Araştırma Makalesi

TURKISH-MEDIUM DEPARTMENT AND ENGLISH-MEDIUM DEPARTMENT STUDENTS' PERCEIVED SOCIAL DISTANCE TO NATIVE ENGLISH SPEAKERS

Öğr. Gör. Dr. Ahmet Erdost YASTIBAŞ
Atılım University, School of Foreign Languages
ahmet.yastibas@atilim.edu.tr
ORCID: 0000-0002-1886-7951

Öğr. Gör. Tuğçenur KAVGACI
Atılım University, School of Foreign Languages
tugcenur.kavgaci@atilim.edu.tr
ORCID: 0000-0002-1076-5344

Abstract

Acculturation has been researched a lot in applied linguistics, and many acculturation studies were made in second language learning/acquisition contexts. Also, there are some criticisms about the acculturation theory of Schumann in terms of the social distance component of the theory. Therefore, the present study aimed to study acculturation in a foreign language learning context and contribute to the acculturation theory by providing a solution to the criticisms about the theory. The present study was designed as a quantitative study. 81 students of the Turkish-medium and English-medium departments in a Turkish university participated in the research. The data were collected through the updated version of the Bogardus Social Distance Scale and analyzed through independent samples t-test, one-way ANOVA, and descriptive statistics. The results of the study indicated that both the participants of the Turkish- and English-medium departments approached the native speakers of English positively. Also, the medium of the departments, the kind of the faculties, having been abroad, and having a sister(s)/brother(s) created statistically significant differences while gender, job status of family members, knowing another language, high schools the participants graduated from, and the sources of learning the English culture did not produce such differences. The possible reasons for these findings and the possible contributions of this study to the acculturation theory were discussed.

Key Words: Acculturation theory, Social distance, Medium of instruction, English as a foreign language

EĞİTİM DİLİ TÜRKÇE VE İNGİLİZCE OLAN BÖLÜM ÖĞRENCİLERİNİN ANA DİLİ İNGİLİZCE OLANLARA KARŞI OLAN ALGILANAN SOSYAL UZAKLIKLARI

Öz

Kültürlenme, uygulamalı dil bilimde çok araştırılmıştır ve pek çok kültürlenme çalışması ikinci dil öğrenimi/edinimi bağlamlarında yapılmıştır. Ayrıca, Schumann'ın kültürlenme teorisiyle ilgili olarak teorinin sosyal uzaklık bileşeni açısından bazı eleştiriler mevcuttur. Bu yüzden bu çalışma, kültürlenmeyi bir yabancı dil öğrenim bağlamında incelemeyi ve kültürlenme teorisine teori ile ilgili eleştirilere bir çözüm sağlayarak katkıda bulunmayı hedeflemiştir. Çalışma, bir nicel çalışma olarak tasarlanmıştır. Bir Türk üniversitesinde eğitim dili Türkçe ve İngilizce olan bölümlerden 81 öğrenci çalışmaya katılmıştır. Veriler, Bogardus Sosyal Uzaklık Ölçeğinin güncellenmiş versiyonu ile toplanmış ve bağımsız gruplar t-testi, tek yönlü ANOVA ve betimsel istatistikler kullanılarak analiz edilmiştir. Çalışmanın sonuçları, eğitim dili hem Türkçe hem de İngilizce olan bölümlerin öğrencilerin ana dili İngilizce olanlara karşı olumlu bir yaklaşım sergilediklerini göstermiştir. Ayrıca, cinsiyet, aile üyelerinin iş durumları, başka bir

dil bilme, mezun olunan lise ve İngiliz kültürünü öğrenme yolları istatiksel olarak anlamlı farklılar oluşturmamışken, bölümlerin eğitim dillerinin, fakülte türlerinin, yurt dışı deneyiminin ve kız/erkek kardeşe sahip olma istatiksel olarak anlamlı farklar oluşturmuştur. Bu bulguların olası nedenleri ve bu çalışmanın kültürlenme teorisine olası katkıları tartışılmıştır.

