Exploring some aspects of EFL learners' cultural competence

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Exploring some aspects of EFL learners' cultural competence

Diploma paper

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Table of contents

1. Introduction 3
2. Theoretical background 4
   2.1. What is culture? 4
   2.2. Intercultural competence 6
      2.2.1. Attitude 8
      2.2.2. Awareness 10
      2.2.3. Knowledge 12
3. Relevant research review 13
4. Importance of culture in second language learning 18
   4.1. Ways of presenting culture 18
5. Exploring the relationship between cultural competence and success in learning English as a foreign language 21
   5.1. Aims of the study 21
   5.2. The participants 21
   5.3. Instruments 22
   5.4. The procedure 23
   5.5. Results 23
   5.6. Discussion 29
   5.7. Methodological implication of the present research 30
6. Conclusion 31
7. Bibliography 32
8. Appendices 35

Exploring some aspects of EFL learners' cultural competence

Intercultural competence is part of the curriculum and should be included in each lesson. It consists of attitudes, awareness and cultural knowledge. Each of these factors has an impact on learners' achievement. This research aimed at exploring the relationship between attitudes toward foreign language and foreign language culture, cultural awareness and language learning success. In particular, learners' cultural knowledge was measured in order to find out the level of learners' awareness and whether learners show positive or negative attitude. The research was conducted in Tin Ujević Primary School in Osijek. A total of 99 learners from four 8th grades participated in the research. The data was gathered by means of an attitudes questionnaire, awareness questionnaire and a culture test. The results are presented and discussed in terms of their implications for teaching English as a foreign language.

Key words: *intercultural competence, attitudes, cultural awareness, English as a foreign language*

Istraživanje nekih aspekata kulturalne kompetencije učenika
engleskoga kao stranoga jezika

Interkulturalna kompetencija dio je kurikuluma i treba biti dio svakoga nastavnoga sata stranoga jezika. Interkulturalnu kompetenciju su stavovi, kulturalna svjesnost te znanje o kulturi. Svaki od ovih čimbenika ima određeni utjecaj na uspjeh učenika. Ovim istraživanjem nastoji se utvrditi odnos između stavova o jeziku i kulturi stranoga jezika, kulturne svjesnosti i uspjeha u učenju. Konkretno, istražuje se učeničko znanje o kulturi te pokušava otkriti razina svjesnosti te pozitivan ili negativan stav učenika. Istraživanje je provedeno u osnovnoj školi Tin Ujević u Osijeku. Ukupno 99 učenika četiriju 8. razreda sudjelovalo je u istraživanju. Podatci su prikupljeni upitnicima o stavovima i svjesnosti te testom o kulturi. Rezultati su predstavljeni i analizirani s obzirom na njihove implikacije za nastavu engleskoga kao stranoga jezika.

Ključne riječi: *interkulturalna kompetencija, stavovi, svjesnost o kulturi, engleski kao strani jezik*

1. Introduction

In recent years, many researchers and experts in sociology, psychology and education discuss the notion of cultural competence. This term became part of the Croatian National Curriculum Framework too. The Croatian National Curriculum Framework defines goals on which preschool, primary and secondary school education should be based. The defined learning outcomes include basic knowledge and positive attitude towards one's own and other cultures but also an adequate level of social and intercultural competences (Ministry of Science, Education and Sports of the Republic of Croatia, 2007).

Cultural competence is defined by Martin and Vaughn (2007) as an ability to communicate effectively with people originating from different cultures. According to Martin and Vaughn (2007) cultural competence consists of 4 parts: attitudes, awareness, knowledge and skills. The focus of this paper is on the first three parts: attitudes toward English language and culture, awareness of differences between host and other cultures and knowledge of basic cultural facts concerning Great Britan and the USA. This paper examines if there is any correlation between cultural competence and success in English measured by learners' grade in English.

The present study was motivated by Gardner's socio-educational model (Gardner, 2010). It explains the importance of culture in second language learning. Learning a language is different from learning any other school subject. It involves not just grammar and vocabulary learning but also learning about elements of different culture, habits of different nation, customs, holidays and ways of life. Knowing the facts about second language culture may facilitate language learning and contribute to a more positive stand towards those who are different.

The paper is divided into two parts, the theoretical and the experimental part. Important terms (cultural competence, attitude, awareness, knowledge) are defined in the theoretical part of this paper. The review of relevant research and literature is also included. The experimental part includes the description of the methodology, i.e. sample, research questions, instruments, design of the research and procedure. The results of the research are explained and discussed on the final pages of this paper.

2. Theoretical background

2.1. What is culture?

Lazar et al. (2007) lists a number of possible definitions of culture. Culture is "a common system of standards for perceiving, believing, evaluating, and acting" (Kramsch, as cited in Lazar et al., 2007). Culture is "an inherited wealth in which we share memories, metaphors, maxims and myths" (Bowers, as cited in Lazar et al., 2007). Lazar et al. (2007) uses the iceberg analogy to define culture. Only the tip of the iceberg is visible and it includes language, food, appearance, etc. The rest of the iceberg, which includes for example values, death, beauty and ideals is hidden,. He concludes that culture elements that should be included in the school programme should "cover much more than the traditional list of compulsory facts about the civilisation" (Lazar et al., 2007:8).

Culture is "training which tends to develop the higher faculties, the imagination, the sense of beauty and the intellectual comprehension" (Newmark, as cited in Rivers, 1968:315). Rivers introduces the term "the culture of a people" which refers to "all aspects of shared life in a community" (Rivers, 1968:316). Children growing up learn how to behave, what to say, what to do, what to avoid. "These attitudes, reactions, and unspoken assumptions become part of their way of life" (Rivers, 1968:316). They are unaware of it, but culturally determined features can be seen in their behaviour, social interactions and relationships. Rivers emphasises the importance of teaching culture in school. By teaching culture "students are encouraged to develop tolerance of other viewpoints and other forms of behavior while understanding better those of their own society or cultural group" (Rivers, 1968:318).

Culture is often defined in terms of big C (Culture) and little c (culture). The big C culture refers to literature, history, geography and arts. It is also called the objective culture because it is consciously transmitted from generation to generation. It includes the most visible part of the culture. The little c or subjective culture is informally learned and unconsciously shared. It is less visible, and includes for example cultural norms, verbal and non-verbal language symbols, behaviour, myths and legends (Lazar et al., 2007).

Chastain (1988) also distinguishes between small c culture and big C culture. The author states that small c culture is "most highly recommended as the basis for selecting cultural content for second language classes"(Chastain, 1988:388). Big or "large" C culture refers to "economic, social, and political history and the great politicians, heroes, writers, artists, etc. of the country" (Chastain, 1988:388). Teachers have a very important role in presenting and teaching culture to

second language learners. Teachers should explain to the learners that each individual is a member of a subculture within a culture. Also, each individual in a language group speaks a dialect of a language. They share common behavior patterns. That is why it is important to learn similarities and differences among cultures (Chastain, 1988).

