

Integrating Culture and English Language Education: A Case in Indonesia (A Study of English Lecturers' Perspective on Culture and English Language Teaching)

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Abstract: Recently, there has been a growing interest in the intercultural dimension of English language education, and educators today are expected to promote the acquisition of intercultural competence in their learners. Thus, this study is aimed to investigate perspective including the opinions and attitudes of English Department lecturers on culture in English language teaching and to see how and to what extent these opinions and attitudes are reflected in their classroom applications. Also, this study proposes the importance of culture and intercultural dimension should be integrated into EFL instruction in order to help facilitate both language learning and effective communication. Data will be collected from 31 lecturers at English Department by means of a questionnaire, interview and classroom observation. The survey data includes questionnaire, demographic information, interview and observation will be analyzed descriptively. Findings revealed that lecturers are willing to support the language and cultural objectives, but that they experience conflicts when having to prioritize language teaching and culture teaching objectives. Lecturers point out that limited class time, curriculum requirements, a lack of cultural issues in the textbooks, and lecturers' lack of cultural knowledge, were the main constraints for the integration of cultural teaching into EFL classes. It is interesting to consider the findings in the light of the approach to culture teaching proposed by the Indonesian National Curriculum (KKNI).

Keywords: Culture, intercultural competence, English education, and foreign language.

INTRODUCTION

An emerging trend of foreign language education in the recent years is a movement from an exclusive focus on the components of language (grammar, vocabulary, and pronunciation) to a focus on the development of intercultural communicative competence (such as the ability to communicate in the target language in real-life situations). The main objective of language learning is no longer defined firmly in terms of the acquisition of communicative competence in a foreign language. Instead, lecturers are now required to teach intercultural communicative competence [1]. Therefore, introducing an intercultural perspective into a foreign language teaching context has become vital in learning process.

Although there has been a growing interest in intercultural dimensions in foreign language teaching, and education practitioners have already addressed the need for teaching and learning with intercultural competence, the challenges of lecturers' knowledge of culture, cultural competence, content, and integration of curriculum are still unresolved. More importantly, like

or not, Indonesian citizens must be ready to be a part of ASEAN Community 2015 and ASEAN Free Trade Area in which everyone has to use English as an intermediary language among countries that have different cultures. English is the main language in an increasingly open relation with global community that spontaneously back and forth to Indonesia for various purposes such as education, economics, social, cultural and so forth. To confront the situation above, Education stakeholder particularly English lecturers must be strengthened to increase the English language skills and cultural awareness of students. Indonesia's continued global participation will depend on our students' abilities to interact with the world community both inside and outside our borders. For that reason, to learn a foreign language is not merely to learn how to communicate, but also to discover how much flexibility the target allows learners to manipulate grammatical forms, sounds, and meanings, and to reflect upon, or even ignore, socially accepted norms at work both in their own or the target culture, thus requiring some sort of inter-cultural awareness.

Integrating culture in the language classroom through teaching English can be assumed as vital and compulsory. Hence, this insight has led foreign language research to develop an interest in cultural awareness and intercultural competence. However, there is no study focuses on the present situation of lecturers' intercultural competence and culture and language teaching integration in their classroom. This study is a first step to hold to find out lecturers' perspective on understanding culture and EFL Education. Additionally, this will contribute later on foreign language education especially EFL to enhance lecturers and students intercultural competence which will be helpful to language education and their cultivation of all-rounded quality. The idea of teaching culture is nothing new to EFL lecturers. Cultural elements have practically been included even from the early phase of EFL teaching. Despite that fact, since these integration of culture is one of the most recent issues in the field of language teaching, a number of areas need to be investigated in order to further develop our understanding of culture in EFL education. One area that needs to be dealt with is related to lecturers' perceptions of the importance of culture learning in various EFL programs and contexts. The research questions in this study are;

1. How do English lecturers perceive of English language education?
2. To what extent do English lecturers support cultural objectives in teaching, including the objective to promote cultural understanding and the acquisition of intercultural competence?
3. Are lecturers perspective coherent with their teaching practice?

