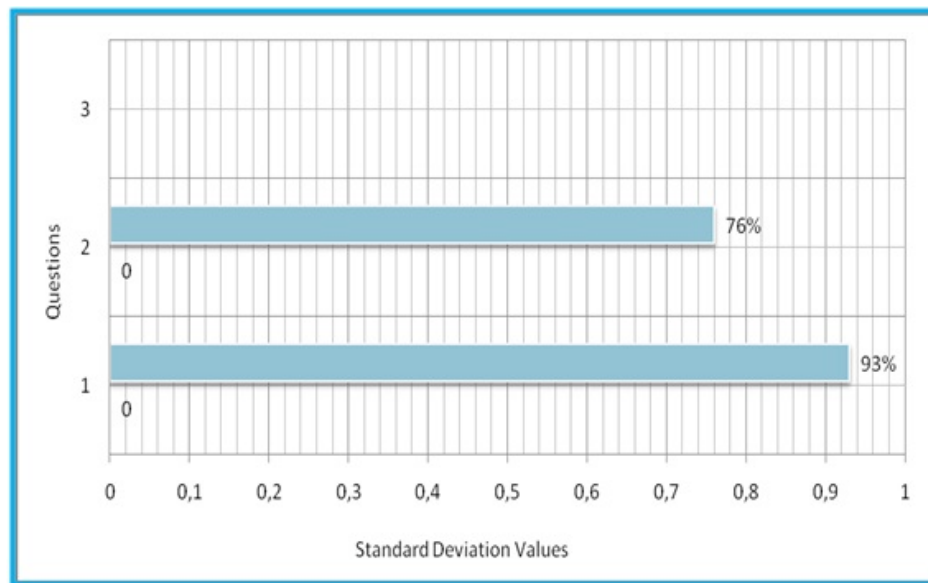


Figure 5.10: Standard Deviation Values Concerning Cross-Culture Comparison

5.5.5 Culture and Identity

Teachers' views on culture and identity have been investigated (see section 2.2.5, Culture and Identity). 80% of the teachers regarded the target language cultural awareness as a means to identify with the target language community. Moreover, 71.8% of the survey respondents viewed language teachers as a key factor in developing learners' views concerning the target language culture (see Appendix-B, Part-B.2).

Table 5.8: Culture and Identity

No		Minimum	Maximum	Mean	S.Deviation
Q17	Language teachers can develop learners' cultural views by involving them in interaction with another culture.	1	5	3.77	0.932
Q18	The target language cultural knowledge helps learners to identify with the target language community.	1	5	3.96	0.763

The mean values in table 5.8 show teachers' level of agreement over the idea of cultural awareness and identity. 0.76 and 0.93 are the values, which indicate the variation among responses on the part of language teachers.

5.5.6 Social Contexts

One of the aims of the study was to know about the use of social contexts. The objective was to investigate the influence of learners' socio-cultural aspects on second language learning (see section 2.3.3.2, Cultural Cognition). A reasonable percentage (84.7%) of the surveyed language teachers agreed that language learning makes use of learners' socio-cultural aspects (see Appendix-B, Part-B.2).

The reason for it is evident from the demographic information, which reveals that teachers share the same cultural values with learners based on their language learning and teaching experience (see section 5.3, Cultural Influence). Moreover, 91.1% of the teachers believe that language teaching requires different strategies in a classroom where the learners are from a multicultural background. The mean values (Q19=4.07, Q20=4.34) in table 5.9 supports the above results discussed with respect to their percentage.

Table 5.9: Social Contexts

No		Minimum	Maximum	Mean	Stand.Deviation
Q19	Learning a language makes use of the social contexts in which it is learnt.	1	5	4.07	0.724
Q20	Language teaching may require different strategies in a classroom, where the learners are from multicultural backgrounds.	1	5	4.34	0.740

5.5.7 Mean Values and Standard Deviation Values

An overall comparison of mean values and standard deviation values is important in respects that mean values provide an overall direction of the attitudes being positive or negative. Moreover, standard deviation values indicate the variation among responses obtained through the questionnaire.

Figure 5.11 shows an overview of the mean values of all the questionnaire items concerning teachers' attitudes which were investigated on a five point scale from 1 (strongly disagree) to 5 (strongly agree). These variables have been codified using SPSS (Statistical Package for Social Sciences) in a way that the variables having mean values under 3 indicate language teachers' negative attitudes whereas the variables having mean values greater than 3 indicate teachers' positive attitudes. Figure 5.11 shows the overall analysis of the mean values based on teachers' attitudes.

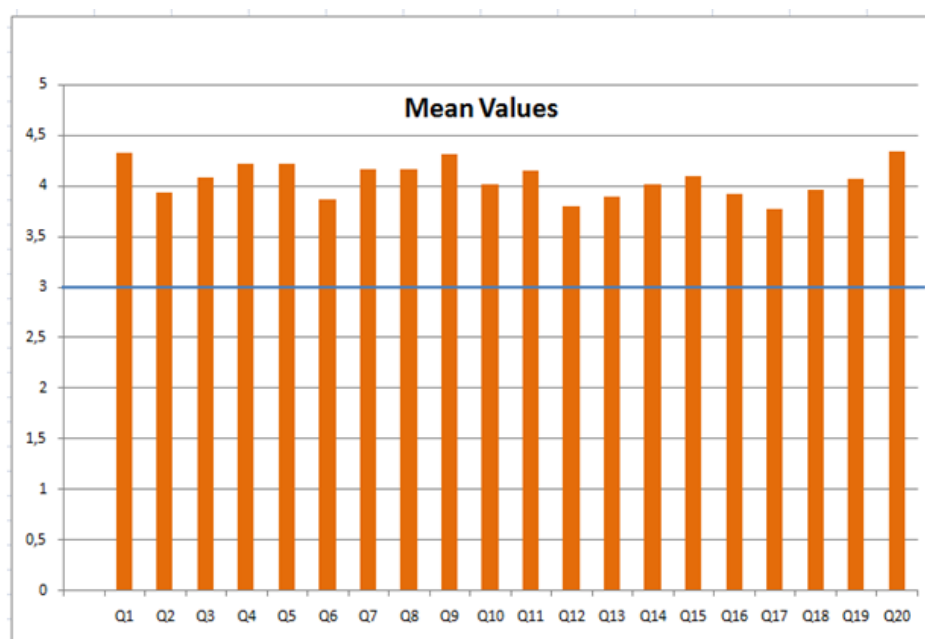


Figure 5.11: A Comparison of the Mean Values Based on Teachers' Attitudes

As it is evident from figure 5.11 that all the variables have values greater than 3, which indicates teachers' positive attitudes concerning culture and language learning. The blue bar in the graph represents a split between positive and negative values.

The study has also analyzed the attitudes based on their relationship to learners' native culture and the target language culture. The blue bars in figure 5.12 indicate the mean values based on the target language culture, whereas the green bars represent the mean values based on learners' native culture. The orange bars in the above graph represent the category of attitudes based on culture in general such as 'cultural information is easier to remember'.

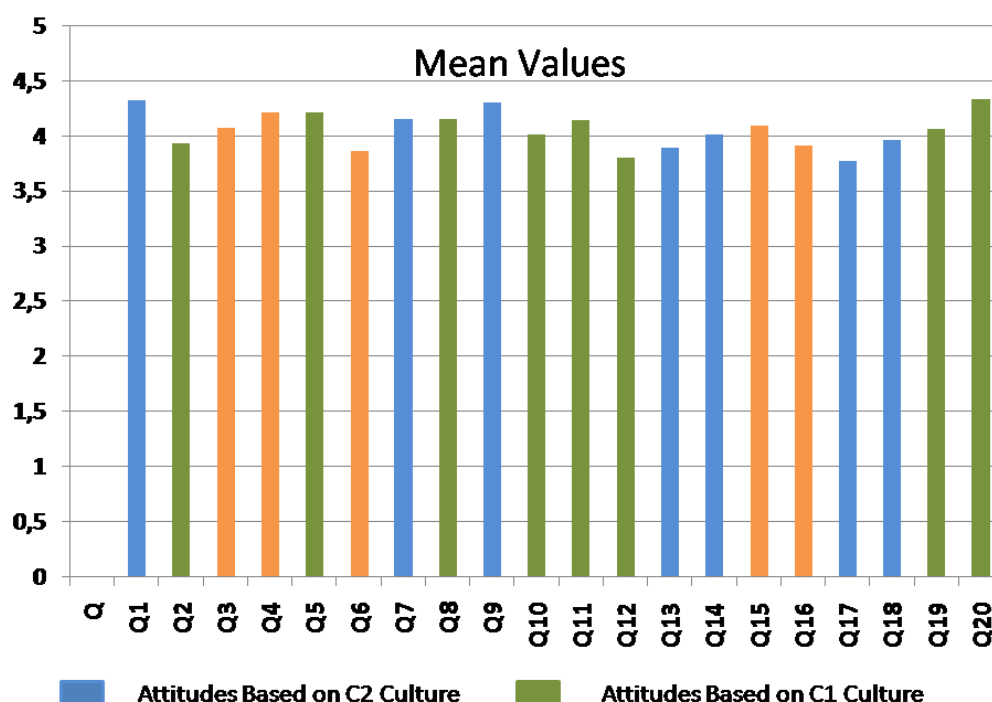


Figure 5.12: A Comparison of the Mean Values Based on their Relationship to Culture

Figure 5.12 shows that most of the mean values based on learners' native culture are

greater than 4, which implies that teachers have very positive attitudes towards the learners' native culture. The reason behind the positive attitudes has been explained through the demographic information about the population which reveals that the teachers and the learners share the same cultural values (see section 5.3, Cultural Experience).

Figure 5.12 also shows that most of the mean values based on the target language culture are greater than 3 and under 4 which implies teachers' positive attitudes towards the role of culture.

The analysis of the mean values based on the target language culture and learners' native culture reveals that teachers' have highly positive attitudes towards the learners' native culture and positive attitudes towards the target language culture.

On the other hand, an overall analysis of the standard deviation values indicates variation among responses. Figure 5.13 shows the standard deviation values of all variables based on teachers' attitudes.

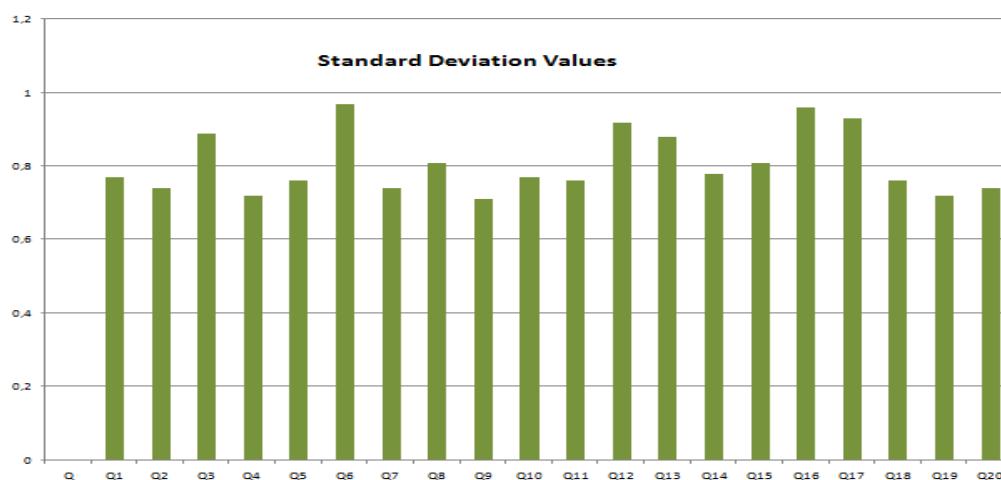


Figure 5.13: A Comparison of the Standard Deviation Values

A standard deviation value indicates the distance from the mean value. In other words it indicates variation among responses. A variation among responses is important as it helps in conducting the tests especially in a quantitative study. Figure 5.13 shows the variation among responses, which implies that learners' responses vary on the scale from 1 (strongly disagree) to 5 (strongly agree).

5.6 Discussion

The purpose of this study was to examine teachers' attitudes towards the role of culture for L2 learning. The analysis of the attitudes scale reveals teachers' positive attitudes toward the role culture and L2 learning in Pakistan. The findings of the study are in line with Griva and Chostelidou (2011), who investigated language teachers' conceptions and attitudes towards multiculturalism (Griva and Chostelidou, 2011).

The analysis of teachers' attitudes reveals that teachers have positive attitudes towards the role that culture plays in learners' comprehension with respect to L2 learning. Cultural information facilitates learners' awareness of the target language culture. However, learners modify the target language cultural meaning on the basis of prior knowledge. One of the reasons is the influence of learners' native culture, where both learners and teachers share the same cultural values (see section 5.3, Cultural Influence). The second reason is learners' native culture is part of their systemic knowledge. Systemic knowledge relates to learners' cultural schema, which is part of learners' comprehension (see section 2.2.2, Cultural Schema).