McCarthy and Carter add a third dimension to culture, "culture as social discourse" (as cited in Herron et al. 1999). It is defined as "social knowledge and interactive skills which are required in addition to knowledge of the language system" (McCarthy and Carter, as cited in Herron et al., 1999:519).

According to Byram et al. (2002) culture is connected with social identity. A person who is "Chinese" will have acquired his/her social identity through being brought up by other "Chinese". The person will unconsciously learn their values and beliefs, but there are many ways of being a "Chinese", or a doctor, or a teacher. Stating that a person has only one identity is a pure simplification. Chinese or teachers have other, hidden identities inside them. Intercultural speaker is aware of this simplification, knows something about Chinese beliefs and values but is also aware of other social identities hidden in the person with whom they are interacting. (Bryam et al., 2002).

2.2. Intercultural competence[1]

Some may say that people are born with developed intercultural competence, meaning that some people by nature accept different types of people with ease, they like to learn new things, strange to their own culture and, that they enjoy travelling, meeting different people and embracing new ways of living and thinking. Others say that cultural competence can be developed during lifetime, but it requires a lot of effort. When this is explained in terms of education and learners, what we get is the fact that teachers can be the crucial factor in learners' development of cultural competence. The teacher can easily transfer his or her own attitudes to the learners. Also, the teacher can teach the learners how to accept others and how to improve their own cultural competence. Developed cultural competence can help the learners in multicultural society.

Cultural competence can be defined as "an ability to interact effectively with people of different cultures" (Martin and Vaughn, 2007). According to Martin and Vaughn (2007) it consists of 4 parts: attitudes, awareness, knowledge and skills. Fantini and Tirmizi (2006) distinguish between two cultural systems, native and alternative. In order to enter into an alternative system a person needs to develop intercultural competence. They define intercultural competence as "a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself" (Fantini and Tirmizi, 2006:11). Intercultural competence includes:

- various characteristics;
- three areas or domains (i.e., relationships, communication, and collaboration);
- four dimensions (i.e., knowledge, attitude, skills, and awareness);
- host language proficiency;
- and developmental levels.

Byram (1997) introduces the concept of intercultural speaker. It refers to someone who has "an ability to interact with others, to accept other perspectives and perceptions of the world" (Byram, 1997:32). Byram's starting point is communication. He defines it as an interaction between people of different cultural and social identities (Byram, 1997). Intercultural

[1] According to the definitions of Martin and Vaughn (2007), Fantini and Tirmizi (2006) and Byram (1997) it could be seen that the terms "cultural competence" and "intercultural competence" are interchangeable.

communicative competence could be seen only in interaction between native and non-native speaker. Each speaker possesses some kind of knowledge about the other culture.

Intercultural competence is “the ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings“ (Byram et al., 2002:10).

According to Byram (1997) intercultural competence consists of the following components: attitudes (savoir entre), skills (savoir comprendre/savoir apprendre/faire), knowledge (savoirs) and critical cultural awareness (savoir s'engager). The first three components are straight forward, but for the sake of understanding it is important to define the fourth one, critical cultural awareness. Critical cultural awareness or political education is “an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries“ (Byram, 1997:53). The components are explained in terms of objectives.

When it comes to attitudes, intercultural learner is:

-willing to engage with others in a relationship of equality,

-willing to question some aspects of one's own culture,

-ready to interact with members of different culture.

When it comes to knowledge, intercultural learner possesses knowledge of/about:

-historical relationship between the two countries,

-institutions of socialization in one's own country and foreign country,

-the means of achieving contact with people from another country, ways of transport and places or institutions where a foreigner could ask for help or information.

When it comes to skills, intercultural learner is able to:

-mediate in conflicting situations between two cultures,

-use a combination of knowledge, skills and attitudes in interaction with members of different culture,

-identify similar ways of interaction, verbal and non-verbal.

When it comes to critical cultural awareness or political education, intercultural learner is able to:

-make an analysis of the relevant documents or events,

-identify and interpret explicit or implicit values in documents and events,

-interact and mediate in intercultural exchanges.

2.2.1.Attitude

Attitude is part of motivation, it is "linked to a person's values and beliefs and promotes or discourages the choices made in all activities, whether academic or informal" (Hornberger & McKay, 1996:102). Evin and Saracaloğlu (2007) state that attitude have a great influence on one's behaviors, inner mood and therefore learning. Byram (1997:57) defines attitudes as "curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own".

According to Brown (as cited in Evin and Saracaloğlu, 2007), attitude is characterized by a large proportion of emotional involvement such as feelings and relationships in community. Kirimsoy (as cited in Evin and Saracaloğlu, 2007) emphasizes the power of culture in forming our life and feelings and therefore our attitudes towards external world. Gardner (2010:108) claims that "attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent". In her MA thesis, Eveyik (as cited in Evin and Saracaloğlu, 2007) agrees with most scholars that attitude is the state of readiness to respond to a situation and an inclination to behave in a consistent manner toward an object.

Lambert (as cited in Evin and Saracaloğlu, 2007) mentions two types of attitude; 'integrative' and 'instrumental' attitude to language learning. An integrative attitude can be explained as a desire to know and become friendly with speakers of a language, while an instrumental one is a desire to better oneself materially by means of the language. The most important distinction between integrative and instrumental attitude is that an integrative attitude leads to success faster than an instrumental one. It is important to develop an integrative attitude toward English language so that the learners become better in language itself. Gardner (2010) also explores this distinction, but he uses the term "motivation" instead of attitude. Integrative motivation is intrinsic while instrumental motivation is extrinsic. Gardner (2010) defines integrative motivation as willingness to learn another language in order to come closer to the other language community. Instrumental motivation, on the other hand, is the acquisition of the other language for pragmatic reasons (achieving better position in the sociaty, getting a better salary, etc.).

Brown (as cited in Evin and Saracaloğlu, 2007) gives an example of Canadians' positive attitude toward French. Canadians tried really hard to understand French, and to empathize with the French speakers. It led to high integrative motivation to learn French. Integrative motivation, defined as "a desire to be like valued members of the community that speak the second

language“ (Brown, as cited in Evin and Saracaloğlu, 2007:40), is predicted to relate to proficiency in the second language. The presence of integrative motivation should encourage a person to interact with speakers of the second language out of pure interest. In Stevick's terms, the integratively motivated person will not feel a threat from the "other" group and will be eager to engage in "receptive learning" (acquisition), rather than "defensive learning" (Stevick, 1976).

Instrumental motivation, defined as the desire to achieve proficiency in a language for utilitarian, or practical reasons, may also relate to proficiency. Its presence will encourage a person to interact with L2 speakers in order to achieve certain benefits. For the integratively motivated person, interaction for its own sake will be valued. For the instrumentally motivated person, interaction always has some practical purpose.