The objective of Research

This proposed research is aimed to find out "how are English lecturers' perspectives on culture and english language Education". Also, this study proposes the importance of culture and intercultural dimension should be integrated into EFL instruction in order to help facilitate both language learning and effective communication.

To communicate internationally as well as communicating interculturally will always lead us to encounter factors of cultural differences. Common differences that are usually faced in every language such as the place of silence, intonation, appropriate topic of conversation, expression and speech act functions like apologies, suggestions, complaints, refusal, and other acts. Bearing the points above, it can be concluded that a language is a part of culture and a culture is a part of language. The two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture [2]. Furthermore, Smith (1985) adds that the presentation of an argument in a way that sound fluent and elegant in

one culture may be regarded as clumsy and circular by member of another group.

Here are some terms such as culture and intercultural competence and previous study relates to culture and EFL teaching that we should know before discussing in depth about the role and the implementation of intercultural dimension in EFL Education.

Culture

There are many definitions of cultures that have been declared by some experts particularly in an increasingly global world. Moran (2001) states that "culture is the great achievement of people as reflected in their history, social institutions, works of art, architecture, music and literature (p. 4)" These three definitions denote that language is an aspect of culture because language is basically learned and shared by man as a member of society". In relation to foreign language learning, firmly speaking, these definitions imply that when one learns a foreign language, he or she participates to some extent in the culture of the native speaker of the language being learned. In addition, culture is in a language and language is loaded with culture (Agar 1994, p.28). Adaskou, Britten & Fahsi (1990) help us define culture on a more specific level by outlining four meanings of culture. Their aesthetic sense includes cinema, literature, music, and media, while their sociological one refers to the organization and nature of family, interpersonal relations, customs, material conditions, and so on.

Intercultural competence

Meyer (1991) states that intercultural competence is the ability of a person to behave adequately and in a flexible manner when confronted with actions, attitudes, and expectations of representative of foreign cultures. Moreover, Byram and Morgan [3] claimed that those who understand more than one social identity and national culture, and who are capable of engaging in interaction with people from various cultural context are called intercultural speakers. The perception of the relationship between language and culture has definitely changed over time. Earlier it was assumed that one needed to learn the language before one could study the 'culture', which was synonymous with literature. Nowadays, the perception of their relationship involves communicative competence. However, the supporting point behind the rejoining of language and culture in teaching is an emphasis on communication.

Intercultural dimensions in language teaching.

Recently, English language teaching has seen a growing frequency of reference to the cultural dimension, in line with the cultural turn in other parts of the social life. Generally speaking, there has been a development in the purposes and emphases of language teaching, from linguistic competence to communicative

competence, and then nowadays to intercultural competence. The development from linguistic to sociolinguistic to intercultural competence can be seen in theories of what the purposes and methods should be, as divergent to what they currently are. As Byram [3] proposes, intercultural competence requires not only the development of language proficiency as stated in communicative competence, but also emphasizes an equally important ability of intercultural exploring, understanding, interpreting, and mediating. Corbett (2003) further points out that intercultural competence teaching is intended to equip students with the strategies to observe and make sense of the target culture and help them to acquire cultural skills which allow them to view different cultures from a perspective of informed understanding in order to achieve effective and appropriate intercultural communication

It is believed that language lecturers should be adequately familiar with the cultures associated with the foreign language they teach and the connections they have with these cultures. Numerous researchers suggest that lecturers' intercultural competence is vital to teach a demographically changing population of students particularly in foreign language classroom. For example, Gobel and Helmke [4] in a study of the importance of lecturers' intercultural experience and the usefulness of precise instructional directives found that more highly intercultural experienced lecturers are more likely to include cultural awareness, cultural meaning, understanding and intercultural issue into classrooms activity. Lecturers' intercultural experience can encourage lecturers to make more intense intercultural contacts with their students [4].