One of the aims of the study was to investigate language teachers' attitudes towards culture-related activities and tasks for L2 learning. The data show positive attitudes of teachers concerning the use of culture-related activities. Culture-related activities are

easier for learners for two reasons: shared knowledge and motivation. Learners that have cultural knowledge are already familiar with the activities related to culture. As a result, they are motivated to perform them. On the basis of this shared knowledge and self-motivation, the learners are able to remember culture-related information for longer periods of time (see section 2.2.4, Culture and Memory).

The study also investigated teachers' attitudes concerning cultural tolerance. Findings concerning teachers' attitudes on tolerance show teachers' positive attitudes. Teachers showed a high positive attitude (81.5%) that language teaching should inform learners that there are more than one ways of expressing things and viewing the world. Findings concur closely with Berry and Kalin (1997); their research study reported respondents' high positive attitudes concerning tolerance.

The data show language teachers' positive attitudes towards cross-cultural comparison. In this regard, teachers' awareness of another culture is of central importance. One possible reason is that from the perspective of the language learning context in Pakistan, teachers are the cultural mediators who introduce the target language culture to learners. Learners in Pakistan have very few opportunities to be in direct contact with the target language speakers. As a result, their awareness of the target language culture depends upon teachers' awareness of it. Findings of the study are parallel with Bakers' research survey (Baker, 2003). His qualitative research survey on teachers' beliefs showed teachers' positive attitudes for cross-cultural learning.

Based on learners' cultural identity, teachers' beliefs show positive attitudes towards the idea that cultural awareness of the target language helps learners to identify with the target language community.

Teachers' positive attitudes towards the use of learners' socio-cultural contexts indicates the influence of learners' first culture in Pakistan. One possible reason is the cultural distance between learners' first culture and the target language culture. This has been explained through demographic information (see section 5.2), which reveals that learners and teachers share the same cultural values and teachers have limited experience of the target language culture.

5.7 Conclusion

The chapter presented the quantitative findings of the research questions: What attitudes do the teachers have concerning the culture and language teaching in Pakistan? Moreover, that study investigated the following dimension with respect to culture and language teaching:

1. Culture and Comprehension
2. Culture-Related Tasks
3. Culture and Tolerance
4. Cross-Cultural Comparison
5. Culture and Identity
6. Learners' Social Contexts for Language Learning

The study concludes that teachers have positive attitudes towards the role of culture in language teaching. The above-mentioned dimension relate to both learners' native

culture and the target language culture.

The study on teachers' attitudes is important as it can help in designing or reviewing the curriculum with respect to language and culture teaching. In the perspective of sociocultural theory of learning teachers are mediators. They mediate between learners and textbooks. Therefore, the study of their attitudes is helpful in curriculum designing as well in second language learning.

The other aspect of the study is that it can be helpful in teachers' training especially for new teachers. Teachers' positive attitudes indicate that for cross-cultural teaching/cultural awareness, teachers own awareness of culture is important. Therefore, the present study is expected to help in the case of teachers' training as well.

Teachers' Pedagogical Beliefs Based on Culture and Language Teaching: Findings and Discussions

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6.1 Overview

The present chapter starts with a short introduction to the qualitative study. Then, it discusses sample and sampling techniques followed by coding methodology, which is based on types of qualitative comments. After that categories based on qualitative comments have been discussed. An outline of the qualitative study of teachers' beliefs has been shown in figure 6.1.

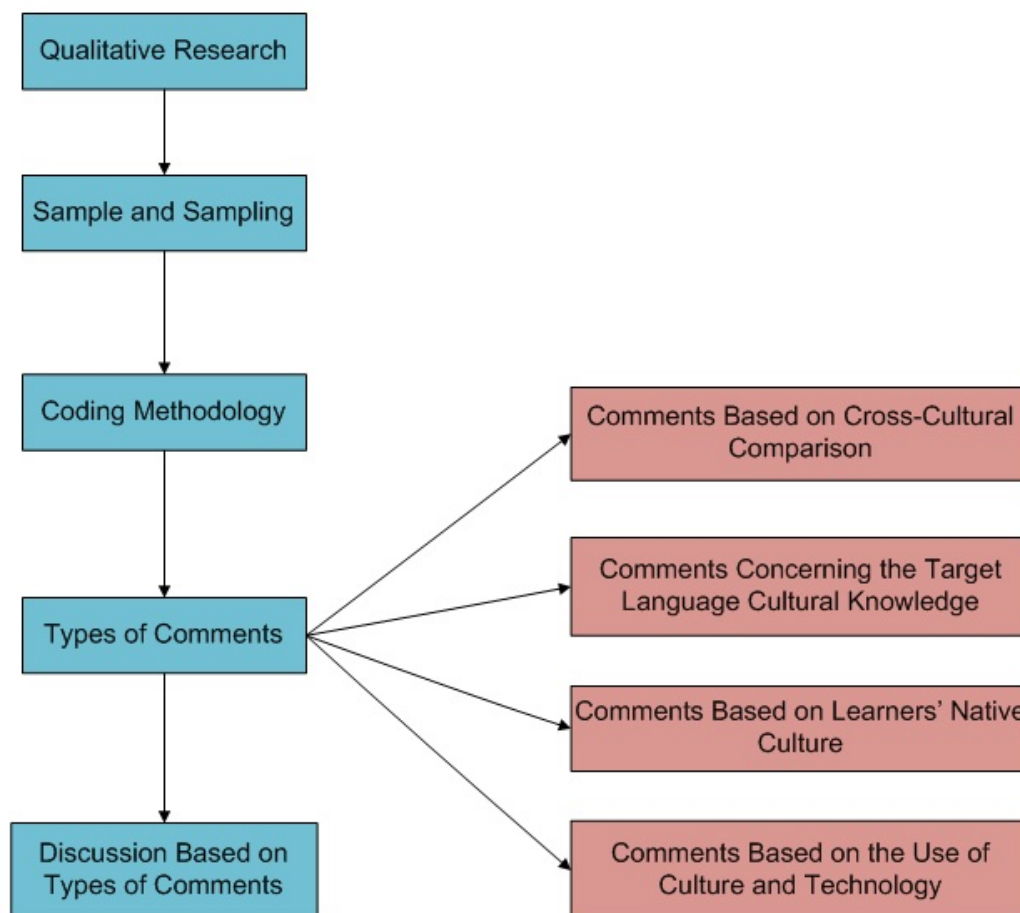


Figure 6.1: An Outline of the Qualitative Study Concerning Teachers' Comments

6.2 Qualitative Research

Qualitative research is the method of choice when the research question requires an understanding of the processes, events and relationships in the context of social and cultural situation (Ebrahim and Sullivan, 1995, p. 196).

The teachers' beliefs concerning culture and language teaching have been analyzed qualitatively. Previously, the teachers' beliefs were analyzed quantitatively. The purpose of making a qualitative analysis is to have more insight into the research study. "Qualitative research is useful for obtaining insight into situations and problems concerning of which one may have little knowledge. This method is commonly used for providing in-depth description of procedures, beliefs and knowledge" (Ebrahim and Sullivan, 1995, p. 196).

6.3 Sample and Sampling

The present study is based on teachers' comments and is part of the research questionnaire concerning teachers, whose construction has been explained in detail in chapter 3 (see section 3.3). A total of 494 teachers responded to a survey questionnaire comprising close-ended variables and an open-ended question. Out of the total survey respondents, more than 40% of them gave their comments concerning culture and language teaching in Pakistan. The data collection process followed convenient sampling method in order to have more responses from language teachers.

6.4 Coding Methodology

Coding refers to “classifying or categorizing individual pieces of data-coupled with some kind of retrieval system” (Babbie, 2008, p.422). Coding methodology from the perspective of open-ended questions helps to analyze the data quantitatively. Martin (2009), referring to open-ended questions explains:

Certaines réponses, notamment les réponses aux questions ouvertes, doivent être recodées de manière à être exploitables dans une perspective quantitative (Martin, 2009, p. 49).

The language teachers' opinions were analyzed using Nvivo (version 7). First of all, the cases with qualitative responses separated from other responses of the survey. The cases were then carefully examined. The data coding was done in two phases. In the first phase, all the readable comments were typed in Microsoft Word program. At this stage, special attention was paid to typing errors or grammatical errors in order to keep the data free from errors. In the second phase, the typed data were imported to Nvivo software for coding and further analysis.

During the coding process all the comments were categorized based on themes. Many language teachers expressed their views about multiple issues in their open-ended comments. The comments with multiple themes were coded more than once with respect to their relationship to more than one themes.

6.5 Types of Comments

The qualitative comments were analyzed in the perspective of cultural aspects, which can prove helpful for language learning and teaching. The language teachers were requested

to give their comments based on their practical knowledge, which they came across during their language teaching experiences. The qualitative comments given by language teachers point out multiple areas where the use of culture related materials proves helpful. The language teachers based on their comments can be classified into two major groups. The first groups of teachers gave their comments but did not give reasons for the support of their comments. However, the second group of teachers gave their comments along with reasons to support their comments. A major number of comments belongs to the second group that gave their comments along with the reasons to support them. Table 6.1 explains the types of comments given by language teachers.

Table 6.1: Types of Comments

Code No.	Types of Comments	Frequencies
C1	Cross-Culture Comparison	64
C2	Target Language Culture	60
C3	Native Cultural Aspects	74
C4	Culture and Technology	45
C5	Cultural Practices	22
C6	Culture-Related Material	35
C7	Culture and Comprehension	26
	Total	326

The coding process also reveals that some of the elements overlap with more than one category. However in the data analysis section special care has been taken to examine them differently. The types of comments have also been represented with respect to their

percent values as shown in figure 6.2.

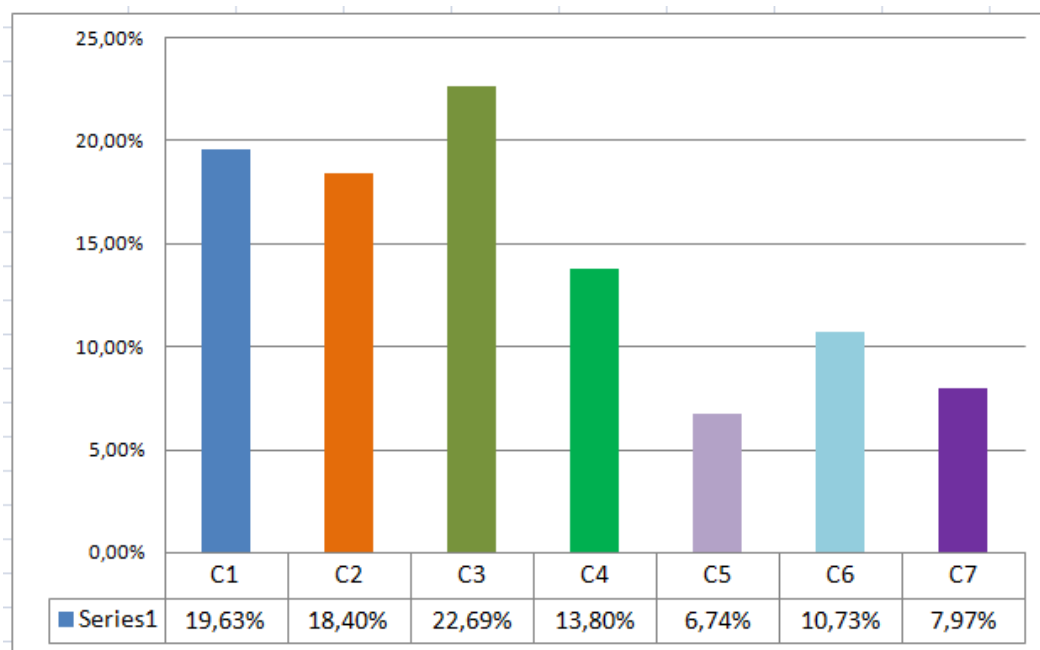


Figure 6.2: Types of Comments

Figure 6.2 shows that the highest number of comments are related to learners' native culture (22.6%), cross-cultural comparison (19.6%), and the target language culture (18.4%). Another important category which has a reasonable number of comments (13.4%) is related to the use of technology-based materials (such as the use of audio-visual aids, the Internet, and the use of computer related activities) for cultural awareness.

The types of comments explained in table 6.1 have been further summarized keeping in view the relationship between these types and have been limited to three main categories which have been shown in figure 6.3. Figure 6.3 shows the relationship of different categories, which has been devised from the analysis of teachers' comments.