Brown states that attitudes are developed in childhood. Both positive or negative attitudes depend on parents’ and peers’ attitudes (Brown, as cited in Evin and Saracaloğlu, 2007). Here it seems clear that there are many stimulants that lead to positive or negative attitude of an individual. Sönmez (as cited in Evin and Saracaloğlu, 2007:40) agrees with Brown's idea that “attitude is a product of all life experiences”. Therefore attitude may not come out during school life. But it is the duty of school to help students develop positive attitude towards foreign language.

2.2.2. Awareness

According to Martin and Vaughn (2007) awareness is defined as one's conscious reactions to people who are different. Tomalin and Stempleski define it as "sensitivity to the impact of culturally-induced behaviour on language use and communication" (1993:5). Cultural awareness should include: "awareness of one's own culturally-induced behaviour, awareness of the culturally-induced behaviour of others and ability to explain one's own cultural standpoint" (Tomalin, Stempleski, 1993:5).

Intercultural awareness is as important as linguistic proficiency if not more important (Liaw and Johnson, 2000). It includes "knowledge, awareness and understanding of the relation between the 'world of origin' and the 'world of the target community" (CEFR, 2001:103). Furthermore, intercultural awareness includes an awareness of regional and social diversity in both worlds but also an awareness of other cultures (not only the learners L1 and L2 cultures) (CEFR, 2001). Stereotypes are often part of intercultural awareness. According to CEFR (2001) learners should be aware of: the level of their sociocultural experience and knowledge, the facts of their own culture as well as the other culture in order to be able to communicate with members of L2 culture and the relation between home and target cultures in order to develop an appropriate intercultural competence.

There is also language and communication awareness. It describes sensitivity to language, meaning knowledge and understanding of the principles according to which languages are organised and used (CEFR, 2001). The best way to learn about other culture and language is by comparing. CEFR (2001) brings two innovative terms: plurilingual and pluricultural competence. Both terms refer to the ability to use languages for communication and to participate in intercultural interaction between two people who are proficient in more then one language and have experience and knowledge of different culture.

Intercultural awareness is a very important part of communication. It presupposes "the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions" (Quappe and Cantatore (http://www.culturosity.com/articles/whatisculturalawareness.htm#_ftnref1)). The level of intercultural awareness becomes more evident when we have to interact with people from other cultures. People see, interpret and evaluate things in a different ways. What is considered an appropriate behavior in one culture is frequently inappropriate in another one. "Misunderstandings

arise when I use my meanings to make sense of your reality. Increasing cultural awareness means to see both the positive and negative aspects of cultural differences“ (Quappe and Cantatore (http://www.culturosity.com/articles/whatisculturalawareness.htm#_ftnref1)).

2.2.3. Knowledge

Epistemology is an area of philosophy which deals with the theory of knowledge. According to philosophers there are three types of knowledge: personal knowledge, procedural knowledge and propositional knowledge. In order to possess knowledge three conditions must be satisfied. These conditions are belief, justification and truth and are explained by the tripartite theory. Belief: one must believe in order to know. Justification: one must have a good reason to believe something is true. Truth: what one believes must be true. If a belief turns out to be false then it cannot be known (Dunn, 2011).

Steve Denning (2009) proposes a somewhat different definition of knowledge. He defines it as "something that is believed, that is true and that is reliable" (Denning, 2009:1). It is consistent with philosophical definition of the term. Denning states that there are two types of knowledge: rational knowledge and intuitive knowledge. Some cultures highly value intuitive knowledge, others rational knowledge. There are also cultures like Chinese who value both types of knowledge presenting them as one entity consisting of two parts, ying and yang.

Alptekin (1993) writes about knowledge in the context of foreign language learning. There are two types of knowledge; systematic knowledge and schematic knowledge. Systematic knowledge is knowledge itself, with semantics, rules and grammar. Schematic knowledge is socially acquired. It consists of norms, rules and regulations. Schematic knowledge is used in everyday communication and it is socially acquired.

According to Byram et al. (2002) knowledge has two components “knowledge of social processes, and knowledge of illustrations of those processes and products“ (p. 12). The knowledge of illustrations includes “knowledge about how other people are likely to perceive you, as well as some knowledge about other people“ (Byram at al., 2002:12).

3. Relevant research review

In the summary of relevant research from this field of study it is crucial to mention and explore the work of Robert Gardner and his co-worker Wallace Lambert. The initial idea for this research came from Gardner's socio-educational model. It explains the importance of culture in second language learning. The socio-educational model consists of cultural and educational context. While educational context is the same for all school subjects, cultural context is connected with second language learning only. "Studying a second language is unlike studying most other subjects in that it involves taking on elements of another culture" (Gardner, 2007:13).

Gardner conducted his research in Canada with English speaking Canadians learning French and French speaking Canadians learning English. The aim of the research was to explore six individual differences; Motivation, Integrativeness, Attitudes Toward the Learning Situation, Language Anxiety, Instrumental Orientation and Parental Encouragement. When it comes to attitudes the most important finding is the following: "Students with an openness to cultural identification, and/or a favourable attitude and interest in English speaking communities achieve higher grades in English" (Gardner, 2007:16). Gardner wanted to prove that these findings are applicable to other countries, so he conducted the research concerning learning English as a foreign language in six countries (Spain, Croatia, Poland, Romania, Brasil and Japan). The results were very similar to the Canadian.

Many researchers (e.g. Evin and Saracaloğlu 2007, Krashen, 2002, Mantle-Bromley, 1995, Smith, 1971) proved Gardner's hypothesis that there is a relationship between attitudes and achievement, meaning grades. Gardner spent most of his time exploring motivation and attitudes (Gardner, 2010). Haitema (2002) and Saracaloğlu (2000) (both cited in Evin and Saracaloğlu, 2007:41) in their studies reveal that there is a positive relationship between affective characteristics and foreign language achievement.

In their study, Evin and Saracaloğlu (2007) refer to the students' attitudes, stating that they differ according to the type of high school. Anatolian High School and private high school students showed high positive attitudes towards foreign language. This result contrasts with Çalış (as cited in Evin and Saracaloğlu, 2007:41). Her study was carried out on university freshmen. She asserts that graduates showed negative attitude towards foreign language at the university level.

Graham (as cited in Evin and Saracaloğlu, 2007:41) introduces another variable into the research, that is gender. His study on Irish children indicates that females had a significantly more positive attitude. Baranov (as cited in Evin and Saracaloğlu, 2007:41) came to different conclusion when it comes to gender differences. The results of his study with the secondary school students in the Soviet Union showed minimal difference between male and female students. Csapó & Nikolov (as cited in Evin and Saracaloğlu, 2007:41), reveal a close relationship between students' attitudes towards foreign language and parent education.

