An Investigation of English Language Teachers' and University Professors' Perception of Culture Teaching in Esfahan, Iran

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This study aimed to investigate school teachers' and university professors' perception of cultural aspects of language teaching, their understanding of the culture, their attitudes towards intercultural communicative competence, the cultural topics they favor to teach in the classroom, the time allocated to the cultural aspects of language, and the techniques used to instruct culture. To investigate the issue, a variety of research instruments were applied to collect the data. The research encompassed a review of literature, a desk-based analysis of the curriculum, and a questionnaire. After the pilot study, the questionnaires were distributed among the English teachers of high schools and the university professors of the teaching colleges in Esfahan. The analysis of the data revealed encouraging signs of teachers' and university professors' willingness to engage in culture teaching. Besides, the results reflected problems of fully engaging in cultural communicative competence activities in the classrooms. Some of the problems in culture teaching were the highly examination-oriented environment, the practical approach of teachers and students, and the academic qualification and experience of teachers in the classroom. The policy of the Teachers' College was an important factor which changed the perception of cultural teaching of teachers and the findings showed a need to build the understanding and confidence of teachers in the classrooms.