Anahtar Kelimeler: Kültürlenme teorisi, Sosyal uzaklık, Eğitim dili, Yabancı dil olarak İngilizce

1. INTRODUCTION

1.1. Acculturation Theory in Language Learning

When a second language (L2) learner can integrate with the culture of the L2 socially and psychologically, the learner is considered to be acculturated to the L2 culture, which is called acculturation, that is, the successful integration of the learner with the culture of the L2 socially and psychologically (Schumann, 1976a: 127). Acculturation is thought to be one of the most important factors affecting second language learning and acquisition because Schumann (1976a, 1976b) believed that the more acculturated the learner is, the more successful he/she is in learning and acquiring the L2. Therefore, it is important for language teachers to understand what constitutes and affects acculturation. As the description of acculturation shows, sociality and psychology play important roles in the acculturation process of the L2 learner. Schumann (1976a: 121) explained their effects by naming them as social and psychological distance because he stated that social and psychological distance leads to low acculturation which can cause the learner not to progress and move beyond the basic levels of the L2.

1.2. Studies on Acculturation

Several national and international studies have been made on the role of acculturation in second language learning.

Acculturation Studies in the International Sphere

The international studies generally focused on the acculturation of the students with different first languages (L1) in different countries where they tried to learn and acquire those countries' languages as their L2s. In one of these studies, Rubenfeld, Sinclair, and Clément (2007: 313) carried out a study on the effects of motives and goal content congruence on the acculturation of two English as a second language (ESL) groups with an external goal - to attend a university in their L2 – and an internal one – to learn the L2. The study indicated that if motives and goals are congruent with each other, ESL learners get acculturated more. In another study, Choi (2014) studied what affected the acculturation process of the Korean descendants in Germany by approaching acculturation as the proficiency and use of Korean and German in Germany. The findings of the study showed that the mother's reason for immigration, mother's level of education, gender and parents' place of origin could help to

predict the patterns of language integration of the descendants. Hammer and Dewaele (2015) similarly studied the acculturation of Polish immigrants in the United Kingdom. They found out that the length of residency, the age of learning English, the frequency of using English, and age affected the immigrants' self-perceived English proficiency as well as their acculturation because acculturation was found to be highly related to the high levels of the attainment in English. In another similar study, Gu and Cheung (2016) concerned with the relationship among the ideal L2 self, acculturation, and language learning of the immigrant students learning Chinese in Hong Kong. Their study revealed that ideal L2 self positively predicted the students' acculturation to the L1 and L2 culture because acculturation influenced the intended effort of the students to learn Chinese and its culture and mediated their ideal L2 self. Like Gu and Cheung (2016), Jia, Gottardo, Koh, Chen, and Pasquarella (2014) studied the acculturation of the immigrant Chinese adolescents. Jia et al. (2016, p. 259) found out that acculturation to the L2 culture – Canadian culture – positively contributed to the students' reading skills and L2 proficiency. Lai, Gao, and Wang (2015) also dealt with the acculturation of the immigrant South Asian minority students to the Chinese culture in their study. According to Lai et al. (2019: 221), mono-cultural acculturation to the Chinese culture (i.e. assimilation) was not as effective as bicultural acculturation (i.e. integration) in terms of learning Chinese. In addition, integration could provide the optimal orientation for Chinese language learning and impact the psychosocial well-being and engagement of the immigrant students with Chinese and its community in a good way (Lai et al., 2015: 221).

Some of the other international studies concentrated on the effect of short-term or long-term study abroad programs on the acculturation of the students with different L1s in different countries with different L2s which the students went to improve. In their study, Rafieyan, Orang, Bijami, Nejad, and Eng (2014) examined the effect of a four-month academic sojourn program on the acculturation of the Iranian learners of English. The results of the study revealed that the participants preferred to have close contact with the native speakers of English, while maintaining their own culture because of the ages of the participants and studying the cultural features of the English-speaking countries and so being familiarized with such features. In another study on a sojourn program, Spenader (2011) studied the effect of a-year-long study abroad program on the acculturation and language proficiency of four American students in Sweden. This study indicated that the higher levels of acculturation were associated with the high levels of proficiency in Swedish, while the rejection of the Swedish culture was associated with low levels of proficiency. The last international study on acculturation was made by Al-Qahtoni (2016: 196-197) who studied

the acculturation of the Saudi graduate students in America and found out that the length of residing in America depending on future plans was negatively correlated with acculturation because the longer the students stayed in America, the less their perceived social distance became and the higher acculturation they had.