Evin and Saracaloğlu (2007) conducted a research whose aim was to investigate if there was any correlation between attitudes and achievement in foreign language. In the research participants were 421 last year high school students from Turkey. Language Attitude Scale was used as an instrument for measuring the learners' attitude. This research showed that there is a high relationship between attitude and achievement. The correlation coefficient between students' attitudes and their achievements revealed a strong positive relationship between their attitudes and their achievements. Evin and Saracaloğlu state that identifying student's attitude is not important only in learning but it is important on the following two levels:

1. The individual level which refers to academic achievement and student's satisfaction in learning.
2. The larger level which refers to instructional program.

According to the findings, the authors suggest that "students will have positive attitude if the teacher has respect for students' feelings" (Evin and Saracaloğlu, 2007:49). In other words, when teaching a foreign language, students' affective characteristics should be taken into consideration. To develop favorable attitude towards foreign language, affective aims and activities should be placed in curriculum.

Attitude toward the classroom and teacher (Evin and Saracaloğlu, 2007) is also very important. This factor may relate to both acquisition and learning. Naiman et al. (as cited in Krashen, 2002) in their study of French as a second language in Toronto, reported that the students' "general attitude" was the best predictor of success: this measure can best be described as an indication of how a student perceives his individual language situation and his general attitude toward learning the language in this particular situation. Data on general attitude were gathered by interviewing the students directly. The researcher rated the student's general attitude on a five-point scale. This measure of comfort in the class and with the teacher correlated significantly with both an oral test of French and a test of listening comprehension. Gardner et al. (as cited in Krashen, 2002:33) found that "evaluative reactions to the learning situation" were associated with both speech and grades in levels 7 and 11 in French as a second language in

Canada. The relationship with grades tended to be higher than with speech, suggesting that this attitude is related to learning as well as to acquisition.

Bain et al. (2010) investigated the aptitude, attitudes, attributions, and achievement of undergraduate students identified as gifted who were taking a beginning Spanish course. The authors compared their results with those of undergraduates in the same group who had not been identified as gifted. The results showed differences between the two groups. Gifted students had higher scores than nongifted students on the aptitude scale. The gifted group showed a more positive attitude toward learning a foreign language than the nongifted group. Based on their performances on the attribution scale, gifted and nongifted students had the same results.

Corinne Mantle-Bromley (1995) replicated an earlier study (Mantle-Bromley & Miller, 1991) of first-year Spanish students. This time participants were middle-school students in 12 classes of a 9-week Foreign Language Exploratory (FLEX). The aim was to maintain and/or improve students' attitudes toward French and Spanish speakers. Students in the treatment group participated in culture-related lessons that used attitude-change theory in their design. Analysis of covariance (ANCOVA) procedures showed that the experimental group's mean score on a modified version of the Attitudes and Motivation Test Battery (AMTB) (developed by Gardner) was significantly greater than that of students in the control group. In addition, using the Beliefs about Language Learning Inventory (BALLI-developed by Horwitz), the study measured, in an exploratory fashion, students' beliefs about the language learning process. The results demonstrated that many young students enter their first language class with misconceptions about language learning that may hinder their progress and persistence in language study (Mantle-Bromley, 1995).

Ushida (2005) investigated students' motivation and attitudes in second language (L2) learning within an online language course context. The researcher used Gardner's socio-educational model to examine students' attitudes and motivation and Dörnyei's components of foreign language learning motivation to examine a learning context (Ushida, 2005). The participants were the students enrolled in Elementary French Online (EF), Elementary Spanish Online (ES) and Intermediate Spanish Online (IS) courses. Nine students were enrolled in EF, 14 students in ES, and 7 students in IS. The participants met as a class with the teacher once a week for 50 minutes, and all other activities were conducted outside the class, either online or face to face. Three sets of questionnaires were used in the research. The results showed positive motivation and attitude toward learning French or Spanish. The results also showed that "students who had positive motivation and attitudes toward language study tended to do well on the module tests and to participate actively in online chat sessions" (Ushida, 2005:67).

Wright (2006) conducted a study whose aim was to explore learners' attitudes towards the foreign language, attitudes toward the foreign culture and perceived influences on those attitudes. Foreign language in this case was French. The sample consisted of 898 learners from 12 post primary schools. The researcher used a 52-item questionnaire to measure attitudes. The items 1-24 were used to measure the learners' attitudes toward the French language, while the items 25-41measured the learners' attitudes towards the French people and culture. Perceived influence was measured by the last 11 items. The results of the research showed that there is a significant difference between male and female participants when it comes to attitudes. Female learners have more positive attitudes than male learners. When it comes to preceived influence on the learners' attitudes, the highest number of learners answered that it was visiting France. Second on the list of the strongest influences on attitudes were the teachers followed by the French textbooks and tapes. Furthermore, the research showed that the stronger the influence the higher the attitude score and vice versa. The researcher emphasises that gender is "the strongest overall predicator of attitudes" (Wright, 2006:84).

An overview of relevant research must include the work of Byram. Byram started his research from the assumption that "children's attitudes towards and perceptions of foreign people and cultures change as a consequence of language teaching in schools" (Byram and Esarte-Sarries, 1991:22). In other words, language teaching is not the only but it is the major influence on attitudes and perceptions compared with other influences in the learner's environment (parents, friends, colleagues, media). In order to investigate this claim, the researcher used an empirical study, observing the learners before, during and after a period of language learning process in the classroom. Also, the researcher wanted to measure the factors outside the teaching process. The emphasis was on French people and culture.

Byram investigated language teaching in two schools by observing the teaching process and by investigating the learners. One group of the learners was at the end of their third and final year of compulsory French. The other group was group of learners still in the final year of the associated primary schools who had not yet begun French. Two schools were selected in order to avoid specific characteristics of one school and to allow generalisation.

When it comes to the instruments of the study, they were divided into two groups. The first group of instruments, encompassing a questionnaire, an attitude test and an interview, was used with the learners in order to measure attitudes, perceptions and the factors outside the school which have an influence on the learners' attitudes and perceptions. In the questionnaire, the learners had to write about their visits to France, or any other country, free time activities, parents' interest in language learning, languages spoken in the family other than English. The

attitudes test consisted of a continuum (eg. Warm-one side of the continuum, cold-other side of the continuum, strong-weak). Each continuum was divided into seven spaces and the learners had to place their mark according to their feelings. Some of the concepts included in the attitude test were "myself", "the French", "the English". Interviews were hekd individually in the form of an informal conversation. The learners were asked to talk about foreign people, but the emphasis was on French people and culture. The second group consisted of factors that were present in school and classroom (teachers and textbooks) and consisted of interviews with teachers, analysis of the textbook and observation of teaching.