According to Byram et al. [5], the components of intercultural competence are knowledge, skills, and attitudes, supplemented by values that are part of one's multiple social identities. The model of intercultural competence consist of: 1) attitudes and values which form the foundation of intercultural competence. 2) knowledge which means not primarily the knowledge of particular objective culture but rather subjective culture which gives the direct insight into the worldview, functioning, process and practices of difference cultural groups and intercultural interaction. 3) skills of interpreting and relating or the ability to interpret events from another culture to explain and relate them to events from one culture, skills of discovery and interaction. Also, critical cultural awareness which deals with the awareness of one's own values and other values and their mutual influence as well as the ability to evaluate critically practices and products in one's own and other's culture.

METHODOLOGY OF RESEARCH

Participants

Thirty one Indonesian lecturers of English Department, Universitas Negeri Gorontalo participated

in this study. The lecturers were purposefully selected due to the accessibility to the researchers. They are all English lecturers who involve in teaching activity in every semester. These lecturers are between 28 and 58 years of age and they have between 3 and 25 years of teaching experience. 68 % lecturers are female and 32 % are male. They are all native speakers of Indonesian and have master and doctoral degree. The vast majority of lecturers were relatively young with 40 % born in the 1980s and 45 % in the 1960s.

Data collection procedures

Data were collected by means of questionnaire, designed to profile English lecturers' current professional self-concept, and specifically their point of views regarding the integration of culture and language teaching in english education. Then, the purpose of interview is to gather very personal information about lecturers' lives and experiences for finding some possible sources of their perspective.

Data Analysis

The survey data includes questionnaire, demographic information, interview and observation will be analyzed descriptively. Since this study is a descriptive qualitative study, the data were analyzed descriptively through some steps as follow: For questionnaire, Participants responded to the survey questions on a four-point scale, from 'Very Important' (scored 4) to 'Not important' (scored 1). Then, the result from a 5-point, Likert-type scale asking participants to read each statement and check the box that most closely represented their opinions, from 1 (strongly agree), 2 (agree), 3 Neutral, 4 (disagree), or 5 (strongly disagree). we measured lecturers' strength of agreement or disagreement with survey items with percentage. For interview session, we will read the entire transcript to get the overall understanding of the meanings expressed and start looking for themes emerge. Then, constructing descriptive codes, meaning words that describe the substance of what participant has said, next to quotes or paragraphs in the transcript.

The data are collected by means of a questionnaire, designed to profile current professional self-concepts of EFL lecturers, and in particular their views regarding the teaching of culture and intercultural competence in English language education [1]. In this paper, we shall only report on the questions specifically examining lecturers' perceptions of the objectives of English language education. Some questions inquired into the importance the subjects give to cultural and intercultural objectives, as opposed to linguistic objectives in foreign language education. First of all, lecturers are asked to rank a number of possible objectives of English language education in order of importance. Then, they are asked to provide information of the amount of time of the language teaching compare to culture teaching. Furthermore, in the interview

session lecturers are invited to provide possible reasons why they do not getting around to culture teaching more often. The next question probed into the lecturers' degree of willingness to promote the acquisition of intercultural competence in EFL education. The final questions were designed to investigate their opinion regarding to cultural content, culture teaching and the use and availability of resources in teaching culture.

RESULTS

Participants responded to the survey questions on a four-point scale, from 'Very Important' (scored 4) to 'Not important' (scored 1) and, in the case of questions referring to specific agreement, from 'SD' (scored 1) to 'SA' (scored 5). As for the open-ended questions requiring written responses, approximately

100 % of lecturers answered all of the question items that allowed open-ended comments. Perhaps unsurprisingly, these open-ended answers covered a noteworthy range of examples and ideas. The first five questions dealt with lecturers' attitudes towards the teaching/learning of culture as part of their language. A first question asked lecturers opinion about the importance of linguistic objective in their teaching practice (Table 1). These four possible objectives can be break into three categories, including: (1) language-learning objectives, (2) general learning skills objectives, and (3) self-learning ability categorization which will help in the analysis and discussion of the results.