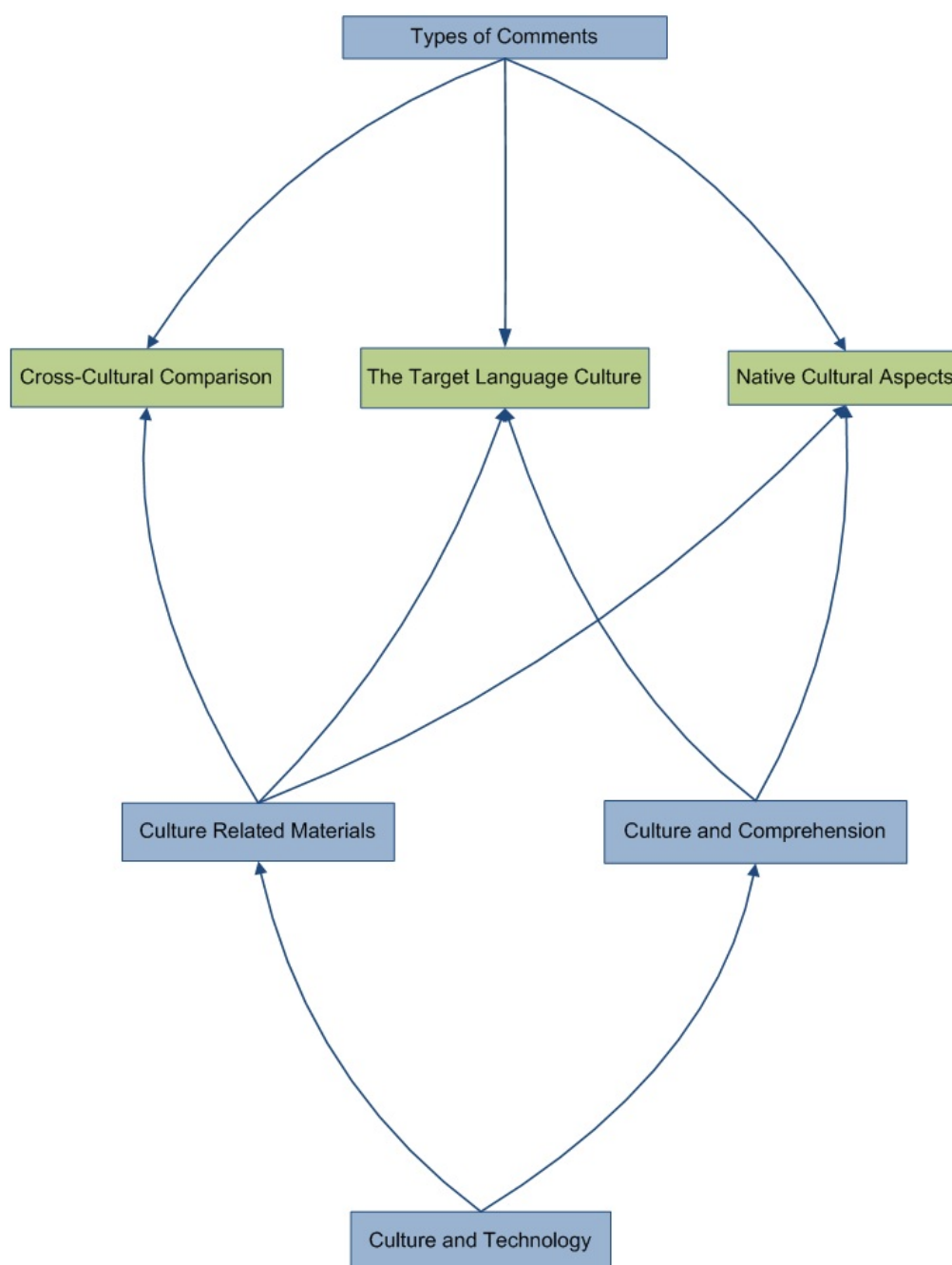


Figure 6.3: Types of Comments

It is not possible to mention all the comments one by one along with their details. However, the comments which carry more information have been included as examples in the analysis.

An example of how teachers' open-ended comments relate to different categories is as follows:

T1: *If ESL teachers start teaching by introducing the target language (as many published language teaching materials are developed based on introducing their own cultural values due to the writers limited knowledge of foreign cultures), this as a result may create cultural distance or a gap in understanding their own social and cultural values.*

The above comment has been given by a teacher. Analysis of the comment reveals that it belongs to two categories of comments. The relationship of the above comment has been explained in figure 6.4.

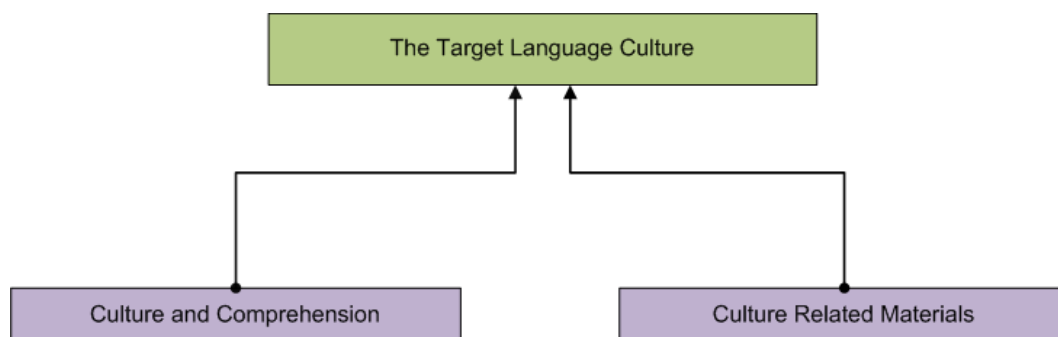


Figure 6.4: The Relationship of Teachers' Comments to Different Categories.

Figure 6.4 shows that the above-mentioned comment relates to the category *culture and comprehension* because it is related with learners understanding of the language teaching materials. On the other hand, the comment is also linked to the category *culture-related materials* because it is also related to the textbook materials. Moreover, both the above two categories relate to the target language culture. The relationship of the different categories of the comments has been explained in figure 6.3.

Another example of the relationship of a single comment with more than one category can be seen through the following comment given by a language teacher.

T2: *Language teachers should opt for teaching materials which bring both the target language culture and learners' native culture into harmony so that language learning can be facilitated.*

The above comment, on the one hand, is related to the category of comment named *culture-related materials*, and, on the other hand, is linked to the category of comments based on *cross-cultural learning*.

6.6 Comments Based on Cross-Cultural Comparison

The detailed analysis of comments reveals that teachers regard cross-cultural comparison as a better way as compared to language teaching solely based on the target language culture or learners' native culture. There is a reasonable number of examples ($n=64/326$) in the comments, which support cross-cultural comparison for the sake of L2 learning and teaching. Some of the comments also stress the need to have cultural exposure of both cultures on the part of language teachers in Pakistan. For example, one of the teachers states:

T3: *Language teaching can be more effective if teachers get firsthand knowledge of both cultures by considerable exposure to both the learners' native culture and the target language culture.*

The comments concerning cross-cultural comparison also emphasize the use of technology for cross-cultural teaching ($n=15/64$). The following two comments given by

language teachers supports this view:

T4: *The use of technology is an easier way to be in connection with the target language speakers.*

T5: *There should be enough variety of materials as plays, books, workshops and multimedia in order to understand the culture and language of a specific country.*

Teachers comments also highlight that cross-cultural learning is a way to fill the gap between the learners' native culture and the target language culture. Some of the examples are as follows:

T6: *Cross-cultural learning should bring harmony between the target language culture and learners' native culture.*

T7: *The learners should be taught their own culture as well as the culture of the target language so that they may be able to use the language in both contexts easily and effectively.*

Based on cross-cultural learning, one of the teachers proposed the idea of language learning based on cultural exchange program.

T8: *I think there should be inter cultural exchange programs which should help learners view the different aspects of other cultures where learners can discover similarities and differences. Students from the target cultures should be allowed to interact with learners through the Internet.*

In a nutshell, the comments based on cross-cultural comparison focus on the following

points:

1. Teachers' exposure to the target language culture and the learners' native culture
2. The use of technology-based materials for cross-cultural learning, and
3. Language teaching based on cultural exchange programs

6.7 The Target Language Culture

The target language culture refers to the concept of focusing solely on the target language cultural concepts both in textbooks and in the classroom. 18.4% of the totals comments (n=60/326) are related to the target language cultural knowledge and advantages and disadvantages concerning it. The comments concerning the target language culture have been divided into two main categories: positive comments and negative comments.

Starting with the negative comments, teachers believe that the teaching materials, solely based on the target language culture, are difficult to teach because of cultural distance. Some examples of these comments are as follows:

T9: *Many published language teaching materials are based on the target language cultural values due to writers' limited knowledge of learners' native culture. This as a result creates cultural distance or gap in understanding and interpreting the target language cultural values.*

T10: *The textbooks which are solely based on the target language culture possess some aspects which are contradictory to our religion.*

The other aspect concerning the target language culture expressed by the language teachers was about cultural identity. One of the language teacher expressed as:

T11: *The learners should be assured that they are not compelled to change their culture rather they are made of aware of it. Only then, they can learn a foreign language and its culture.*

This implies that teachers' believe that the focus on the target language culture only is a threat to their identity. In this perspective a language teaching approach based on cross-cultural teaching is a possible way to overcome this problem.

On the other hand, language teachers also explain the positive effects of the target language cultural knowledge.

T12: *The knowledge of the target language culture can bring ultimate cultural cohesion as well as it can reduce the differences among different cultures.*

T13: *Each language has an environment of its own, which is important to be considered. I think to teach the target language, we as teachers will have to learn the target culture.*

The above comments suggest fostering understanding between people and nations especially in the perspective of language teachers. The quantitative study based on teachers' attitudes also concludes that teachers' cross-cultural awareness is necessary for culture and language teaching (see section 5.5.4).

6.8 Learners' Native Culture

The analysis of the comments concerning the learners' native culture reveals that the language teachers' comments are divided into three main themes: modification, inclusion, and motivation.

The idea of modification concerns the culture-related materials with respect to textbooks and their authors. Examples based on the language teachers' comments concerning the idea of modification are as follows:

T14: *The English language textbooks are being imported from the different parts of the world, i.e. mostly British and American textbooks. These textbooks promote their own cultural and moral values. So the context of these books should be changed before they reach the learners.*

T15: *Language teaching materials should be culturally sensitive and modified according to the Pakistani learners' needs.*

The other concern that has been expressed by language teachers is the inclusion of learners' native culture, especially the events related to their religion. The comments which focus on materials concerning learners' native culture are as follows:

T16: *We should include the culture-related materials, which depict the fundamental and principal differences with that of other conventional materials. In Pakistan, learners should be exposed to feasible socio-cultural aspects so that learning should be facilitated.*

T17: *Include the values and ideas that are associated to our religion and are liberal*

as well.

The third aspect concerning learners' native culture is motivation. According to the language teachers' comments, the learners' native culture is the source of motivation for learners because they already understand it. Moreover, the knowledge of learners' native culture is also helpful for cross-cultural comparison.

T18: *It is important to present the Pakistani culture. In this way, the learners will show their motivation and interest in learning. After that the learners can compare both cultures.*

The analysis of the comments also proposes to fill the gap between the learners' first culture and the target language culture by considering cross-cultural learning and teaching methodologies, which should consider both the learners' first culture and the target language culture. Moreover, teachers' exposure to both cultures is of central importance in this respect.

The analysis of the comments based on learners' native culture reveals that the cultural content in the textbooks is not representing the learners' sociocultural values. In other words, the language teaching materials are not representative of their ZPD (Zone of Proximal Development), which involves sociocultural aspects of the learners' first culture. The proposition here is to modify the language teaching materials in the light of sociocultural theory of learning. Figure 6.5 shows L2 learning context in the light of sociocultural theory of learning.

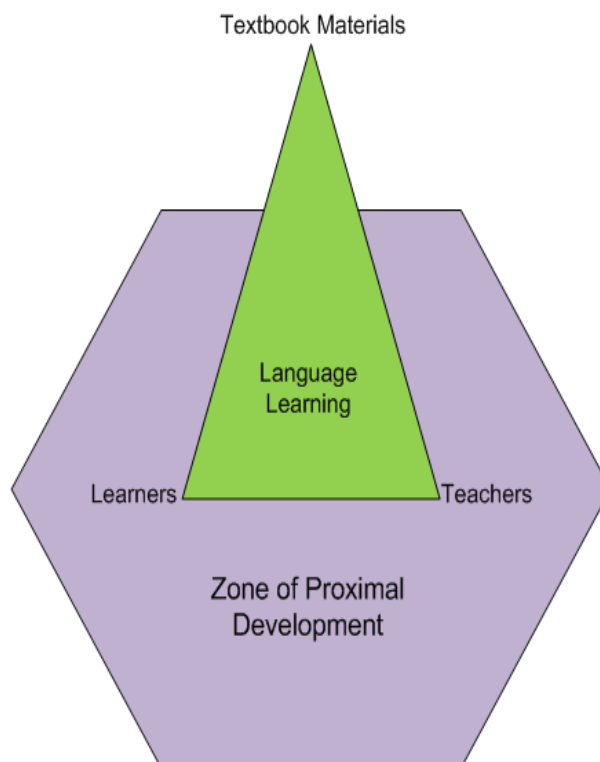


Figure 6.5: Learning Learning Context in Pakistan

Figure 6.5 shows that L2 learning with respect to the zone of proximal development, where the learners and the teachers lie in the same sociocultural context as compared to the textbook authors. The quantitative study of the teachers' attitudes (see section 5.3) reveals that the learners and the teachers in Pakistan share the same cultural values, and not those of the textbook authors who are responsible for textbook materials.