Data analyses brought some important conclusions. The attitudes test showed that gender plays an important role. Female learners express more positive attitudes toward foreign language and culture even before they start learning it. Furthermore, age and socio-economic status have more influence on the attitudes than having relatives in a foreign country or visiting other countries. In the interviews, learners were asked about their attitudes toward French people. The correspondence between the attitudes and the level of ethnocentricity was evident. Those learners who were, based on the attitude test, classified in the ethnocentric category had negative attitudes toward the French. Analyses of the factors outside the school (books, magazines, films) showed that there was "no significant associations between attitudes, or degree of ethnocentricity, and experiential factors" (Byram and Esarte-Sarries, 1991:39). When it comes to the factors present in school, textbooks and teachers, the research yielded some interesting information. The textbooks were presenting only the positive and attractive side of France and the teachers were using the same textbooks in every class. Their visits to France were limited, but some teachers used their own experience in class (individual teaching style).

The most interesting thing about this research is the fact that other things, that were not targetted at in the research, came to light. By analysing the interviews, the researcher came across some stereotypes and prejudice against the French people. The researcher suggested some solutions to the problem and invited the teachers to pay more attention to diversity within a society (Byram and Esarte-Sarries, 1991). The teacher should point out the differences between different parts of England, different customs, food, clothes within one society. Then, the teacher should refer to France and make a similar comparison.

What could be concluded from this review of research is that foreign language teachers should focus on developing positive attitudes in all students and on developing greater knowledge about native language skills to enhance foreign language learning.

4. Importance of culture in second language learning

There are a number of reasons for including culture in second language learning. Firstly, successful interaction with speakers of another language depends not only on language skills (pronunciation, grammar rules, word order) but also on understanding of cultural habits (norms, rules, laws, non-verbal communication).

Secondly, culture must be included in the language curriculum for the sake of intercultural understanding itself. In order to promote peace and progress in the world, the teachers should give the learners information about the basic similarities and differences between their culture and that of the language they study. Also, the teachers should emphasise the fact that differences are not always negative.

Thirdly, many students are unaware that culture is one of the course aims. They are also unaware of their own culture. Chastain (1988) claims that "fundamental factors that invoke a subconscious response must be brought to the conscious level in order that the students may begin to realise their own cultural values and those of second-language speakers" (p. 384).

4.1. Ways of presenting culture

It is crucial that the teacher has positive or at least neutral attitude toward the second language culture and to have an elementary knowledge of it. There are a number of activities that could be used in class and out of class.

In class, the learners could prepare reports and project or draw maps in order to locate the country, the most important cities and monuments. Furthermore, the teacher could provide questions and the learners could find answers in the library or on the Internet, for example, about way of life, currency, trade, holidays or sports, etc. The learners could do a mini project, such as to find out what is the average wage in a country in Latin America. Then, learners can explore and calculate how long the average worker must work in order to buy a television or a car. The final step is to compare the results from Latin America and the learners' native country.

The teacher has a crucial role in class. Methods that could be used by teachers in class include the following: culture aside, "slice-of-life" technique, culture capsules, solving a situational problem, just to name a few. Culture aside is the most frequently used method of teaching culture. It is an unplanned, brief, culture comment (Chastain, 1988). It means that the

teacher uses relevant topic to give the learners a piece of cultural information. E.g. if the topic they are currently learning has a word *holiday*, the teacher could briefly compare the main holidays in their native country and the second language country. A “slice-of-life“ is a technique in which the teacher “chooses a small segment of life from the second culture that is presented to the students“ (Chastain, 1988:395). For example, the teacher brings a second language calendar and point out the differences. Culture capsule is a short description of one aspect of the second culture followed by a discussion of similarities and differences between the cultures (Chastain, 1988), for example, the educational system. First, the teacher briefly explains the educational system in second language country then the learners discuss similarities and differences between the two educational systems. Solving a situational problem is a group task. The teacher gives a situation in which a person did something culturally unacceptable. The group's task is to identify the problem and provide some solutions as to how to fix the problem. Also, newspapers, magazines, films, photographs and music could be a rich source for presenting second language culture.

Out of class activities are pen pals, special events, community resources, travelling abroad, summer camps, etc. Having a pen pal is an opportunity to make personal contact with someone from another culture. It is an informal way of learning about ways of life of people who are the same age but living in different countries. In this modern era of technology, Facebook could be used in educational purposes. Instead of traditional writing of letters, learners could have a pen pal on Facebook. They could exchange information about their ways of life and afterwords, the learners could present what they have found out about other culture.

Museums and art galleries could be a great community resource where learners could be exposed to different crafts and learn more about painters and craftsmen from other culture. Also, bringing a native speaker to the class could help broaden the learners' awareness and knowledge of second langauge culture. The learners could ask questions and in that way also practice language and grammar.

Topics concerning the culture of second language should be incorporated into each class. When preparing the lesson plans, the teacher should include culture related topics in daily and weekly plan. Daily culture topics should be short and concise, lasting for two or three minutes. Culture aside and “slice-of-life“ techniques could be used on a daily basis without taking too much time.

On a weekly basis, the teacher has more time, so the topics could be longer. The teacher could give a group work to solve a situational problem, prepare a culture capsule or give the learners a task which includes browsing through the Internet or finding information in magazines

or newspapers. All these activities should not be longer than fifteen minutes. Periodically, the teacher could take a longer period of time if the culture topic is important to show a film, use visual aids or give students tasks to present reports or the results of different projects (Chastain, 1988).

5. Exploring the relationship between cultural competence and success in learning English as a foreign language

5.1. Aim of the study

The aim of the present study is to explore cultural competence among primary school learners. In the research, cultural competence includes attitudes toward foreign language and foreign language culture, cultural knowledge and awareness of cultural differences. The research questions are the following:

1. Do the learners have positive or negative attitude towards foreign language and foreign language culture?
2. What is the level of learners' cultural awareness?
3. Is there any relationship between attitudes, awareness and success?
4. Is there any relationship between awareness and cultural knowledge?
5. Is there any relationship between attitudes and cultural knowledge?

5.2. The participants

A total number of 99 participants from four 8th grades took part in the study. The research was conducted in Tin Ujević Primary School in Osijek. The participants were asked to supply the grade they had in English at the end of the 7th grade. Minimum grade in English was 2, maximum was 5 and the average was 3.6 (Table 1). 35% of the participants had 5, 19% 4, 25% 3 and 19% had 2. The most frequent grade was 5, which means that 35 out of 99 learners had 5 in English in 7th grade (Table 2).