Table 1 Lecturer' perceptions regarding the objectives of foreign language education

No	Questions	1 NI	2 SI	3 I	4 VI
Linguistic dimension					
1	Foster students' interest in English language learning.	0 %	%	20%	80 %
2	Help students to acquire listening and speaking skills.	0 %	0 %	20 %	80 %
3	Help students to acquire reading and writing skills.	0 %	0 %	47 %	67 %
4	Foster students' self-learning ability for English language learning.	0 %	0 %	33 %	66 %
Cultural dimension					
5	Promote students' understanding of foreign cultures.	0 %	13%	27 %	60 %
6	Help students to develop an ability to communicate with people from other cultural backgrounds	0 %	20 %	0 %	80 %
7	Promote students' interest in foreign cultures.	0 %	7 %	27 %	66 %
8	Promote students' understanding of Indonesian culture.	7 %	13 %	20 %	60 %

The findings presented in Table 1 suggest that EFL lecturers defined the objectives for language teaching mainly in terms of linguistic competence since the highest percentage are in the option of very important and somewhat important. The main concern for lecturers was to encourage students to learn English (80 % VI and 20 % I), a result that can be linked to lecturers' perception of the level of motivation to learn. Lecturers are also concerned with promoting the acquisition of English proficiency through skills in order to use English for practical purposes (Listening and speaking 80 % VI, 20 % choose I, and reading and writing are 67% VI and 47 % I) which testifies to the importance given to linguistic objectives.

In terms of cultural dimension, results revealed that lecturers gave priority to the teaching aspects related to help students to develop an ability to communicate with people from other cultural background (80 %) than to promote students understanding and interest of foreign cultures. Relates to the objectives for EFL teaching, the participating lecturers believed that linguistic dimension was more important than cultural dimension. Most lecturers

believed that language proficiency had a major role in achieving effective intercultural communications.

Generally, the participating lecturers demonstrated average intercultural competence. Among the dimensions of intercultural competence the lecturers had highest level for attitudes and lowest level for knowledge. Lecturers who taught content course such as Cross Cultural Understanding, Drama, and Linguistics showed higher intercultural competence than those who taught skills courses. Those who had overseas experience showed higher level of the knowledge dimension of intercultural competence as compared to those who had not been abroad. In addition, lecturers' beliefs about cultural teaching were assessed in terms of their perceptions of the objectives of EFL teaching and their understanding of specific objectives, aspects and issues about cultural teaching. The results indicated that lecturers were positive toward the integration of English language and its cultures. Most lecturers agreed with the inclusion of both English and Indonesian cultures in their teaching in order to help students to mediate between the two in the findings suggested that intercultural competence teaching was

not regularly conducted in participating lecturers' classes.

It is worth noting that though most of the participating lecturers believed the importance to promote foreign culture to the students, only 13% of them indicated that in their teaching practice they addressed non-English cultures frequently. In the follow-up interviews, the participating lecturers explained the practical constraints for not including more issues relating to non-English cultures. It is also interesting to note that though Indonesia and English speaking people and their cultures were compared and discussed frequently by more than half of the participating lecturers, they were mainly approached from the Indonesian cultural perspective. Only 80 % of the lecturers reported that they include Indonesian culture in their classroom and 7 % the lecturers did not often engage students to discuss how their own values and beliefs influence the way they perceive other cultures nor question their own values, beliefs, and perspectives which are perceived differently by people from other cultures. Lecturers who often touched upon topics related to English and Indonesia cultures tended to apply intercultural competence teaching more often.