Another proposition concerning the difference described in figure 6.5 is that the textbook authors should have awareness of learners' native culture in order to make the language teaching materials appropriate with respect to their sociocultural context. In this way the language teaching material based on cross-cultural learning can fulfill the purpose of cultural awareness and language learning.

6.9 Culture and Technology

The use of technology refers to the Internet, multimedia, videos, films. for the sake of language learning. A reasonable number ($n=45/326$) of comments are related to the use of technology for culture and language teaching. The comments concerning the use of technology are as follows:

T19: *In our second language teaching and learning programs, videos are not shown. Language teaching with the use of multimedia can present the exact model of English language to learners.*

T20: *I facilitate an online collaborative project that involves students from different countries to share their ideas and have found it very important to learn about other cultures.*

T21: *It is easier for learners to absorb information through audio-visual aids.*

T22: *ELT video tapes are a good source of cultural information.*

The above comments based on the use of technology emphasize the importance of learning through audio-visual materials and online programs. Moreover, the learners can have cultural awareness through direct contact with native speakers of English through online programs.

The study based on teachers' comments recommends that technology-based materials should be used to promote intercultural understanding.

6.10 Discussion

The qualitative study of the open-ended comments highlights the relationship between culture and language learning in Pakistan. The study is in line with previous research (Alptekin, 2002; Alred et al., 2003; Andrews, 2003; Baker, 2003; Yeh, 2011) that emphasizes the importance of cultural awareness for L2 learning.

Teachers' qualitative comments concerning cross-cultural learning reflect teachers' positive attitudes towards cross-cultural comparison. A possible reason is that the L2 learning context in Pakistan is dominated by learners' native culture. As a result, a cross-cultural teaching based on learners' native culture, and the target culture is a way to introduce both cultures to L2 learners. The qualitative comments also reveal that for cross-cultural comparison, language teachers' considerable exposure to the target language culture is of central importance. One possible reason for it is that it is impossible for L2 learners in Pakistan to experience the target language culture directly. However, in the case of teachers, the direct experience of culture is possible. The teachers' training courses can include cultural exposure to the target language as an essential factor for their training. The annual report concerning teaching and learning English in Pakistan presented by the British Council also recommends "policy development on pre-service teacher education and on in-service development" (Coleman, 2010). In that perspective, the teachers in their comments emphasized considerable cultural exposure for themselves. The study is in line with Yeh (2011)'s research work, which concludes that teachers' cross-cultural experience for L2 learning is of central importance. Out of the different categories of the open-ended comments expressed in figure 6.2, nearly 20% of the language teachers support language learning and teaching based on cross-cultural experience. Therefore the language teachers in Pakistan possess positive attitudes towards cross-cultural learning. These results are also in line with the quantitative results based on the teachers' attitudes

of the present study (see section 5.5.4).

The analysis of the qualitative comments also reveals that teachers have negative attitudes towards the textbooks and culture-related materials that solely focus on the target language culture. Nearly 19% (n=60/326) of the open-ended comments (see figure 6.2) are based on the target language culture and support the view of modifying the textbook materials in order to represent both the learners' native culture and the target language culture. The possible reason for it which has been described earlier (see section 5.3, Cultural Experience) is that teachers and learners in Pakistan share the same cultural values as compared to the textbook authors. The other possible reason is teachers' limited experience of the target language culture (see section 5.3, Cultural Experience). The study is in line with previous research (Ahmed and Narcy-Combes, 2011), which explains that the textbook authors mainly focus on the target language culture due to limited experience of learners' native culture. Bolitho (2012) also supports the same view as "Classroom teaching, textbook and curriculum writing, and examination procedures are, in a sense, a manifestation of the values, attitudes, beliefs, theories and experiences of those who design and deliver these behaviors and artefacts" (Bolitho, 2012, p. 41).

Teachers' comments based on textbook materials also propose the idea of modification, inclusion, and motivation. Mansoor (2008), referring to language textbooks in Pakistan, explains, "A critical look at the materials available for the teaching of English at college and university levels reveals that most of them are imported or books of writers which are meant to be used for student whose native language is English" (Mansoor, 2008, p. 3). The study results concerning textbooks materials are also in line with Mansoor (2008)'s research, who through her research study concludes the materials used for teaching English in Pakistan pose great difficulty to learners. They have great difficulty relating to the foreign contexts, and effort should be made by the course designers or teachers to

make them interesting and relative to learners' context.

The qualitative analysis of comments concerning learners' native culture also suggests three important aspects: modification, inclusion, and motivation. The analysis based on the teachers' open-ended comments reveals that nearly 23% of the teachers' comments are based on the learners' native culture which reveals teachers positive attitudes towards the inclusion of learners' sociocultural aspects for L2 learning. Teachers believe that the present language teaching strategies and culture-related materials need to be modified according to the learners' native cultural aspects. One possible reason is the language learning context, where learners' culture is predominant. As a result, learners' are self-motivated in their native cultural aspects. The other possible reason is learners' shared knowledge about their native culture. This shared knowledge is also termed as "collective or cultural cognition" (Sharifian, 2008). The quantitative study concerning teachers' attitudes also reflects teachers' positive attitudes towards learners' native culture (see section 5.5.2, Culture-Related Tasks).

The analysis of the qualitative comments reveals teachers' positive attitudes ($n=45/326$) towards the use of technology. The teachers believe that the use of technology can improve learners' understanding of the target language culture. In this perspective it has also been termed as 'culture in digital form' which is helpful to teach 'text and context' through the use of technology (Kramsch and Andersen, 1999). The qualitative study based on the teachers' comments suggests that language learning can be facilitated through technology-based materials. One possible reason is that through the use of technology, learners can have access to the target language community. On the other hand, it is also easier for teachers to explain the target language culture with the use of technology.

However, the quantitative study based on learners' formal and informal language

learning reveals that learners rarely make use of technology-based materials for language learning (see section 4.4, Formal Contexts). This also results in learners' lack of connection with the target language speakers and awareness about the target language culture.

The discussion based on teachers' attitudes with respect to the four main categories of comments has been summed up in the following figure on the characteristics of being positive or negative.

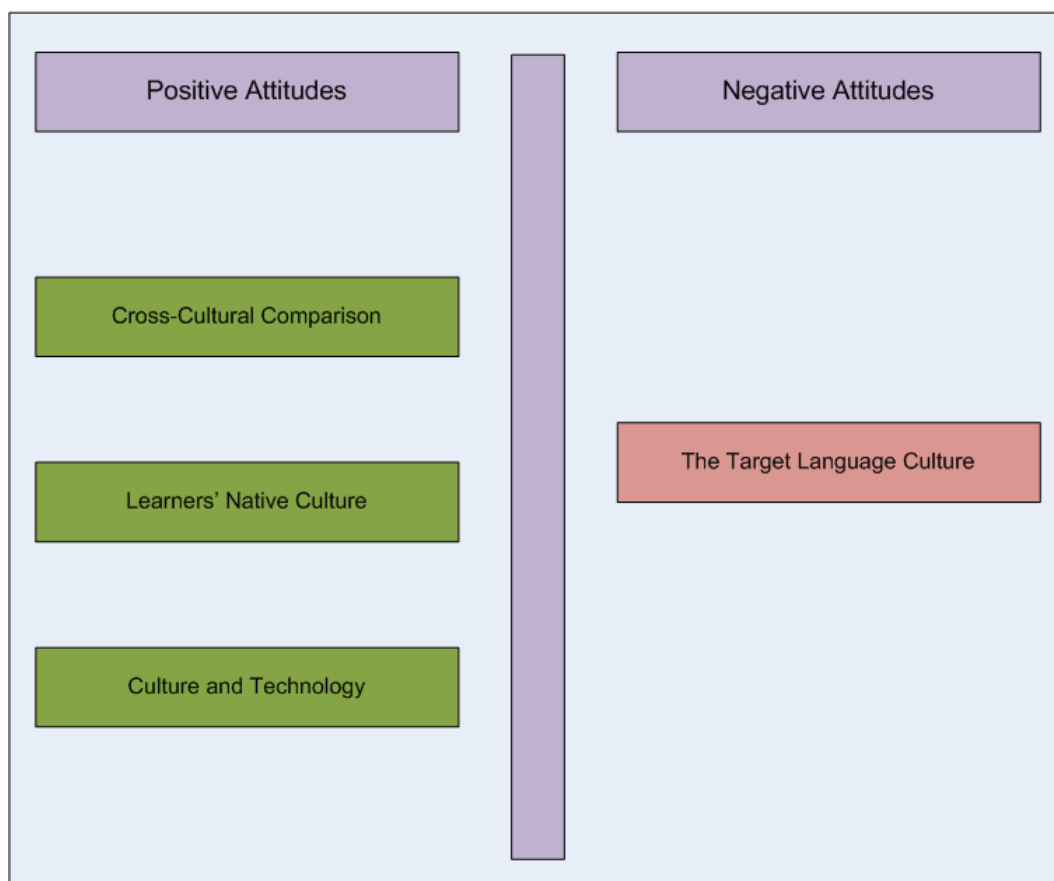


Figure 6.6: Teachers' Attitudes on the basis of Open-Ended Comments

The qualitative study based on the above categories of open-ended comments suggests that balance between the learners' native culture and the target language culture should

be introduced in the curriculum and teaching materials. Kanu (2005) concerning the language teaching situation in Pakistan expresses as:

Teaching and learning in schools (in Pakistan) is a way of circumventing the language of instruction-English-which is a second or even a third language for learners and their teachers who have to deal with not only culturally unfamiliar content/subject matter but also the medium of instruction (Kanu, 2005, p. 504).

In this respect, language teaching based on cross-cultural comparison is useful as it brings awareness of both cultures. Furthermore, the open-ended comments highlight the role of teachers' cultural awareness and the inclusion of learners' sociocultural aspects as language teaching materials.

6.11 Conclusion

The study based on teachers' open-ended comments leads to the conclusion that the language teachers have positive attitudes towards cross-cultural comparison, learners' native culture, and the use of technology-based materials for second language learning and teaching. However, analysis of teachers' open-ended comments also reveals the language teachers' negative attitudes towards language teaching materials which focus only on the target language culture. This should be taken into account for the creation of teaching materials.

Conclusion

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7.1 Summary of the Study

The research study has investigated the cultural factor in second language in the perspective of learning and teaching English in Pakistan. The objectives of the study were: to investigate the role of culture in formal and informal contexts; investigate L2 teachers' attitudes; and describe the relation of culture and language concerning L2 learning in Pakistan. The study was mainly based on two research questions and followed both the qualitative and quantitative research methods of inquiry. The study with respect to its investigation has been summarized in figure 7.1. Figure 7.1 is concerned with two

research questions and the answers, which were found after following quantitative and qualitative research methods.

Research Question	Does the role of culture vary through formal and informal contexts in second language learning in Pakistan?
Dimensions	The Cultural Factor in Formal Language Learning The Cultural Factor in Informal Language Learning
Conclusion	The role of culture varies through formal and informal language learning with reference to L2 learning in Pakistan.

(a) study 1

Research Question	What are the teachers' attitudes based on culture and language teaching?
Dimensions	Attitudes Based on: <ul style="list-style-type: none"> • Culture and Comprehension • Culture-Related Tasks • Culture and Tolerance • Cross-Cultural Comparison • Culture and Identity • Culture and Social Contexts • The Target Language Culture • Learners' Native Culture • Culture and Technology
Conclusion	The teachers have positive attitudes based on culture and language teaching in Pakistan.

(b) Study 2

Figure 7.1: Summary of the Study

7.1.1 The Role of Culture through Formal and Informal Contexts

The study reveals that the role of culture with respect to formal and informal contexts varies from the perspective of L2 learning context in Pakistan. Formal contexts have been investigated through classroom observation and questionnaire based on culture-related activities in the classroom. Informal contexts have been investigated through focused group interviews and the questionnaire based on a five-point frequency scale. Results obtained through classroom observation and empirical data (questionnaire) reveal that formal language learning contexts focus on the target language cultural aspects. On the other hand, results based on empirical data concerning informal contexts reveal that informal contexts are influenced by learners' socio-cultural aspects.