Table 1: Average grade in English

	N	Minimum	Maximum	Mean	Std. Deviation
Grades in English	99	1.000	5.000	36.869	117.496

Table 2: Distribution of grades in English

		Frequency	Percent	Valid Precent	Cumulative percent
Valid	1.00	1	1.0	1.0	1.0
	2.00	19	19.2	19.2	20.2
	3.00	25	25.3	25.3	45.5
	4.00	19	19.2	19.2	64.6
	5.00	35	35.4	35.4	100.0
	Total	99	100.0	100.0	

5.3. Instruments

The battery of instruments used in the present study consisted of three parts: two questionnaires and a test were used. The first part was a 25-item questionnaire, originally designed by Mihaljević-Djigunović (2007), which was used to measure learners' attitudes toward foreign language and foreign language culture. Only those items referring to attitudes were selected. The second part of the instrument was "Assessing Intercultural Competence", a 9-item questionnaire measuring learners' awareness of cultural differences. The questionnaire was designed by the Federation of the Experiment in International Living (Fantini, Tirmizi, 2006) and modified by the researcher of the present study. The researcher used the general idea but made the questions easier so that the 8th graders would understand them. In both questionnaires the items were followed by a 5-point scale (1 meaning completely disagree, 5 completely agree). This part also included one open-ended question in which learners were asked to write whether they visited any foreign country and if so, to name which one. Both questionnaires were administered in Croatian.

The design of the culture test was based on the analyses of learners' English textbooks from the 5th to 7th grade in order to make a selection of questions to be included in the test. Some general questions regarding the culture of the USA and Great Britain were also included. The test consisted of 15 questions. The learners had to write the answers on their own, no answers were provided in advance. There was only one possible answer, for example "What is the name of the British queen?". Spelling mistakes were disregarded. Maximum number of points was 15. The culture test was given in English and learners had to answer in English too.

5.4. The procedure

The research was conducted during regular English classes, at the beginning of the class. Learners were previously informed about the research by their English teacher. The researcher introduced herself to the teacher and the learners. The researcher first distributed questionnaires and then gave the instructions. The learners had to read through questions and circle one number from 1 to 5, 1 meaning completely disagree, 5 meaning completely disagree. All three parts of the instrument were administered as a single test battery. The first instrument was the attitudes questionnaire, followed by 9-item awareness questionnaire. The instrument ended with the culture test. The learners had to write their own answers since no options were provided in advance. The learners were free to ask questions if something was not clear or if they did not understand something from the questionnaire. The learners finished the questionnaire in twenty minutes and the researcher thanked them for their cooperation. Statistical program SPSS 16.0 was used to analyze the data. Standard deviation, mean, mode and correlation were used in the analyses of the results.

5.5. Results

Descriptive statistics were used to show the learners' most frequent and least frequent answers when it comes to their attitudes toward English language and culture. Gardner (2010) explains in his work two types of motivation, instrumental and integrative. According to Gardner's definition, the learners from the present study are instrumentally oriented. It means that the learners learn English in order to make their lives easier, to communicate with others when travelling, to understand the music or movies. The highest number of learners think that English will help them in further education (Mean=4.7). Also, the learners agree that English language helps them to communicate with foreigners (Mean=4.6) and makes travelling easier (Mean=4.3) as mentioned previously (Table 3). What we can conclude is that integrative motivation is not present (or at least not to a great degree). It can be seen at the bottom of Table 3 that learners are not interested in becoming similar to the Britons and Americans (Mean=3.2). The learners certanly do not want to marry a person from the USA, Great Britain, etc. (Mean=2.6).

Table 3: Attitudes toward English language and culture (descriptive statistics)

Item	Min.	Max.	Mean	Std. D.
English will help me in further education.	3.00	5.00	4.7273	.54992
English language helps me to communicate with foreigners.	3.00	5.00	4.6768	.55011
With English I could travel all over the world.	1.00	5.00	4.3030	.93082
I use English in everyday situations for understanding pop music, movies, etc.	1.00	5.00	4.2929	1.16280
English will help me in my future profession.	1.00	5.00	4.2424	.98033
I like pronouncing English words.	1.00	5.00	4.1717	.99016
With English, I can expand my general knowledge.	1.00	5.00	4.1313	.89951
English language sounds nice.	1.00	5.00	4.1010	1.09260
English helps us to become a part of the world.	1.00	5.00	4.0909	1.07941
English is a very beautiful language.	1.00	5.00	4.0707	.97156
English is a very interesting language.	1.00	5.00	4.0505	1.04368
I use English very often to talk to foreigners.	1.00	5.00	4.0404	1.08721
I like English words.	1.00	5.00	4.0303	1.06383
I would like to have more friends who are English native speakers.	1.00	5.00	3.7172	1.28603
I want to visit relatives/friends in the USA, Australia one day, so English will come in handy.	1.00	5.00	3.5556	1.55984
Most English native speakers are outgoing and friendly.	1.00	5.00	3.3737	1.01605
I want to know English so I could learn more about the lives of Britons, Americans, etc.	1.00	5.00	3.2727	1.33873
I want to know English so I could live in the USA, Great Britain, etc.	1.00	5.00	3.2727	1.54404
I want to become similar to the Britons, Americans, etc.	1.00	5.00	3.2121	1.56017
You can always trust an English native speaker.	1.00	5.00	3.1414	1.04988
I would rather learn some other language.	1.00	5.00	3.1313	1.64532
English is a stupid language.	1.00	5.00	2.9495	1.79781
English is too difficult for me.	1.00	5.00	2.9495	1.58032
I rather learn something more useful than English.	1.00	5.00	2.9293	1.29562
I want to marry a person from the USA, Great Britain, etc.	1.00	5.00	2.6566	1.47884
Total	64	121	89.36	

Table 4 shows learners' answers to the cultural awareness questionnaire. The results show that learners are aware of the dangers that may occur when they generalize individual behaviour as representative of the whole culture (Mean=4.15), similarities that the two cultures share and differences that may occur (Mean=4.14). On the other hand, the learners are not aware of how members of different culture see them (Mean=3.6) and how they can improve their intercultural

development (Mean=3.7). All in all, the learners are aware that there are differences between the cultures but they do not know how to overcome them.

Table 4: Cultural awareness (descriptives)

Item	Min.	Max.	Mean	Std. D.
I am aware of dangers of generalizing individual behaviours as representative of the whole culture.	1.00	5.00	4.1515	1.01382
I am aware of the differences and similarities across my own and the host language and culture.	1.00	5.00	4.1414	.97948
I am aware of diversity in the host culture (such as differences in race,gender)	1.00	5.00	4.1414	1.30157
I am aware of my own level of intercultural development.	2.00	5.00	3.9899	.94215
I am aware of how my values and ethics were reflected in specific situations.	2.00	5.00	3.9697	.88588
I am aware of intercultural development of my peers.	1.00	5.00	3.9192	.99670
I am aware of my negative reactions to these differences.	1.00	5.00	3.7879	1.08112
I am aware of the factors that help or hinder my intercultural development and ways to overcome them.	1.00	5.00	3.7879	.98222
I am aware of how host culture members view me.	1.00	5.00	3.6465	1.17207
Total	23	45	35.46	

Table 5 presents the results of the culture test consisting of 15 questions. Minimum number of points was 0, maximum number of points was 15. Each question answered correctly brought 1 point. The average number of points was 10 (M=10.2551). The learners showed average knowledge of cultural facts.