Acculturation Studies in the National Sphere

In two of the national studies on acculturation, the factors which might affect acculturation were reviewed. In the first study, Saygın and Hasta (2018) reviewed the factors affecting acculturation in immigration situations. Their review showed that education level, language, gender, length of residency in the L2 country, age, marital status, religion, social identity, social distance, and perceived discrimination affected the acculturation processes of immigrants. In the second review study, Bilge Zafer (2016: 86-87) reviewed and listed the factors affecting acculturation: (a) the political and economic features of the L1 and L2 countries, (b) attitudes toward immigrants, (c) social support given to immigrants, (d) similarity/difference between the L1 and L2 countries, (e) the reasons for immigration and motivation, (f) the (size/being dominant) new status and features (age/length of residency in the L2 country) of the immigrants, and (g) the contacts between homeowners and immigrants.

Some of the other national studies dealing with the acculturation of the international students in Turkey and literary work on immigration. Balta (2018: 490) studied child literature in Turkey including the books prepared specially to increase the sensitivity of children by enabling them to comprehend the problems and struggles of the immigrants in Turkey. According to the study, the studied literary works could help children to develop positive attitudes toward the immigrants in Turkey. In another study, Karipek (2017) took into consideration the Syrian students in a Turkish university. He revealed that language, the length of residency, and ethnicity created several barriers for the Syrian students to integrate with the Turkish society, while the cultural similarities between the Turkish and Syrian cultures increased their chances of social contact with the Turkish. Similarly, Aliyev (2011) carried out a study regarding the international students' acculturation process in Turkish higher education. According to Aliyev (2011: 106-107-108), age, instruction, the similarity between the L1 and Turkish cultures, students' own countries, their majors, marital status, the size of the L1 group in the Turkish society, and the length of stay in Turkey influenced the acculturation processes of the international students. Like Aliyev (2011), Gülnur and Bala (2010) studied the international students in Turkey in terms of their motivation for watching TV and acculturation. According to the findings of their study, watching TV increased the

acculturation of the participants who preferred integration by maintaining their heritage culture and adopting the Turkish culture.

The other national studies researched the acculturation of the Turkish people in different countries to which they had migrated. In one of such studies, Kılıçoğlu (2014) studied the acculturation competency of the English teachers and the acculturation preferences and academic success of Turkish students in England. The findings of the study pointed out that the English teachers were not effective in the Turkish students' acculturation, but the Turkish students preferred integration which improved their loyalty to the school, but did not affect their academic success. In the second study, Güler (2016) studied the acculturation of the Turkish immigrants in America based on ethnicity. According to Güler (2016: 141), gender, the length of residency in America, satisfaction with immigration, the degree of religiosity in Turkey, and ethnic identity affected the acculturation patterns of the Turkish immigrants. Most of the participants preferred integration with the American culture under the effects of the relationship between the participants' genders and reasons for coming to America, the participants' previous travel experiences to America, longer stay in America, being born in metropolitans, having better socio-economic situation, legal status in America, attending American school, interacting with the American culture, and the degree of religiosity (Güler, 2016: 144-145-146-147). In another study on the Turkish people in America, Güvendir (2018) examined the Turkish students' acculturation attitudes and success in learning English in America. The study found a significant relationship between acculturation attitudes and success in learning English and indicated that assimilation and ignoring the Turkish culture affected achievement in learning English positively. In the last study, Yağmur (2014) investigated the acculturation and language orientations among the Turkish immigrants of three generations in Australia. According to Yağmur (2014: 249), most of the first and second generation participants mentioned that their ethnic orientation was Turkish, while the second and third generation participants considered their ethnic orientation as Turkish and Australian. The study also showed that the Turkish immigrants preferred integrating with the Australian culture, but the second generation participants defined themselves with their Australian identity and spoke English in social situation more.

1.3. Social Distance

Social distance is defined by Schumann (1976a: 130) as the extent which shows the L2 learner's position to the L2 and its culture and becoming a member of the L2 culture. The conditions necessary for social proximity are clearly stated in the quotation:

> *... social distance and hence a bad language learning situation will exist where the 2LL group (second language learning group) is either dominant or subordinate, where both groups (2LL and target language groups) desire preservation and high closure for the 2LL group, where the 2LL group is both cohesive and large, where two cultures are not congruent, where the two groups hold negative attitudes toward each other and where the 2LL group intends to remain in the target language area only for a short time (Schumann, 1976b:.135).*

As the quotation indicates, eight factors determine the social distance and proximity of the L2 learner to the L1. According to Schumann (1976b: 135-136), the dominance or subordination of the L2 group in the L1 group shows the status of the L2 group in the L1 group in terms of economy, culture, technology, and politics. He also mentioned that how the L2 group decides to integrate with the L1 group – by assimilation, acculturation, or preservation, whether the L1 and L2 groups use the same or different social facilities, what kind of contacts occur between both groups, and what the size of the L2 group is in the L1 group are effective in determining social distance. In addition, he added that the similarity and difference between the L1 and L2 cultures, the inter-group attitudes, and the length of residency help to determine the extent of social distance.