7.1.2 Teachers' Attitudes Based on Culture and Language Learning

The study concerning teachers' attitudes based on culture and language learning reveals that teachers have positive attitudes towards the role of culture in second language learning. These attitudes have been further divided into sub-categories such as attitudes based on culture and comprehension, culture and tolerance, cross-cultural comparison, cultural identity and social contexts. The study discussed these attitudes in the light of some factors. These were: cultural influence; language teachers' experience of working with the native English speaking teachers; teachers' experience of teaching to the learners from other cultures; learners' cultural schema; shared knowledge based on culture; teachers' cultural competence for cross-cultural teaching; cultural identity; learners' socio-cultural context. The overall range of these factors suggested that teachers had positive attitudes concerning culture and language learning.

7.2 Contribution of the Study

The study offers a number of important contributions. Firstly, the study relates language and culture with respect to the L2 language learning context in Pakistan. Earlier studies concerning culture and language learning in Pakistan have stressed the need to include local culture (Cobussen, 2009; Mansoor, 2008; Shamim, 2008). Compared to previous studies which discuss L2 teachers and L2 learners separately, the present study involves both the L2 teachers and the L2 learners in Pakistan as teachers and learners are a major factor in culture and language teaching.

Secondly, the present study has focused on the importance of both learners' native culture and the target language culture. Results based on the present study highlight the importance of both cultures.

Thirdly, the present study is a major contribution to teachers' awareness concerning culture and language teaching. The study through its qualitative results also emphasizes the need to include cultural awareness as part of their language training.

Fourthly, the present study has also highlighted the formal and informal language learning contexts and their relationship to culture through empirical evidence. The findings of the study are important as they will serve as a base for future in-depth exploration of specific areas concerning L2 learning and teaching in Pakistan.

Moreover, the study is related to the use of heterogeneous as compared to homogeneous samples. The study includes language teachers from universities, colleges, and schools as well as L2 learners from three main universities of Pakistan. So the evidence provided in this study is based on a more diverse and heterogeneous sample.

Sixthly, the study through analysis of its qualitative results highlights the areas of immediate attention concerning L2 textbooks. The study also proposes the idea of modification, inclusion and motivation, which serve as a guideline for textbook designers.

7.3 Limitations of the Study

The results and the findings of the study should be considered in view of some limitations which are as follows:

Firstly, the present study has used a cross-sectional research design. It is due to the research that is related with certain attitudinal and behavioral variables concerning language teachers and language learners.

Secondly, the research study has used convenient sampling method (study 1) and random sampling method (study 2). Thus, the sample may not be a true representation of the population.

Thirdly, the sample of the subject concerning both studies with respect to the population size was fairly small. In order to investigate the role of culture in language learning the study surveyed 494 language teachers for study 1 and 275 language learners for study 2.

Fourthly, the present study used the survey questionnaire largely with close-ended questions. It is equally possible that the current study might not have touched some of the culture and language relating areas, which might be explored with an open-ended questionnaire or with another research tool.

7.4 Recommendations of the Study

Based on the investigation concerning the cultural factor in L2 learning and teaching, the study makes the following recommendations:

1. A language teaching and learning approach based on cross-cultural awareness should be adopted with respect to the L2 language learning context in Pakistan in order to fill the gap between the target language culture and the learners' native culture.
2. The language teaching materials should be modified keeping in view the learners' native culture and the target language culture.
3. Teachers' exposure to the target language culture should be part of the teachers' training so that they can have deep knowledge of the target language culture.
4. The language learning in Pakistan should make use of technology-based materials for communication with the native speakers of the target language in order to have cultural awareness of the target language culture.

7.5 Future Research Directions

The present study is unique in the sense that it investigates the culture and language relationship in the language learning context in Pakistan. Based on previous research and limitations of this study, future research concerning culture and language in Pakistan should keep the following recommendations in view:

-
- Further research concerning the role of culture and language teaching should be conducted by using qualitative research methods (interview, observations, focused groups, etc.) in order to cross validate the present study findings. In-depth research is needed to investigate language and culture learning and teaching in Pakistan.
 - The present study was non-experimental and descriptive in nature. As a result, the present study has not addressed the causality of relationships. Therefore, it is recommended that a study based on experimental research investigate better the cultural factor and language teaching in Pakistan.
 - The redesigning and restructuring of English language learning in Pakistan should take into account the socio-linguistic aspects of English in the Pakistani as well as in the international context.
 - There is also a need to investigate teachers' training in the dimension of cultural awareness in Pakistan. Traditional training can be modified keeping in view the aspect of cultural awareness.
 - The inclusion of culture in language learning and teaching poses many challenges for education planners, material designers, and teachers of English. Therefore, it is recommended to take into account all these relevant factors in future research projects in Pakistan concerning culture and language learning. From this perspective, it is recommended that research concerning language and culture relationship would be better conducted by a group of researchers rather than by an individual keeping in view all the above-mentioned factors.

Glossary

Attitudes

“Attitudes are formed as some kind of learning experience, which are often built up more slowly” (Pages, 2012). “An attitude employs important role in determining people’s reaction to situations. Moreover, attitudes are positive or negative emotional reactions toward a specific situation ” (Al-Zaidiyeen et al., 2010, p. 213).

Culture

“Culture is the programming of the mind that distinguishes the members of one group or category of people from others”(Hofstede and Hofstede, 2005, p. 4).. According to Sharifian (2008, p. 11), “A cultural group is not a collection of a number of individuals who live in a certain area but rather the people who more or less conceptualize experiences in a similar fashion” .

Cultural Awareness

Cultural awareness is defined as “a conscious understanding of the role of culture that it plays in language learning and communication (in both first and foreign language)” (Baker, 2009, p. 71). According to Tomlinson and Masuhara (2004) cultural awareness is “the information about the characteristics of other people’s cultures, perceptions of our own culture and people’s culture” (p. 6).

Cultural Schema

“Schema is a technical term to describe how people process, organize and store information in their minds” (Shen, 2009, p. 104). According to Nishida (1999, p. 754), “When a person enters a familiar situation, a stock of knowledge of appropriate role he/she should

play in the situation is retrieved. In other words, every interactant's social world is usually constituted within a frame of familiar and pre-acquainted knowledge about various situations. These various or pre-acquainted situations are called schema (or schemata)".

Epistemology

Epistemology is concerned with "evaluating claims about how the world can be known to us, and it is an examination of the means of obtaining knowledge of the social world" (Hughes and Sharrock, 1997, p. 4). Demaiziere and Narcy-Combes (2007) view epistemology and epistemological position as;

L'épistémologie est la réflexion sur la construction et la gestion du savoir dans un domaine donnée et dans son rapport avec les autres domaines de la réflexion scientifique... L'épistémologie s'intéresse aussi la façon dont la connaissance se construit pour chaque individu; c'est alors que le mot "positionnement" prend son sens (Demaiziere and Narcy-Combes, 2007, p. 4).

Formal Language Learning

Formal language learning is defined as "learning that occurs within an organized and structured context, and that is designed as learning. It may lead to a formal recognition (diploma, certificate). Formal learning is intentional from the learner's perspective" (Colardyn and Bjornavold, 2004, p. 71).

Informal Language Learning

Informal learning takes place through observation and direct participation in the communication as learning is a process of discovery, which takes place spontaneously and automatically providing certain conditions" (Ellis, 1990, p. 2). (Colardyn and Bjornavold, 2004, p. 71) define informal learning as "learning resulting from daily life activities related to work, family, or leisure. It is often referred to as experiential learning and can

to a certain degree be understood as accidental learning. It is not structured in terms of learning objectives, learning time and/or learning support. Typically, it does not lead to certification. Informal learning may be intentional but in most cases, it is non-intentional” (Colardyn and Bjornavold, 2004, p. 71).

Interpretivism

Interpretivism is defined as , “there are no absolutes but all phenomenon can be studied and interpreted in different ways, mainly because people and situations differ, and realities are not abstract objects but dependent on inter-subjectivity between people” (Burgess et al., 2006, p. 55). Interpretivism also accepts research which is not based on absolute rules. It considers people and situations behind a phenomenon.

Mediation

Mediation refers to “hints, prompts, and leading questions that vary in their degree of explicitness Poehner and Lantolf (2005, p. 15). Mediation is one of the important factors. The fundamental concept of sociocultural theory is that “human mind is mediated through interaction with other social beings.” (Lantolf, 2000, p. 1).

Multilingualism

At the individual level multilingualism refers to the speaker’s competence to use two or more languages. At the societal level the terms multilingualism refers to the use of two or more languages in a speech community and it does not necessary imply that all the speakers in that community are competent in more than one language (Gorter et al., 2004, p. 6).

Ontology

Ontology is based on philosophy of the study of existence. “Ontology is the study of being. It is concerned with ‘what is’ with the nature of existence, with the structure of reality”(Crotty, 2003, p. 10).

Positivism

Positivism is an approach to science based on a belief on universal laws and insistence of objectivity and neutrality. “ One of the traits of this type of research is the quest for objectivity and distance between the researcher and those studied, so that biases can be avoided” (Zoghbor, 2011, p. 70).

Regulation

Regulation is one the factors related to sociocultural theory of learning. It deals with two kinds of regulations: self-regulation and other-regulation. According to Zheng (2005), “Self-regulation indicates the capacity for independent problem solving and other-regulation refers to problem solving with the help of others” (Zheng, 2005, p. 124).

Social Cognitive Theory

Social cognitive theory is based on self and significant others. The self refers the subject and significant self refers to other individuals. It is defined as “The self is relational or even entangled with significant others and that this has implications for self-definition, self-evaluation, self-regulation, and, most broadly, for personality functioning, expressed in relation to others” (Andersen and Chen, 2002, p. 619).

Sociocultural Theory of Learning

Sociocultural theory of learning relates to language learning through social interaction. According to Lantolf and Thorne (2007), “Developmental process takes place through participation in cultural, linguistic, and historically formed settings such as family life and peer group interaction, and in institutional contexts like schooling, organized sport activities, and work places” (Lantolf and Thorne, 2007, p. 197).

Teachers’ Cognitions

Teachers’ cognitions refer to the teachers’ beliefs, knowledge and attitudes (Borg, 2003). Teachers’ cognitions are part of teachers’ experiences. According to Borg (2003, p. 99), “Teachers’ cognitions emerge constantly as a powerful influence on their language practices”.

Zone of Proximal Development

Zone of proximal develop is “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (Vygotsky, 1978, p. 86).

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Appendix-A

A.1 Questionnaire A

Thank you very much for taking interest in this questionnaire. Before you start, here is some information you should know.

The questionnaire is intended to know how formal and informal contexts help learners to learn a second language. Formal contexts refer to the instructed language learning or classroom learning, whereas informal contexts refer to the learning outside the language classroom. It is assured that the information you provide will be kept confidential. It is also anticipated that the information collected through questionnaire will improve our understanding of language learning in regard of formal contexts and informal contexts.

If you have any question regarding the questionnaire, you may contact me at ahmad-fasih33@gmail.com. You can also ask for key research findings through the same email address.

No	Formal Language Learning	Always	Often	Sometimes	Rarely	Never
Q1	How often do you participate in the classroom?					
Q2	How often do you come across in spoken English in the classroom?					
Q3	How often you come across written English in the classroom?					
Q4	How often do you come across listening materials in the classroom?					
Q5	How often do you practice language learning activities on computer in the classroom?					
Q6	How often do you work in group or pairs to complete the activities in the classroom?					
Q7	How often do you are able to complete activity or task on your own?					

No	Informal Language Learning	Always	Often	Sometimes	Rarely	Never
Q8	How often do you read English newspaper?					
Q9	How often do you watch English programs on TV?					
Q10	How often you try to remember the English words, which you find through advertisement?					
Q11	How often do you watch English films?					
Q12	How often do you consult English websites?					
Q13	How often do you send e-mails in English to other people (friends & family)					
Q14	How often do you send SMS in English to other people (i.e friends & family)?					
Q15	How often do you communicate with the native speakers of English?					
Q16	How often do you communicate in English with your family members?					
Q17	How often do you communicate in English with your friends?					

22	What is your objective of Learning English? You can select more than one field.		For getting higher education
			Because it will help you in settling abroad in an English speaking country
			Because it will guarantee a better job
			Because it's a tool of international communication
			Any other

Personal Information

What is your Educational level?	
How old are you?	16-20 years
	20-25 years
	25-30 years
	More than 30
What is your gender?	Male
	Female

A.2 The Cultural Factor in Second Language Learning and Teaching

Your opinion counts!