A positive correlation was found between how frequently lecturers engaged in intercultural competence teaching and how they perceived cultural teaching in EFL communications. Based on the interview, the majority of the lecturers was supportive of teaching English cultures in their class and believed that cultures of other countries should be touched upon as well. It is interesting to note that, instead of presenting an objective and realistic image of the culture and society of English speaking countries, most participating lecturers believed that they should present a positive image of them. The results suggested that cultural teaching practice was not an important component or a regular focus in most participating lecturers' classes, which was consistently reflected by the low frequency of touching upon cultural topics, applying intercultural competence teaching, and applying instructional activities. Lecturers engaged students in exploring cultural topics and issues through pair or small group discussions. At the same time the traditional way of lecturing and the technology integrated illustration still dominated the participating lecturers' cultural teaching practices.

Table 2. Lecturers' perception on culture content, language and culture, and resources.

No	Questions	5 SA	4 A	3 N	2 D	1 SD
Culture Content						
1	It is important for EFL Lecturer to include aspects of the target language's culture as part of their classroom teaching in any subjects	26,7 %	53 %	6,7 %	0 %	13 %
2	Lecturer needs to include cultural information about our native country or English language culture in the classroom in any subjects	33%	33 %	20 %	6,7 %	7 %
3	Lecturer must include cultural content which concern with covert culture, e.g. values, beliefs, and attitudes	40 %	33 %	13 %	7 %	7 %
4	Lecturer must include cultural content which concern with factual/overt culture, e.g. food, music, people, housing in classroom teaching	20 %	47 %	20 %	7 %	7 %
Language and Culture						
5	Lecturer teaches cultural aspects of language where English differs from Indonesian, e.g. greetings, shake-hands, use of first/last names, giving/responding to compliments	40 %	40 %	6,7 %	0 %	13 %
6	Lecturer provides contrastive cultural examples for students For example, 'In Indonesian you say "Senang bertemu anda" where in English we say "Nice to meet you" in introductions.	33 %	47 %	6,7 %	7 %	6 %
Published materials and online resources						
	Lecturer must use English textbook in class	13%	67 %	13%	7 %	0 %
	Lecturer must use textbooks for any subjects that include cultural information	0% %	67 %	27 %	7 %	0 %
	Having had the learning sources (English culture) available online and in the library could have aided my teaching	27 % %	75 %	0 %	7 %	13 %
	Generally, EFL Textbooks that we used in classroom	0%	60 %	33 %	7 %	0 %

have cultural content					
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Furthermore, lecturers' educational degree had an impact on their intercultural competence and beliefs about cultural teaching. Lecturers who had a Master's or a doctoral degree in linguistics, woman study, multicultural education, and American studies were found to have a higher intercultural competence and considered cultural teaching objectives as being more important than those with a master's or a doctoral degree in education as general such as M.Ed title. During the interviews, we engaged in in-depth discussions with individual lecturers. We invited them to share their lived stories of intercultural experience. For instance, Mrs. Machmud told a story that happened when she studied in a Master of Arts program in the Australia.

It was puzzled when the survey data revealed that the majority of lecturers perceived cultural teaching objectives from a truly intercultural perspective but their teaching practice did not really reflect such beliefs. From table 2, vast majority of lecturers 79,7 % thought the importance of including aspects of TL culture as part of their classroom teaching in any subjects. As a follow up question in interview session, some lecturers expressed their opinion as follows;

"I think, including culture content in teaching language especially English is important.

"Yes, in every course, unintentionally I always talk about and think the culture to Indonesia. For example the culture, concept of time between western vs eastern, other academic cultures. I strongly believe my students not only enjoy to learn that but it give.

"In some courses, cultural information will be importat, for example: speaking subject, when we have to explain about greetings, we need to compare about English greetings and Indonesian greetings"

During the interviews, participants are asked about understand what kind of cultural teaching objectives they personally set for their classes, namely, what they wanted to achieve through their cultural teaching. It appeared that lecturers demonstrated a somewhat different set of beliefs and core assumptions regarding cultural teaching objectives. Very few lecturers defined their teaching objective from a multi-faceted intercultural perspective, though most of them mentioned, to varying degrees, some aspects of intercultural competence teaching. The data is clearly shown that majority of lecturers are in agreement (26.7 % SA and 53 % A) of the importance to include aspect of TL culture as part of their classroom teaching in any subjects. This number is consistent with the interview result that most lecturers incorporating culture in their classroom with different amount of content and time.