Table 5: Results of the culture test (descriptives)

	Min	Max	Mean	Std. D.
Testresults	.00	15.00	10.2551	3.83234

The most frequent number of points was 12 (out of 15). It means that 14% of learners scored 12 points on the cultural test. 22% of learners were below average, and the results of 20% were above average.

Table 6: Frequency of number of points on the cultural knowledge test (descriptives)

		Frequeny	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	2.0	2.0	2.0
	2.00	5	5.1	5.1	7.1
	3.00	1	1.0	1.0	8.1
	4.00	2	2.0	2.0	10.1
	5.00	5	5.1	5.1	15.2
	6.00	4	4.0	4.0	19.2
	7.00	3	3.0	3.0	22.2
	8.00	8	8.1	8.1	30.3
	9.00	5	5.1	5.1	35.4
	10.00	8	8.1	8.1	43.4
	11.00	9	9.1	9.1	52.5
	12.00	14	14.1	14.1	66.7
	13.00	13	13.1	13.1	79.8
	14.00	9	9.1	9.1	88.9
	15.00	11	11.1	11.1	100.0
	Total	99	100.0	100.0	

The first research question was: “Do learners have positive or negative attitude towards foreign language and foreign language culture?“. The results showed that learners generally have positive attitudes toward foreign language and foreign language culture. The researcher calculated that all the results above 62.5 were considered to show positive attitude. The learners' minimum score was 64 while maximum was 121 (Table 3).

The second research question was: “What is the level of learners' cultural awareness?“. As the results in table 4 show (last row), the minumum number of points scored by the learners on the awareness questionnaire was 23 and the maximum was 45. The researcher considered everything above 22,5 to be high. It could be concluded that the learners show high level of cultural awareness.

In order to explore the relationship between success in English, attitudes toward foreign language and foreign language culture and cultural awareness (to answer the third research question: “Is there any relationship between attitudes, awareness and grades?“) Pearson correlation was used. The results show that there is a positive and significant correlation between these variables. It seems, according to table 7, that the higher the grade in English the more positive the attitudes and the higher the level of cultural awarenes. Table 7 also shows that there

is no correlation between awareness and success. This means that the final grade in English in 7th grade does not influence the level of awareness. Also, high level of awareness in not a prerequisite for success in English.

Table 7: Correlation between success, attitudes and awareness

		Attitudes	Awareness
Awareness	Pearson Correlation	.324**	
	Sig. (2-tailed)	.001	
Grade in English	Pearson Correlation	.344**	.130
	Sig. (2-tailed)	.000	.201

**. Correlation is significant at the 0.01 level (2-tailed).

Another correlation was made in order to answer the fourth research question: "Is there any relationship between awareness and cultural knowledge?". Table 8 shows that there is no significant correlation between cultural awareness and cultural knowledge.

Table 8: Correlation between awareness and cultural knowledge

		Awareness
Test results	Pearson correlation	.153
	Sig. (2-tailed)	.134

As can be seen in Table 7, there is a significant correlation between grades in English in 7th grade and attitudes toward English language and culture. This means that the higher the grade in English, the more positive the attitudes. This result corresponds to Gardner's findings. It was proved by other researchers as well (Krashen (2002), Smith (1971), Evin and Saracaloğlu (2011), Mantle-Bromley (1995)).

There was a significant correlation between success and the results of the culture test too. The results imply that the higher the grades in English, the higher the knowledge of cultural facts (Table 9).

Table 9: Correlation between success in English and the results of the culture test

		Success in English
Test results	Pearson Correlation	.238*
	Sig. (2-tailed)	.018

*. Correlation is significant at the 0.05 level (2-tailed).

Furthermore, correlation was used to investigate the relationship between attitudes and cultural knowledge. Table 10 shows that the more positive the attitude, the better the results of the culture test. This gives an answer to the last research question: "Is there any relationship between attitudes and cultural knowledge?". There is a relationship between attitudes and cultural knowledge and the correlation is positive and significant.

Table 10: Correlation between attitudes and cultural knowledge

		Test results
AverageAttitude	Pearson Correlation	.211*
	Sig. (2-tailed)	.036

*. Correlation is significant at the 0.05 level (2-tailed).

5.6. Discussion

The results have shown that learners have positive attitudes toward foreign language and foreign language culture. Also, the learners show high level of cultural awareness. According to the results there is a positive correlation between success (as measured by grades in English at the end of 7th grade) attitudes and awareness. It seem that the higher the grade in English the more positive the attitudes and the higher the level of cultural awarenes. The results imply that if the learners have positive attitude and they are aware of the similarities and differences among their own and foreign language culture, the learners will have better grades in English, and vice versa.

The present research shows that there is a significant correlation between grades and attitudes. This corresponds to Gardner's findings. The higher the grades, the more positive the attitudes and vice versa. This means that the learners who like the English language and culture also like learning English and that they are more successful.

It is interesting but expected that learners who had higher grades in English at the end of the 7th grade scored more points on the culture test and are therefore more successful. What is surprising is the discovery that awareness has nothing to do with the cultural knowledge. It would be assumed that those learners who know more about cultural facts of foreign language country would express higher level of awareness when it comes to similarities and differences among two countries.

When it comes to the relationship between attitudes and cultural knowledge the answer is clear, the more positive the attitudes the better the results of the culture test. It could be concluded that if the learners like English language and find it interesting and important, then they will know more about its culture.

The research shows a significant correlation between the grades and the results of the culture test. This means that more successful learners have higher levels of cultural knowledge. To conclude, the learners show positive attitudes and high level of awareness and lack of cultural knowledge (as 22% of learners would fail the test). Lack of cultural knowledge is probably due to the fact that the focus of language courses is more on vocabulary and grammar learning and language skills than on the development of cultural competence.

5.7. Methodological implications of the present research

The aim of the present research was to explore cultural competence among primary school learners. The results could be of use to teachers of English in primary schools in many ways. First of all, the research showed that learners have positive attitudes toward foreign language and foreign language culture. Teachers could use this as a starting point for introducing topics related to foreign language culture. Secondly, learners show high level of cultural awareness. The sense of differences among cultures is already developed in learners and the teachers could raise this awareness to a higher level. A number of activities could be used in order to raise the awareness. The learners could use the knowledge of their own culture and then by comparing, learn more about the other culture. According to the results, all this leads to better grades in English. If the learners are aware of the differences and similarities among cultures and have a positive attitudes then they will achieve better grades in English. There is a lot of room for improvement. The teachers are the ones who can contribute to positive attitudes. If the teachers themselves are open-minded and positive then they could transfer this to learners who are young and still see a teacher as a model.