1.4. Statement of the Problem

The reviewed studies in the international and national literature support the acculturation theory of Schumann because the studies indicated that there is a strong relationship between acculturation to an L2 culture and success in learning the L2. That is, most of the participants in the reviewed studies preferred acculturation to the cultures of different L2s and were reported to improve their attainment in learning these L2s. As Schumann (1976b) stated, the length of stay in the L2 country positively affected the acculturation patterns of the immigrants in the L2 countries because most of the review studies revealed that the longer the immigrants resided in the L2 countries, the more acculturated they got. In addition, integrating with the L2 cultures and maintaining their own cultures were important to the participants in some of the reviewed studies as acculturation requires (Schumann, 1976b). Some of the reviewed studies focused on the factors like length of residency and the similarity between the L1 and L2 cultures, which might affect acculturation (Schumann, 1976b).

However, all of the reviewed studies focused on either the immigrants in different L2 countries or the students who went to different L2 countries for educational purposes for a while. Therefore, the researchers in these studies could search acculturation in second language learning contexts where L2s were spoken, and direct interaction with different L2

cultures was possible, so these studies were not limited to two ways of interacting with different L2s and their cultures (i.e. the course books and language classrooms) in learning a new language as a foreign language. As a consequence of this, these studies can not give information about how acculturation can occur in foreign language learning contexts. In addition, the studies made in the Turkish literature researched how the international students in Turkey got acculturated to Turkish and its culture and how the Turkish people who were in different countries as immigrants got acculturated to different L2s and their cultures in those countries, so they could not provide sufficient information about how studying English as a foreign language in Turkey could affect the acculturation of the Turkish students.

In addition, Zacker (2016) mentioned that one of the criticisms for the acculturation theory of Schumann is that the theory acknowledges that the degree of social distance between cultural groups can affect language learning, but it does not provide a means of actually measuring social distance. In relation to the first criticism, the theory has been criticized for focusing on macro-level group-to-group relationships, but not micro-level effects of the individuals' personal social network (Zacker, 2016: 84-85). Zacker (2016: 85) also gave information about one more criticism about the theory, that is, instruction has no important role in second language acquisition in the acculturation theory except for a few exceptional cases.

1.5. Significance, Purpose, and Research Questions of the Study

As a result of the criticisms to the acculturation theory, the present study has aimed to contribute to the acculturation theory by using the updated version of the Bogardus Social Distance Scale to measure social distance actually by focusing on the micro aspect of social distance – individuals. Secondly, the present study has purposed to contribute to the literature of the acculturation studies by investigating the acculturation process of the two groups of the Turkish university students who learn English as a foreign language in terms of their perceived social distance to the native speakers of English. The first group includes the students of the Turkish-medium departments, and the second group is composed of the students of the English-medium departments. In accordance with the second purpose, the present study has also wanted to check whether the instruction can affect the acculturation process of university students.

The main focus of the present study is on the social distance component of the acculturation theory because of the aforementioned criticisms to this component. Thus, it has tried to explain the acculturation process of the Turkish university students in this aspect, but not in terms of their perceived psychological distance. As another consequence of the criticisms, the present study has aimed to check whether the updated version of the Bogardus

Social Distance Scale can be used to measure social distance in the acculturation theory through the research questions below, but not by asking a specific research question.

The research has highlighted and tried to answer the following research questions, therefore:

1. How do Turkish-medium department students perceive native English speakers socially?

2. How do English-medium department students perceive native English speakers socially?

3. Is there a significant difference between the students in terms of their perceived social distance to native English speakers depending on

a. gender,

b. high schools from which the participants graduated, faculties,

c. the job status of their parents,

d. having a sister(s)/brothers,

e. the job status of their siblings,

f. knowing another language knowledge,

g. abroad experience, and

h. the sources of learning the English culture?