Based on the interview and observation data, lecturers' cultural teaching objectives are analyzed, grouped and discussed by the following themes: the knowledge, attitudes, awareness, and skills dimension of intercultural competence following the intercultural dimension in language teaching theory by Byram [5]

Knowledge dimension.

The greatest mentioned cultural teaching objective is to foster students' knowledge about and understanding of the target cultures. However, the knowledge and skills of own cultures is also important to learn foreign culture. For instance, Ms. Oppie pointed out the two objectives in this regard and explained why they were important. First, cultural teaching is to promote students' understanding of differences between Eastern culture particularly Indonesia and the Western culture. Second, is to inform students the reason why American, British, and Australian people talk like more straightforward while Indonesian tend to give long background information before reaching to the main point. This is due to different patterns of organizing and presenting ideas. Cultural teaching is viewed as promoting the acquisition of a body of knowledge, especially about the target cultures. Its purpose is to provide general cultural background relating to the text, people's values and beliefs, and to develop an understanding of social interaction among people in the target cultures. From Table 2, it can be seen that EFL lecturers most strongly supported the cultural content which concerns with covert culture such as beliefs and attitudes (40 % SA and 33 % A). Interestingly, A number of lecturers (33 % SA and 33 % A) also revealed a keen interest in promoting Indonesian culture and TL culture in the classroom in any subjects . On the other hand, the rest of lecturers consider that including cultural information about Indonesian culture in ELT is somewhat important even not important at all. This percentage is quite interesting to explore in depth through interview since mastering local culture is also important to know and understand other culture.

In this dimension, lecturers are also asked whether they teach cultural aspects of language where English differs from Indonesian eg: greetings, shake-hands, use of first/last names, giving/responding to compliments, etc as part of their classes. Here are some examples of their answers.

"Yes I do. For example in asking private question (age, salary) it is different culture between English and Indonesia."

"Only in some subjects, for example in IC class we compare culture of Indonesia and western culture"

“Yes. In some course, it is needed to teach about cultural aspect of language.”

“Yes. If the material about the culture, I always explain about the difference between Indonesia and English culture”

“Yes. Especially when we do the CCU teaching (CCU Course) for example, about kissing western vs. eastern misconception often occur derived from miscommunication and misinterpretation”

“Yes, I taught my students about different way to respect people for ex. In Australia it is common one when we address older people by names not by title while in Indonesia it is impolite”

Attitudes dimension.

Moreover, the knowledge dimension was represented from questionnaire and interview. Mr. Jefri, together with other lecturers who had experience joining the youth exchange program, also discussed their cultural teaching objectives in terms of affecting students' attitudes. He explained that his brief stay in Japan had opened his eyes to the culture and world. Therefore, he always motivate his students' interest and curiosity a to study abroad and explore the target cultures and the unfamiliar in person. Similarly, Mr. Syahrin said that in his speaking class he tries to promote students' interest for cultures through the process of learning, which would become an internal motivation for further exploring the cultures in the future beyond their language classes.

Awareness dimension.

After discussing the knowledge and attitudes, most lecturers intend to engage students through cultural teaching. Moreover, some lecturers stated that they also aimed to provide students with the chances to extend their perspective and consequently their minds. They promote that cultural teaching should be an approach to promote open-mindedness and an worldwide outlook and perspective. It was expected that students would gradually develop a critical mind with open-minded thinking and hence, encourage divergent and international perspectives.

Skills dimension.

Skills are just as important as attitudes and knowledge, and lecturers can concentrate as much on skills as upon knowledge [5]. A few lecturers mentioned the objective of cultural teaching from the skills dimension yet not in a specific way. Lecturers showed that cultural teaching should assist to develop students' intercultural communication skills and appropriate behaviors, as indicated by a lecturer who teach Speaking IV course: “Students must have skills to communicate with foreigners particularly for English major students, I think, in their mind they should have a

clear idea or standard to behave appropriately when dealing with foreigners. Based on the interview, it seems that the skills dimension has not become a commonly recognized objective for the participating lecturers' teaching. Though not preferred, this is understandable.