I am a PhD scholar at the University of Nantes, France. For my doctoral thesis, I am conducting a study on 'The Role of Cultural Factor in Second Language Teaching'. Your participation will be appreciated in this study. Your precious opinions and precise answers will have positive impacts on my study.

The purpose of this study is to explore the role of culture in English language learning in Pakistan. The term culture is used to represent the shared practices of people in a society. In this sense, culture encompasses traditions, festivals, rituals, behaviors, and attitudes as well. It is also termed as collective cognition.

English language learners in Pakistan interact with two types of cultures, especially through the language textbook; the learners' native culture and the target language culture (i.e. the culture where English is spoken as the first language). The aforementioned aspect of culture leads learners to express themselves easily as they already have familiarity with their native culture. On the other hand, they are not familiar with the target language culture. Therefore, awareness about the target language culture exposes them to understand the life, thought and literature of people who belong to it. The present questionnaire is intended to investigate the role of both these cultural aspects.

The survey consists of two parts. The first part is about the teachers' teaching experiences, whereas the second part is about culture and language teaching, which rates your responses on a 1-5 scale. Please read each statement carefully and choose the best option. It will not take more than 15 minutes to complete. It is assured that the information you provide will be kept confidential and will be used only for research. If you have any queries related to the questionnaire you may contact me on the address provided at the end.

Thank you in advance for your cooperation.

Fasih Ahmed

PhD Scholar, University of Nantes.

University of Nantes, France.

A.3 Questionnaire B

Thank you very much for taking time to consider completing the questionnaire. It is anticipated that the questionnaire will not take more than 10 minutes to complete. The questionnaire concerns the cultural factor in second language teaching. The first part is about teachers' language teaching experiences, whereas the second part is about teachers' beliefs concerning culture and language teaching. You are requested to respond to the questions. It is assured that the information you provide will be kept confidential.

Demographic Information		
How old are you?		20-25
		26-35
		36-45
		More than 45
What is your gender?		Male
		Female
What is your teaching experience?		1-5 years
		6-10 years
		More than 10 years
Where were you educated for the first 16 years?		In Pakistan
		In a country where English is the first language.
		Others
You are presently teaching language in a		University
		College
		School
		Other
Have you been working with a native English speaking teacher as a colleague?		
Yes		No
If yes, then how long have you been working with a native English speaking teacher as a colleague?		
Less than one year	1 year	1-3 years
Have you been teaching in a country other than Pakistan?		
Yes		No
If yes, then how long have you been teaching abroad?		
Less than one year	1 year	More than one year

How many languages can you speak? Please write the language names below.

Please indicate your opinion about each statement by choosing the options which indicates your feelings best. You are requested to choose the options according to the scale indicate in the box.

No		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q1	The relevant cultural information helps learners to reach at the deeper meanings of concepts.					
Q2	Language learners modify the target language cultural meaning on the basis of their prior knowledge.					
Q3	Cultural knowledge is easier to remember.					
Q4	Understanding a language involves certain features of the culture associated with it.					
Q5	Meaning attached to different values may vary across different cultures.					
Q6	If the learners lack cultural information, they may not be able to understand a concept.					
Q7	Cultural information strengthens learners' understanding of the target language culture.					
Q8	The learners can comprehend the text better, if it is related to their own culture.					
Q9	Cultural knowledge gives an insight into the life of people, who belong to it.					
Q10	Culture specific tasks and activities are easier to practice because of shared knowledge among learners.					

No		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q11	Learners, being familiar of their cultural events, are self-motivated to practice them.					
Q12	Second language learners find it easier to write about culturally relevant themes.					
Q13	Learning about a culture is to develop tolerance among learners.					
Q14	Learning about a culture should inform learners to express things in different ways.					
Q15	Learning about a culture is possible, if the teachers are conscious of cultural differences.					
Q16	Language teachers should compare learners' own culture and the target language culture.					
Q17	Language teachers can develop learners' cultural views by involving them in interaction with another culture.					
Q18	The target language cultural knowledge helps learners to identify with the target language community.					
Q19	Learning a language makes use of the social contexts in which it is learnt.					
Q20	Language teaching may require different strategies in a classroom, where the learners are from multicultural backgrounds.					

What is your experience of language teaching? What are your suggestion concerning culture and language teaching in Pakistan?

APPENDIX B

Appendix-B

B.1 Results Regarding the Questionnaire Based on Formal Contexts and Informal Contexts

Table 1					
How often do you participate in activities in the classroom?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	148	53,8	53,8	53,8
	Often	68	24,7	24,7	78,5
	Sometimes	43	15,6	15,6	94,2
	Rarely	12	4,4	4,4	98,5
	Never	4	1,5	1,5	100,0
	Total	275	100,0	100,0	

Table 2					
How often you come across spoken English in the classroom?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	83	30,2	30,4	30,4
	Often	95	34,5	34,8	65,2
	Sometimes	77	28,0	28,2	93,4
	Rarely	14	5,1	5,1	98,5
	Never	4	1,5	1,5	100,0
	Total	273	99,3	100,0	
Missing	System	2	,7		
Total		275	100,0		

Table 3					
How often you come across written English in the classroom?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	144	52,4	52,7	52,7
	Often	52	18,9	19,0	71,8
	Sometimes	55	20,0	20,1	91,9
	Rarely	19	6,9	7,0	98,9
	Never	3	1,1	1,1	100,0
	Total	273	99,3	100,0	
Missing	System	2	,7		
Total		275	100,0		

Table 4					
How often you come across listening materials in the classroom?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	69	25,1	25,3	25,3
	Often	78	28,4	28,6	53,8
	Sometimes	75	27,3	27,5	81,3
	Rarely	29	10,5	10,6	91,9
	Never	22	8,0	8,1	100,0
	Total	273	99,3	100,0	
Missing	System	2	,7		
Total		275	100,0		

Table 5					
How often do practice language learning activities on computer in the classroom?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	14	5,1	5,1	5,1
	Often	21	7,6	7,7	12,8
	Sometimes	27	9,8	9,9	22,7
	Rarely	27	9,8	9,9	32,6
	Never	184	66,9	67,4	100,0
	Total	273	99,3	100,0	
Missing	System	2	,7		
Total		275	100,0		

Table 6					
How often do you do work in groups or pairs to complete the activities in the classroom.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	34	12,4	12,5	12,5
	Often	63	22,9	23,1	35,5
	Sometimes	122	44,4	44,7	80,2
	Rarely	41	14,9	15,0	95,2
	Never	13	4,7	4,8	100,0
	Total	273	99,3	100,0	
Missing	System	2	,7		
Total		275	100,0		

Table 7					
How often are you able to complete an activity or task on your own?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	88	32,0	32,1	32,1
	Often	119	43,3	43,4	75,5
	Sometimes	47	17,1	17,2	92,7
	Rarely	10	3,6	3,6	96,4
	Never	10	3,6	3,6	100,0
	Total	274	99,6	100,0	
Missing	System	1	,4		
Total		275	100,0		

Table 8					
How often do you read newspapers?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	38	13,8	13,8	13,8
	Often	40	14,5	14,5	28,4
	Sometimes	113	41,1	41,1	69,5
	Rarely	57	20,7	20,7	90,2
	Never	27	9,8	9,8	100,0
	Total	275	100,0	100,0	

Table 9					
How often do you watch English programs on TV?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	40	14,5	14,7	14,7
	Often	54	19,6	19,8	34,4
	Sometimes	106	38,5	38,8	73,3
	Rarely	60	21,8	22,0	95,2
	Never	13	4,7	4,8	100,0
	Total	273	99,3	100,0	
Missing	System	2	,7		
Total		275	100,0		

Table 10					
How often you try to remember the English words, which you find through advertisements?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	87	31,6	31,9	31,9
	Often	76	27,6	27,8	59,7
	Sometimes	71	25,8	26,0	85,7
	Rarely	20	7,3	7,3	93,0
	Never	19	6,9	7,0	100,0
	Total	273	99,3	100,0	
Missing	System	2	,7		
Total		275	100,0		

Table 11					
How often do you watch English films?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	41	14,9	15,0	15,0
	Often	52	18,9	19,0	34,1
	Sometimes	107	38,9	39,2	73,3
	Rarely	56	20,4	20,5	93,8
	Never	17	6,2	6,2	100,0
	Total	273	99,3	100,0	
Missing	System	2	,7		
Total		275	100,0		

Table 12					
How often do you consult English websites?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	44	16,0	16,2	16,2
	Often	53	19,3	19,6	35,8
	Sometimes	65	23,6	24,0	59,8
	Rarely	60	21,8	22,1	81,9
	Never	49	17,8	18,1	100,0
	Total	271	98,5	100,0	
Missing	System	4	1,5		
Total		275	100,0		

Table 13					
How often do you send e-mails in English to other people (friends & family)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	51	18,5	18,8	18,8
	Often	47	17,1	17,3	36,0
	Sometimes	72	26,2	26,5	62,5
	Rarely	44	16,0	16,2	78,7
	Never	58	21,1	21,3	100,0
	Total	272	98,9	100,0	
Missing	System	3	1,1		
Total		275	100,0		

Table 14					
How often do you send SMS in English to other people (i.e. friends & family)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	79	28,7	28,7	28,7
	Often	87	31,6	31,6	60,4
	Sometimes	67	24,4	24,4	84,7
	Rarely	33	12,0	12,0	96,7
	Never	9	3,3	3,3	100,0
	Total	275	100,0	100,0	

Table 15					
How often do you communicate with the native speakers of English?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	16	5,8	5,9	5,9
	Often	44	16,0	16,4	22,3
	Sometimes	77	28,0	28,6	50,9
	Rarely	73	26,5	27,1	78,1
	Never	59	21,5	21,9	100,0
	Total	269	97,8	100,0	
Missing	System	6	2,2		
Total		275	100,0		

Table 16					
How often do you communicate in English with your family members?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	8	2,9	2,9	2,9
	Often	46	16,7	16,9	19,9
	Sometimes	95	34,5	34,9	54,8
	Rarely	65	23,6	23,9	78,7
	Never	58	21,1	21,3	100,0
	Total	272	98,9	100,0	
Missing	System	3	1,1		
Total		275	100,0		

Table 17					
How often do you communicate in English with your friends?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	28	10,2	10,3	10,3
	Often	101	36,7	37,1	47,4
	Sometimes	105	38,2	38,6	86,0
	Rarely	33	12,0	12,1	98,2
	Never	5	1,8	1,8	100,0
	Total	272	98,9	100,0	
Missing	System	3	1,1		
Total		275	100,0		

B.2 Results Concerning Teachers' Attitudes

Table 1					
The relevant cultural information helps learners to reach at the deeper meanings of concepts.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	1,6	1,6	1,6
	Disagree	7	1,4	1,4	3,1
	Neither agree nor disagree	23	4,7	4,7	7,8
	Agree	226	45,7	46,4	54,2
	Strongly agree	223	45,1	45,8	100,0
	Total	487	98,6	100,0	
Missing	System	7	1,4		
Total		494	100,0		

Table 2					
Language learners modify the target language cultural meaning on the basis of their prior knowledge.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	,8	,8	,8
	Disagree	20	4,0	4,2	5,0
	Neither agree nor disagree	67	13,6	14,0	19,0
	Agree	302	61,1	63,0	82,0
	Strongly agree	86	17,4	18,0	100,0
	Total	479	97,0	100,0	
Missing	System	15	3,0		
Total		494	100,0		

Table 3					
Cultural knowledge is easier to remember.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	1,6	1,7	1,7
	disagree	24	4,9	5,0	6,6
	Neither agree nor disagree	53	10,7	11,0	17,6
	Agree	233	47,2	48,1	65,7
	Strongly agree	166	33,6	34,3	100,0
	Total	484	98,0	100,0	
Missing	System	10	2,0		
Total		494	100,0		

Table 4					
Understanding a language involves certain features of the culture associated with it.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	,4	,4	,4
	disagree	9	1,8	1,9	2,3
	Neither agree nor disagree	45	9,1	9,3	11,6
	Agree	252	51,0	52,3	63,9
	Strongly agree	174	35,2	36,1	100,0
	Total	482	97,6	100,0	
Missing	System	12	2,4		
Total		494	100,0		

Table 5					
Meaning attached to different values may vary across different cultures.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	,8	,8	,8
	disagree	11	2,2	2,3	3,2
	Neither agree nor disagree	40	8,1	8,4	11,6
	Agree	242	49,0	51,1	62,7
	Strongly agree	177	35,8	37,3	100,0
	Total	474	96,0	100,0	
Missing	System	20	4,0		
Total		494	100,0		

Table 6					
If the learners lack cultural information, they may not be able to understand a concept.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	1,6	1,7	1,7
	Disagree	43	8,7	8,9	10,6
	Neither agree nor disagree	86	17,4	17,8	28,4
	Agree	212	42,9	43,9	72,3
	Strongly agree	134	27,1	27,7	100,0
	Total	483	97,8	100,0	
Missing	System	11	2,2		
Total		494	100,0		