The results show that 22% of learners would fail the test on cultural knowledge. This is where the teachers should work the most. Cultural competence is part of the Croatian national curriculum. It should be included in each lesson. Sometimes the teachers could take only 5 minutes of the lesson, sometimes the whole lesson, depending on the importance of the cultural topic. It is important that the teachers use every opportunity to teach learners a bit of culture of foreign language. In order to be able to do this, the teachers should improve their own knowledge and if possible travel to other countries. The present research gives teachers a good starting point, they know what to expect from learners. Further research should be made in order to investigate gender differences. Also, it would be interesting to compare different age groups, for example, secondary and high school or even different types of schools.

6. Conclusion

The aim of the present research was to investigate cultural competence among primary school learners. The present research showed that learners have positive attitudes toward foreign language and foreign language culture and high level of cultural awareness. The problem occurred when the learners' cultural knowledge was tested. The results showed lack of cultural knowledge probably due to the fact that the system of English courses pays more attention to grammar and vocabulary learning than intercultural competence.

Cultural knowledge has a small impact on awareness but there is a significant correlation between cultural knowledge and attitudes. It seems that it is easier to learn cultural facts if the learners like English language and have a positive stand when it comes to different culture.

The positive correlation between grades, attitudes and awareness means that if the learners develop their attitudes and the level of awareness they will achieve better results in the form of grades. To conclude, another research could be made which would include different age groups or explore differences between male and female learners.

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8. Appendices

STAVOVI PREMA ENGLESKOM JEZIKU (Mihaljević-Djigunović 2007)

OCJENA IZ ENGLESKOG: _____

Molim te da pažljivo pročitaš sve stavke u upitniku i ocijeniš (od 1 do 5) koliko se sa svakom pojedinom tvrdnjom ti osobno slažeš. Sve se tvrdnje odnose na ENGLESKI JEZIK.

1. uopće se ne slažem, 2. djelomično se ne slažem, 3. niti se slažem niti se ne slažem, 4. prilično se slažem, 5. prilično se slažem

1.	Engleski mi omogućuje da komuniciram s mnogo stranaca	1	2	3	4	5
2.	Engleski je vrlo zanimljiv jezik.	1	2	3	4	5
3.	Želim postati sličan/slična Englezima, Amerikancima itd.	1	2	3	4	5
4.	Engleski je vrlo lijep jezik.	1	2	3	4	5
5.	Engleski će mi pomoći u daljnjem školovanju.	1	2	3	4	5
6.	Volim izgovarati engleske riječi.	1	2	3	4	5
7.	Želim se oženiti osobom iz SAD, Velike Britanije itd.	1	2	3	4	5
8.	Engleski često koristim za razgovor sa strancima.	1	2	3	4	5
9.	Sviđaju mi se engleske riječi.	1	2	3	4	5
10.	Radije učim nešto korisnije od engleskog jezika.	1	2	3	4	5
11.	Engleski će mi pomoći u budućem zanimanju.	1	2	3	4	5
12.	Engleski jezik vrlo lijepo zvuči.	1	2	3	4	5
13.	Radije bih učio/učila neki drugi strani jezik.	1	2	3	4	5
14.	Engleski nam pomaže da postanemo dio svijeta.	1	2	3	4	5
15.	Engleski je pretežak za mene.	1	2	3	4	5
16.	Želim znati engleski da bih mogao/mogla živjeti u SAD,Velikoj Britaniji, itd.	1	2	3	4	5
17.	Engleski mi koristi u svakidašnjem životu za razumijevanje pop glazbe, filmova i sl.	1	2	3	4	5
18.	Engleski je glup jezik.	1	2	3	4	5
19.	S engleskim mogu proširiti svoju opću kulturu.	1	2	3	4	5
20.	Želim jednoga dana posjetiti rođake/prijatelje u SAD-u, Australiji itd. pa će mi engleski dobro doći.	1	2	3	4	5

21.	S engleskim mogu putovati po cijelom svijetu.	1	2	3	4	5
22.	Želim znati engleski da bih više saznao/saznala o životu Engleza, Amerikanaca, Australaca itd.	1	2	3	4	5
23.	Volio/voljela bih imati više prijatelja koji su izvorni engleski govornici.	1	2	3	4	5
24.	Izvornim engleskim govornicima se može vjerovati.	1	2	3	4	5
25.	Većina izvornih engleskih govornika je društvena i prijateljski raspoložena	1	2	3	4	5

SVJESNOST O DRUGIM KULTURAMA (Federation of the Experiment in International Living, Fantini, Tirmizi, 2006)

Molim te da pažljivo pročitaš sve izjave u ovom upitniku te ocijeniš koliko se pojedina tvrdnja odnosi na tebe prema sljedećoj skali.

1= uopće ne odnosi se na mene, 2= se ne odnosi na mene, 3= niti se odnosi niti ne odnosi, 4= djelomično se odnosi na mene, 5= u potpunosti se odnosi se na mene

A) Svjestan/svjesna sam:

1.	sličnosti i razlika između moje i drugih kultura.	1 2 3 4 5
2.	negativnih reakcija na razlike među različitim kulturama.	1 2 3 4 5
3.	razlika među kulturama (razlike u rasi, boji kože).	1 2 3 4 5
4.	opasnosti procjenjivanja druge kulture na temelju ponašanja jedne osobe.	1 2 3 4 5
5.	da moji stavovi dolaze do izražaja u određenim situacijama.	1 2 3 4 5
6.	svoje razine prihvaćanja druge kulture.	1 2 3 4 5
7.	razine prihvaćanja druge kulture kod svojih vršnjaka.	1 2 3 4 5
8.	što poboljšava ili narušava moj pozitivan odnos prema drugim kulturama te kako to popraviti.	1 2 3 4 5
9.	kako mene vide pripadnici drugih kultura.	1 2 3 4 5

B) Da li si ikada posjetio/posjetila neku stranu državu? Ako jesi koju?

……..

CULTURE FACTS

Read these questions carefully and then answer.

1. How many states are there in the USA?

   …….

2. What is the color of the cabs in New York?

   …….

3. Who wrote *The Adventures of Tom Sawyer*?

   …….

4. What is the name of the longest river in the USA?

   …….

5. In which city is The White House situated?

   ……..

6. What is the capital of the USA?

   …….

7. Which town in the USA is called the Big Apple?

   …….

8. Who invented the electric lightbulb?

   …….

9. What is the name of the most successful rock group from Liverpool?

   …….

10. What is the name of the British queen?

    …….

11. Who wrote *Romeo and Juliet*?

    …….

12. What is the name of the most famous British detective?

    …….

13. What is the name of the longest river in England?

    ……..

14. What is the most famous clock tower in London?

    ……..

15. What is the name of the palace where the queen of England lives?

    ……..