Additionally, some lecturers stated that their teaching approach was very various and mainly involved learning skills, vocabulary, analyzing sentences, and explaining grammar. Cultural teaching was not regularly included in their class. Language learning still dominates EFL instruction both in terms of time spent and content learned, though the focus has been changing from teaching the language as a mere linguistic code to the training of literacy skills, but in both cases cultural teaching is not emphasized. Lecturers believed that it is important to acquire skills of finding out new knowledge and integrating it with what they already have. This confirms the theory of skills of discovery and interaction by Byram, Gribkova and Starkey [5]. When the lecturers are asked whether they include cultural content by planning or introduced it spontaneously, lecturers have various answer as follow;

“Sometimes it has planned before and sometimes it is introduced spontaneously. For example : If I have to teach the topic introduction (people) then I prepared the culture/ habit/ way how to introduce someone in western culture”

“Yes. It is planned, especially when we do the CCU teaching (CCU Course) for example, about kissing western vs. eastern misconception often occur derived from miscommunication and misinterpretation”

“It is planned, for example when I teach about sociolinguistic it cannot be avoided to also speak about culture. By planning, mutually I have planned what topic and subtopic need to be discussed in the classroom. I also asked the students to be engaged actively in the discussion It is planned before.”

“It is spontaneously, depend on the topic discussion for example when we discuss about literature we talk about society culture customs people behavior”

Cultural Teaching Resources

As culture teaching must be implemented in the English teaching, teaching resources both actual book and online resources have played a very important role in the course of teaching and learning. Therefore, the availability of resources introduce students the cultures of different countries and regions, thus making it convenient for students to exert a relatively remarkable influence on the fostering of students' cultural awareness and competence of intercultural communication. Lecturers are asked whether they find

any cultural aspects in the published texts that they use in teaching. Results revealed 80 % of lecturers (67 % A and 13 % SA) used English textbook in their classroom and the textbooks generally have cultural content. Vast majority of lecturers perceived that using available online resources and actual books in the library could have aided their teaching.

However, there are still 20 % of lecturers (13 % SD and 7 % D) who did not perceived the advantages of having the available resources. One of the reasons why lecturers do not use the textbook is because they found some authors tend to be subjective in the way they analyze the different culture. Moreover, the focus of most available textbooks is not on cultural content. Lecturers also admitted that only a few collection of them in library and sometimes most students still difficult to understand the content of textbooks,

"It is not sufficient. Thus the use of online sources is really recommended for our students to improve their knowledge regard to culture and language learn"

"Some of English course need textbook that involves the understanding of cultural content, but it is not included in textbooks or not sufficiently provided there."

Lecturers indicated that the amount of time they usually allocate to cultural teaching ranges from five to slightly more than ten minutes per class period, which lasts between 40 to 50 minutes. This is consistent with the findings in survey data which suggest that cultural teaching practices, including both cultural topics and instructional activities, were not frequently addressed or applied in lecturers' language classes. Lecturers expressed different opinions toward how much time they should spend in cultural teaching. On the one hand, Ms Oppie, who spent around five minutes in each of her class periods, believed that this was a sufficient amount of time for cultural teaching. She argued: *"The inclusion of cultural teaching should aim to serve the teaching of our Drama class, for which the acquisition of culture is not a primary objective"* and she further explained how she came to this understanding through her initial teaching experience