Table 7					
Cultural information strengthens learners' understanding of the target language culture.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	1,0	1,0	1,0
	Disagree	12	2,4	2,4	3,5
	Neither agree nor disagree	37	7,5	7,6	11,0
	Agree	282	57,1	57,6	68,6
	Strongly agree	154	31,2	31,4	100,0
	Total	490	99,2	100,0	
Missing	System	4	,8		
Total		494	100,0		

Table 8					
The learners can comprehend a text better, if it is related to their own culture.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	,6	,6	,6
	Disagree	19	3,8	3,9	4,5
	Neither agree nor disagree	54	10,9	11,1	15,6
	Agree	233	47,2	47,8	63,4
	Strongly agree	178	36,0	36,6	100,0
	Total	487	98,6	100,0	
Missing	System	7	1,4		
Total		494	100,0		

Table 9					
Culture specific tasks and activities are easier to practice because of shared knowledge among learners.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	1,0	1,0	1,0
	Disagree	14	2,8	2,9	3,9
	Neither agree nor disagree	68	13,8	14,0	18,0
	Agree	273	55,3	56,4	74,4
	Strongly agree	124	25,1	25,6	100,0
	Total	484	98,0	100,0	
Missing	System	10	2,0		
Total		494	100,0		

Table 10					
Second language learners find it easier to write about culturally relevant themes.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	1,6	1,6	1,6
	Disagree	36	7,3	7,4	9,1
	Neither agree nor disagree	108	21,9	22,3	31,3
	Agree	227	46,0	46,8	78,1
	Strongly agree	106	21,5	21,9	100,0
	Total	485	98,2	100,0	
Missing	System	9	1,8		
Total		494	100,0		

Table 11					
Learners, being familiar of their cultural events, are self-motivated to speak about them.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	,8	,8	,8
	Disagree	10	2,0	2,1	2,9
	Neither agree nor disagree	57	11,5	11,9	14,8
	Agree	251	50,8	52,2	66,9
	Strongly agree	159	32,2	33,1	100,0
	Total	481	97,4	100,0	
Missing	System	13	2,6		
Total		494	100,0		

Table 12					
Learning about a culture should inform learners to express things in different ways.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	,6	,6	,6
	Disagree	19	3,8	3,9	4,5
	Neither agree nor disagree	68	13,8	14,0	18,5
	Agree	271	54,9	55,8	74,3
	Strongly agree	125	25,3	25,7	100,0
	Total	486	98,4	100,0	
Missing	System	8	1,6		
Total		494	100,0		

Table 13

Cultural knowledge gives an insight into the literature of people who belong to it.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	,4	,4	,4
	disagree	11	2,2	2,3	2,7
	Neither agree nor disagree	28	5,7	5,8	8,4
	Agree	236	47,8	48,6	57,0
	Strongly agree	209	42,3	43,0	100,0
	Total	486	98,4	100,0	
Missing	System	8	1,6		
Total		494	100,0		

Table 14

Language teaching may require different strategies in a classroom, where the learners are from multicultural backgrounds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	1,0	1,0	1,0
	Disagree	5	1,0	1,0	2,0
	Neither agree nor disagree	34	6,9	6,9	9,0
	Agree	220	44,5	44,8	53,8
	Strongly agree	227	46,0	46,2	100,0
	Total	491	99,4	100,0	
Missing	System	3	,6		
Total		494	100,0		

Table 15					
Learning about a culture is to develop tolerance among learners.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	,8	,8	,8
	Disagree	30	6,1	6,2	7,1
	Neither agree nor disagree	102	20,6	21,2	28,3
	Agree	222	44,9	46,2	74,4
	Strongly agree	123	24,9	25,6	100,0
	Total	481	97,4	100,0	
Missing	System	13	2,6		
Total		494	100,0		

Table 16					
Learning a language makes use of the social contexts in which it is learnt.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	,6	,6	,6
	Disagree	11	2,2	2,2	2,9
	Neither agree nor disagree	61	12,3	12,5	15,3
	Agree	288	58,3	58,9	74,2
	Strongly agree	126	25,5	25,8	100,0
	Total	489	99,0	100,0	
Missing	System	5	1,0		
Total		494	100,0		

Table 17					
Language teachers should compare learners' own culture and the target language culture.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	2,4	2,5	2,5
	Disagree	34	6,9	7,0	9,5
	Neither agree nor disagree	72	14,6	14,8	24,3
	Agree	228	46,2	46,9	71,2
	Strongly agree	140	28,3	28,8	100,0
	Total	486	98,4	100,0	
Missing	System	8	1,6		
Total		494	100,0		

Table 18					
Learning about a culture is possible, if the teachers are conscious of cultural differences.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	1,4	1,5	1,5
	Disagree	15	3,0	3,1	4,6
	Neither agree nor disagree	49	9,9	10,2	14,8
	Agree	258	52,2	53,9	68,7
	Strongly Agree	150	30,4	31,3	100,0
	Total	479	97,0	100,0	
Missing	System	15	3,0		
Total		494	100,0		

Table 19					
The target language cultural knowledge helps learners to identify with the target language community.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	1,2	1,2	1,2
	Disagree	13	2,6	2,7	3,9
	Neither agree nor disagree	77	15,6	15,8	19,7
	Agree	290	58,7	59,5	79,3
	Strongly agree	101	20,4	20,7	100,0
	Total	487	98,6	100,0	
Missing	System	7	1,4		
Total		494	100,0		

Table 20					
Language teachers can change learners' cultural views by involving them in interaction with another culture.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	2,4	2,5	2,5
	disagree	41	8,3	8,4	10,8
	Neither agree nor disagree	85	17,2	17,4	28,2
	Agree	259	52,4	53,0	81,2
	Strongly agree	92	18,6	18,8	100,0
	Total	489	99,0	100,0	
Missing	System	5	1,0		
Total		494	100,0		

B.3 Missing Value Patterns Study 1

Missing Patterns (cases with missing values)																		
Case	# Missing	% Missing	Missing and Extreme Value Patterns ^a															
			FC1	C10	C17	FC9	FC5	FC4	C14	C16	C11	C13	FC8	FC2	FC3	C19	C15	C20
2,0	1	5,9												S				
79,0	1	5,9					-							S				-
20,0	1	5,9																S
40,0	1	5,9																S
193,0	1	5,9																S
250,0	1	5,9																S
67,0	2	11,8								S					-			S
172,0	1	5,9				+				S								-
53,0	1	5,9															S	
24,0	1	5,9	+														S	
208,0	1	5,9															S	
71,0	1	5,9					-									S		
179,0	1	5,9														S		
63,0	1	5,9				+						+				S		
178,0	2	11,8													S	S		
47,0	1	5,9													S	S		
268,0	1	5,9	+			+									S			
150,0	1	5,9				+						S						
38,0	1	5,9				+						S						
94,0	1	5,9									S							
265,0	1	5,9	+				-				S							
183,0	1	5,9						S				+						
29,0	1	5,9											S					
92,0	1	5,9											S					
206,0	1	5,9				S												
119,0	1	5,9				+	S											
264,0	1	5,9					-			S								
130,0	2	11,8								S								S
6,0	1	5,9						S										
203,0	4	23,5					S	S	S	S								

- indicates an extreme low value, while + indicates an extreme high value. The range used is (Q1 - 1.5*IQR, Q3 + 1.5*IQR).

a. Cases and variables are sorted on missing patterns.

B.4 Missing Value Patterns Study 2

Case	Missing #	Missing Value Pattern														
		C15	C11	C13	C1	C24	C23	C16	C20	C21	C19	C22	C10	C3	C4	C6
5	1						.									
81	1						.	.								
95	1	
117	1						.	.								
173	1					
280	1						.	.								
283	1						.	.								
106	2					S										S
76	1					S										
85	1					S		.								
93	2					S	S									
31	2					.	.	S								
238	1						.	.								
33	1						.	.						S		
54	1						.	.						S		
103	1						.	.						S		
120	1					+								S		
327	1						.	.						S		

[illegible]

94	1					-	-	-									-	8		
214	2					-											-	8		8
488	2					-											+	8		
98	1		-			-											-			-
343	1					-											+		-	
382	1					+	-										-			
172	1					-				8							-			
188	1					-	-			8							-			
289	1					-				8							-			
397	1					-				8							-			
405	1					-				8							+			
427	2				8	+				8							-			
128	1				8	-											-			
133	1					-				8							-			
213	1					+				8							-			
294	1					-				8							-			
319	1					-				8							-			
24	2					-				8	8						-			
311	1		-			-	-				8						-			
123	1					-			-		8						-			
325	1					-					8						+			
183	1					-					8						-			
276	1					-						8					-			
137	2					-						8	8				-			
277	2					-						8	8				-			
141	2					+						8	8				-			

□

282	1			-		+									8		+			
301	1					-									8		+			
112	1					-									8		-			
278	1	-	-	-	-	-	-	-	-	8	-	-	-	-		-	-		-	-
102	1					-				8							-			
407	1					+				8							+			
221	1					-											-			
340	1					-											-			
34	1					+											-			
291	2					-	8										-		-	
288	2					-											8			
44	1			8		-						-					-			
347	1			8		-							-				-			
202	2			8		+								8			+			
182	1	8		-		-	-				-						-		-	
324	3					-					-						-	8		
208	3	-			-	-	-			-			8	-			-	8	-	
9	3					-								8			-	8		
113	3					-					8	8					-	8		
3	3					-				8	8						-			
2	4					-				8	8						-			
12	3		8			-											-		-	
314	3		8			-	-	8		-	-			-			-			
203	3				-	-		8	8							8	-			
17	4					-	8		8								8			
4	3	8				-											-		8	

88	3					-											-		S	
280	4				-	-									S	S	-			S
293	3					+				-	S						S			S
69	5					-	S										-			S
42	6				-	-	S		S								-	S	S	
100	6				S	S		S	S	S	S						-			

- indicates an extreme low value, while + indicates an extreme high value. The range used is (Q1 - 1.5*IQR, Q3 + 1.5*IQR).

a. Cases and variables are sorted on missing patterns.

Total Values= 11,808

Total missing values=151

Total % of missing values= 151/11808*100= 1.2%

APPENDIX C

Appendix-C

C.1 Reliability Scale Concerning Learning contexts

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SMEAN(FC1)	56,373	80,039	,164	,712
SMEAN(FC2)	55,998	77,688	,312	,701
SMEAN(FC3)	56,276	77,876	,266	,704
SMEAN(FC4)	55,646	76,706	,269	,704
SMEAN(FC5)	53,855	76,647	,270	,704
SMEAN(FC6)	55,357	78,288	,254	,705
SMEAN(FC7)	55,476	78,427	,218	,708
SMEAN(FC8)	55,295	81,747	,047	,722
SMEAN(FC9)	56,089	80,874	,112	,716
SMEAN(C10)	55,140	78,248	,212	,709
SMEAN(C11)	55,298	75,258	,397	,693
SMEAN(C12)	55,089	74,196	,382	,693
SMEAN(C13)	55,825	77,803	,221	,708
SMEAN(C14)	55,283	76,801	,301	,701
SMEAN(C15)	55,059	73,947	,355	,695
SMEAN(C16)	55,082	75,315	,274	,704
SMEAN(C17)	55,828	78,068	,232	,707
SMEAN(C18)	54,695	74,404	,404	,692
SMEAN(C19)	54,685	75,093	,401	,693
SMEAN(C20)	55,541	78,263	,302	,702
SMEAN(C21)	54,553	73,859	,345	,696

C.1.1 The Coefficient of Cronbach's Alpha Concerning Formal Contexts and Informal Contexts

Reliability Statistics	
Cronbach's Alpha	Number of Items
0.714	17

C.2 Reliability Scale Concerning Teachers' Attitudes

Variable Code	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C1	77,61	54,656	,431	,824
C2	78,01	55,391	,369	,827
C3	77,92	54,551	,339	,829
C4	77,73	54,310	,487	,822
C5	77,74	54,961	,421	,824
C6	78,05	54,581	,330	,829
C7	78,05	54,666	,357	,827
C8	77,62	55,109	,432	,824
C9	77,97	54,542	,423	,824
C10	77,77	53,909	,541	,819
C11	78,18	56,370	,203	,836
C12	77,59	54,752	,458	,823
C13	78,02	54,961	,287	,832
C14	77,83	54,535	,429	,824
C15	77,80	54,685	,387	,826
C16	78,14	53,546	,427	,824
C17	77,94	54,322	,433	,824
C18	77,81	54,859	,428	,824
C19	77,98	53,267	,559	,818
C20	77,87	53,741	,553	,819

C.2.1 The Coefficient of Cronbach's Alpha Concerning Teachers Attitudes

Reliability Statistics	
Cronbach's Alpha	Number of Items
0.832	20

C.3 Classroom Observation Sheet

Observer:Fasih Ahmed.....	Institution:University of Nantes.....
Observee:L2 Learners.....	Institution:NUML Islamabad.....
	Time:2 Hours.....
Class:Advanced English Diploma	Number of Students:

	Classroom Activities			Classroom Participation		Time Duration
	Activities Based on the Target Language Culture	Activities Based on Learners' Native Culture	Activities Based on Cross-Cultural Comparison	Teachers to Students Participation	Students to Students Participation	
Day1	2	1	-	4	2	2 Hours
Day2	1	-	1	3	3	2 Hours
Day3	1	1	1	3	2	2 Hours
Day4	2	1	1	4	2	2 Hours
Day5	3	-	1	4	3	2 Hours

C.4 Classroom Observation Sheet along with Results

	Classroom Activities			Classroom Participation		Time Duration
	Activities Based on the Target Language Culture	Activities Based on Learners' Native Culture	Activities Based on Cross-Cultural Comparison	Teachers to Students Participation	Students to Students participation	
5Days	56.2%	18.7%	25%	Mean=3.6*	Mean=2.4*	10 Hours

*The means values concerning classroom participation have been formulated on the basis of the following scale.