Constraints in Cultural Integration

The main constraints lecturers talked about for the integration of cultural teaching into EFL classes are as follows: limited class time, students' interest and motivation, the final project, curriculum requirements, a lack of cultural issues in the textbooks, and lecturers' lack of cultural knowledge. In most cases, these constraints co-exist to various degrees and impact lecturers' decision on when and to what degree cultural teaching is carried out. Specifically, lecturers stated they felt constrained by the requirements of Curriculum, which they thought is more linguistically oriented. The attention to grammatical points left no time for culture

teaching. Some lecturers mentioned of the limited time that they had and the amount of material she needed to cover. Another reason that lecturers mentioned for not teaching culture frequently was 'lack of appropriate material'. This interview result is also consistent with the questionnaire data that textbooks used by lecturers did not include enough cultural information. They asked for additional materials and mainly for suggestions of activities specifically designed for teaching culture.

The survey data suggest among the four dimensions of intercultural competence, lecturers' cultural knowledge has the most impact on their cultural teaching practices. The interview data proposes that lecturers such as Ms. Dewi, Ms Mila and Ms Noni, who demonstrated extensive cultural knowledge, appeared to carry out more adequate cultural teaching from an intercultural perspective; however, some lecturers also faced the problem of lack of preparation for teaching culture. The absence or shortage of training regarding the culture of TL, and how that culture can be integrated into classrooms and effectively taught, is potentially leading to the future lecturers' lack of knowledge, anxiety, and ineffective teaching practices with respect to culture. Correspondingly, as Çelik [6] illustrates, even English language teachers with exceptional mastery of prescriptive rules (i.e., syntax) in the language, let alone language learners at lower levels, may wind end up having difficulties in getting their ideas across within the norms of the target language culture, due to their ignorance of the cultural rules underlying successful communication

Most lectures showed a lack of confidence in themselves, and stated they had only limited contacts with the foreign culture. They suggested that a lack of cultural knowledge impacted the integration of cultural teaching into their EFL classes. It can be explained that cultural teaching was challenging in two ways. First, it was difficult for lecturers who did not have overseas experience or those who lack breadth of knowledge about the target cultures to integrate cultural teaching into language teaching, as "they are not sensitive enough to find out cultural themes and issues emerging in the textbook and make connections between culture and the language"

Conclusion and Pedagogical Implication

Today's multicultural world demands language learners to develop both their linguistic competence and also their intercultural communicative competence to overcome both linguistic and cultural barriers they may encounter in interaction with people from other cultures. Hence this study has critically analyzed lecturers' perception on culture and English language teaching due to the importance of intercultural communicative competence in intercultural communication. The findings were generally consistent between the survey and interview data. The findings in

the interviews indicated that most lecturers considered cultural teaching as being important in EFL education, which is believed to be important to support and facilitate language learning. Lecturers' perceived cultural teaching objectives not only reflect some aspects of intercultural dimensions but also includes students' development as a whole person. Although cultural teaching is considered important, it is not a regular focus in participating lecturers' EFL classes. Lecturers point out that limited class time, curriculum requirements, a lack of cultural issues in the textbooks, and lecturers' lack of cultural knowledge, were the main constraints for the integration of cultural teaching into EFL classes. It is interesting to consider our findings in the light of the approach to culture teaching proposed by the Indonesian National Curriculum (KKN). Findings in this study revealed a certain parallelism between lecturers' perceptions and the recommendations in the curriculum. First, when lecturers outline the objectives of culture teaching, they gave priority to the knowledge dimension expressed in terms of 'daily life and routines'. Then, they may perceived culture teaching in sight of attitudes dimension in which they promote openness, understanding and tolerance towards other cultures and peoples. Last but not least, lecturers may address behavioral dimension, in which they discourse reflection on cultural differences as promoted in the KKN. On the other side, the actual intercultural objectives that aim to promote the acquisition of intercultural skills were not considered important by English Lecturers. The implications of this research are obviously seen for teacher in order to incorporating culture in EFL education. Lecturers need to be involved in some training programs that establish their spirit and willingness develop their exposure to other cultures, provide them with the information and teaching methods to boost their confidence to teach intercultural competence. Therefore, lecturers will be able to prepare the students for life in today's multicultural society.

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