Highest		Satisfactory		Lowest
5	4	3	2	1

C.5 Names of the Universities Offering Language Learning Courses in Pakistan

- ❶ National University of Modern Languages
- ❷ International Islamic University, Islamabad
- ❸ Punjab University Lahore, Pakistan
- ❹ BZH University, Multan
- ❺ University of Lahore
- ❻ Islamia University Bahawalpur
- ❼ Foundation University
- ❽ Allama Iqbal Open University
- ❾ Air University Pakistan

C.5.1 Names of the Universities Selected on Random Basis for Research Study

- ❶ National University of Modern Languages (Islamabad Campus, Lahore Campus, Faisalabad Campus, Karachi Campus)
- ❷ International Islamic University, Islamabad
- ❸ Air University

C.6 Pakistan Education Statistics

Institution Type		Institutions	Teachers		
		Total	Male	Female	Total
High School (IX, X)	Public	9,857	109,796	58,515	168,311
	Other Public	324	2,345	4,413	6,848
	Private	14,053	55,021	144,072	199,093
	Total	23,964	167,252	207,000	374,252
Inter Colleges	Public	1,202	18,639	11,731	30,369
	Other Public	97	1,120	1,740	2,860
	Private	1,914	18,303	22,691	40,994
	Total	3,213	38,061	36,162	74,223
Degree Colleges	Public	802	7,861	7,030	14,891
	Other Public	24	308	564	872
	Private	376	2,112	3,096	5,208
	Total	1,202	10,281	10,690	20,971
Universities	Public	68	-	-	38,256
	Private	56	-	-	8,627
	Total	124	-	-	46,893
Grand Total		28,503	215,594	253,852	516,339

C.7 Names of the Participants for Focused Group Interviews Based on Teachers' Attitudes



No.	Names	Institution	Designation	Experience
1	Amir Iqbal Abbasi	National University of Modern Languages	Lecturer	6 Years
2	Salman Riaz	University of Gujraat, Pakistan.	Professor	12 Years
3	Muhammad Ali	International Islamic University Islamabad, Pakistan	Lecturer	4 Years
4	Aakifa Imtiaz	Government Post Graduate College, Rawalpindi, Pakistan.	Lecturer	6 Years
5	Abdul Majid Abbasi	Leaders' College Rawalpindi	Lecturer	5 Years
6	Nadeem Qureshi	City School Rawalpindi	Teacher	6 Years
7	Shahid Khan	Rawalpindi Grammar School, Rawalpindi, Pakistan.	Teacher	3 Years



C.8 Gender wise Enrollment at Universities 2001-2004

Area	2001-02		2002-03		2003-04	
	Male	Female	Male	Female	Male	Female
Federal *	62184	48160	75876	62795	97927	97893
AJK	1111	516	1527	671	1676	708
Balochistan	3425	959	3670	1085	4421	1360
NWFP	22811	7183	25310	7976	27546	9134
Punjab	40364	21218	48535	29088	62224	40557
Sindh	44609	23734	48561	26451	50719	29071
Total	174504	101770	203679	128066	244513	178723

*=Including Distance Learning

Gender Wise Enrollment at Public and Private Universities/DAI During the Period 2001-2004

Sector	2001-02		2002-03		2003-04	
	Male	Female	Male	Female	Male	Female
Public	141569	90832	162407	114077	199553	162575
Private	32935	10938	41272	13989	44960	16148
Total	174504	101770	203679	128066	244513	178723

C.9 Gender wise Enrollment at Universities 2010-2011

Province/ Region	Level	Public			Private			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Punjab	Bachelor	64,776	51,584	116,360	20,917	7,483	28,400	85,693	59,067	144,760
	Master of 16 yrs of Education	37,868	42,592	80,460	9,519	3,998	13,517	47,387	46,590	93,977
	Master of 16 +yrs	6,303	7,037	13,340	392	134	526	6,695	7,171	13,866
	Ph.D	5,658	2,035	7,693	117	33	150	5,775	2,068	7,843
	P.G.D	3,109	3,172	6,281	188	81	269	3,297	3,253	6,550
	Total	117,714	106,420	224,134	31,133	11,729	42,862	148,847	118,149	266,996
Sindh	Bachelor	49,335	38,042	87,377	37,384	26,105	63,489	86,719	64,147	150,866
	Master of 16 yrs of Education	9,701	12,336	22,037	14,471	6,066	20,537	24,172	18,402	42,574
	Master of 16 +yrs	6,141	2,345	8,486	1,206	315	1,521	7,347	2,660	10,007
	Ph.D	1,379	1,000	2,379	116	68	184	1,495	1,068	2,563
	P.G.D	805	614	1,419	470	522	992	1,275	1,136	2,411
	Total	67,361	54,337	121,698	53,647	33,076	86,723	121,008	87,413	208,421
KP	Bachelor	30,868	9,356	40,224	6,091	1,536	7,627	36,959	10,892	47,851
	Master of 16 yrs of Education	17,695	11,833	29,528	3,691	888	4,579	21,386	12,721	34,107
	Master of 16 +yrs	3,544	1,948	5,492	164	48	212	3,708	1,996	5,704
	Ph.D	1,386	699	2,085	100	22	122	1,486	721	2,207
	P.G.D	446	129	575	1,926	147	2,073	2,372	276	2,648
	Total	53,939	23,965	77,904	11,972	2,641	14,613	65,911	26,606	92,517

Balochistan	Bachelor	4,796	1,293	6,089	617	176	793	5,413	1,469	6,882
	Master of 16 yrs of Education	4,194	2,211	6,405	511	101	612	4,705	2,312	7,017
	Master of 16 +yrs	131	102	233	-	-	-	131	102	233
	Ph.D	262	24	286	-	-	-	262	24	286
	P.G.D	74	30	104	-	-	-	74	30	104
	Total	9,457	3,660	13,117	1,128	277	1,405	10,585	3,937	14,522
AJ&K	Bachelor	2,103	638	2,741	308	148	456	2,411	786	3,197
	Master of 16 yrs of Education	1,146	1,157	2,303	382	92	474	1,528	1,249	2,777
	Master of 16 +yrs	51	7	58	-	-	-	51	7	58
	Ph.D	1	-	1	-	-	-	1	-	1
	P.G.D	-	-	-	16	21	37	16	21	37
	Total	3,301	1,802	5,103	706	261	967	4,007	2,063	6,070
GB	Bachelor	892	285	1,177	-	-	-	892	285	1,177
	Master of 16 yrs of Education	438	353	791	-	-	-	438	353	791
	Master of 16 +yrs	-	-	-	-	-	-	-	-	-
	Ph.D	-	-	-	-	-	-	-	-	-
	P.G.D	-	-	-	-	-	-	-	-	-
	Total	1,330	638	1,968	-	-	-	1,330	638	1,968

ICT	Bachelor	175,141	234,566	409,707	7,448	4,034	11,482	182,589	238,600	421,189
	Master of 16 yrs of Education	39,678	36,722	76,400	96	123	219	39,774	36,845	76,619
	Master of 16 +yrs	9,171	5,152	14,323	444	168	612	9,615	5,320	14,935
	Ph.D	2,120	1,338	3,458	30	5	35	2,150	1,343	3,493
	P.G.D	582	370	952	-	-	-	582	370	952
	Total	226,692	278,148	504,840	8,018	4,330	12,348	234,710	282,478	517,188
Pakistan	Bachelor	327,911	335,764	663,675	72,765	39,482	112,247	400,676	375,246	775,922
	Master of 16 yrs of Education	110,720	107,204	217,924	28,670	11,268	39,938	139,390	118,472	257,862
	Master of 16 +yrs	25,341	16,591	41,932	2,206	665	2,871	27,547	17,256	44,803
	Ph.D	10,806	5,096	15,902	363	128	491	11,169	5,224	16,393
	P.G.D	5,016	4,315	9,331	2,600	771	3,371	7,616	5,086	12,702
	Grand Total	479,794	468,970	948,764	106,604	52,314	158,918	586,398	521,284	1,107,682

Source: Pakistan Education Statistics

C.10 Examples of Culture-Related Activities

Activity 1: Reading Comprehension

You are going to read a newspaper article about an American who has taken major fast food chains to court, arguing that they are responsible for making him obese.

Read the passage and decide which of the sentences below are true and which are false.

- 1 Caesar Barber blames fast food chains for his obesity. ☐
- 2 He did not know that fast food was fattening. ☐
- 3 He started eating fast food in the 1950s. ☐
- 4 He stopped eating fast food as soon as he had problems with his health. ☐
- 5 Many people think he is merely trying to make money - they think he must have known that fast food was fattening. ☐
- 6 Barber wants fast food chains to be more honest about the content of their food in their advertising. ☐
- 7 Doctors don't think fast food is particularly bad for your health. ☐

Fast-food chains face obesity lawsuit

Man claims he was misled over nutritional content of meals
By Sharon Krum

If Caesar Barber dreamed of winning fame, he probably didn't think it would be due to his obesity. But, since the 120kg maintenance worker filed a lawsuit against McDonald's, Wendy's, Kentucky Fried Chicken and Burger King last month - seeking damages for selling him food that made him obese - Barber's 15 minutes of fame are proving as painful as the two heart attacks he has already had. "Does anyone really believe that Mr Barber was too dumb to know that eating saturated fat was less healthy than having, say, a fruit dish or a chef salad?" said Steve Dasbach, who is the executive director of the Libertarian party.

Barber says that he was in the dark about the nutritional content of the fast food he was eating up to five times a week from the 50s onwards. Incredibly, he didn't stop gobbling burgers and salty fries after he had his first heart attack in 1996. He is now a diabetic with high blood pressure.

In his lawsuit - the first of its kind in the United States - he contends that deceptive advertising misled him about the nutritional value of the food, until a doctor pointed it out. "Those people in the advertisements don't tell you what's in the food," he says. "Now I'm obese. The fast-food industry has ruined my life. They said 100% beef. I

thought that meant it was good for you." Attacks on Barber's character and perceived IQ became a sport in the US media. Barber wasn't stupid, columnists and radio hosts joked, just out to make money by failing to take responsibility for his diet. More than 75 million Americans eat fast food every day. But who, the journalists asked, doesn't know that too much will make you overweight? "Mr Barber honestly didn't know what the dangers were when he started eating fast food in the 50s," says his lawyer, Samuel Hirsch. "The fast-food chains made no effort then, and little today, to inform consumers about the dangerously high fat, cholesterol or salt content of their food." Hirsch says that his client, who has now gone into hiding, is not trying to make money but to get the chains to inform customers that their food is guilty of expanding their waistlines. However, not everyone in the US thinks Barber's case is a joke. The Physicians Committee for Responsible Medicine applauded the lawsuit.

The committee's research coordinator, Brie Turner-McGrivoy, says that whether Barber wins or loses, the hype surrounding the case has been good for doctors, spotlighting America's obesity epidemic and the role that fast food plays in it.

Activity 2: Discussion

Discuss in groups your traditional foods in comparison to fast foods.

Activity 3: Discussion

Content: A video based on Christmas preparations

Watch the following video based on the event of family preparations at Christmas and compare it with family preparations which you make on Eid Day.

Activity 4: Writing

Describe in your own words, the event of *Basant* with the help of the vocabulary and the image given below:

Table C.1: Vocabulary

Arrival of Spring	Flowers
Flying kites	Music
Colorful dresses	Traditional dishes
Kit shops	Open places and rooftops
String(<i>Doors</i>)	Glass coated doors
Advantages and disadvantages	Risk of life
Fun and enjoyment	Power failure and disturbance



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