2. METHOD

2.1. Research Design

To design a study as quantitative research, Creswell (2014) stated that a quantitatively designed study should relate the variables in the research questions to each other, require using the standards of reliability and validity, approach and measure information numerically in data collection, and utilize statistical procedures in data analysis. Accordingly, the present study was designed as a qualitative study by meeting the requirements of qualitative research design proposed by Creswell (2014).

2.2. Participants

81 first-grade university students of a Turkish foundation university (25 female and 56 male) were chosen as participants through convenience sampling depending on their convenience and availability as Creswell (2014) mentioned. Their ages were between 18 and 20. Table 1 provides demographic information about the participants.

Table 1. Demographic data about the participants.

Category	Level	f	%
Medium of instruction	English-medium department	45	55,6
	Turkish-medium department	36	44,4
High schools participants graduated from	Science high school	9	11,1
	Private high school	30	37
	Anatolian high school	20	24,7
	General high school	13	16
	Vocational high school	9	11,1
Faculty	Faculty of Engineering	26	32,1
	Faculty of Business Administration	55	67,9
Job status of mother	Working	52	64,2
	Not working	29	35,8
Job status of father	Self-employed	46	56,8
	Employed	35	43,2
Having a sister/brother	Having only a sister(s)	27	33,3
	Having only a brother(s)	13	16
	Having both a sister(s) and brother(s)	9	11,1
	Not having any sister(s)/brother(s)	32	39,5
Job status of sister(s)	Working	23	63,9
	Not working	13	36,1
Job status of brother(s)	Working	15	71,4
	Not working	6	28,6
Knowing another language	Yes	13	16
	No	68	84
Having been abroad	Yes	25	30,9
	No	56	69,1
The source of learning the culture of English-speaking countries	Radio and TV	27	33,3
	Conference	15	18,5
	Cultural institutions	10	12,3
	Newspapers and magazines	8	9,9
	Visiting instructors	2	2,5
	Individual contact with native speakers	11	13,6
	Other	8	9,9

As Table 1 shows, 45 participants studied their majors in the English-medium departments of the university, while the medium of the departments of 36 participants was Turkish. Second, most of the participants (37%) graduated from private high schools; 24,7% of them from Anatolian high schools; 16% from general high schools, 11,1% of them from science high schools; 11,1% from vocational high schools. Third, more than half of the students (66,7%) studied their departments in the Faculty of Business Administration, and 33,3% of them were the students of the Faculty of Engineering. Fourth, the mothers of 52 participants worked in a job, and the rest (f=29) did not work in a job. Fifth, the number of the participants whose fathers were employed (f=35) was less than the number of the fathers of the participants whose fathers were self-employed (f=46). Sixth, 27 participants had only sister(s); 13 participants had only brother(s); 9 participants had both sister(s) and brother(s); 32 participants did not have any brother and sister. Seventh, 36 participants had sisters. The sisters of 23 participants worked in a job, but the sisters of 13 participants did not work in a job. In addition, 21 participants had brother(s). The brothers of 15 participants were

employed, but the brothers of the rest did not work in a job. Seventh, 68 participants did not know any other language rather than English, while 13 participants knew another language in addition to English. Eighth, more than half of the participants (f=56) had not been abroad, and the rest (f=25) had been abroad. In terms of the sources of learning the culture of English-speaking countries, 27 participants benefitted from radio and TV; 15 participants attended conferences; 11 participants contacted with native speakers of English individually; ten participants learned the culture from cultural institutions; eight participants read newspapers and magazines; two participants learned the culture from visiting instructors.

2.3. Research Setting

The research was conducted in a Turkish foundation university whose mediums of instruction change depending on the faculty. The medium of instruction is English in some faculties like the Faculties of Engineering and Management, while it is Turkish in other faculties like the Faculties of Law and Fine Arts and Architecture. The first-grade students in the English-medium faculties have to graduate from the English department of the School of Foreign Languages successfully in order to study their majors in their faculties. In their departments, those students take four-hour English for academic purposes lessons in which they practice academic reading, writing, and presentation skills in the B1 – B2 levels of the Common European Framework of Reference for Languages (CEFR). The first-grade students in the Turkish-medium faculties take four-hour English for general purposes lessons in which they study English in the A1 level of the CEFR.

2.4. Data Collection Tool

The first part of the data collection tool included an information part that the researcher prepared to collect background data about the participants. The second part of the data collection tool includes the updated version of the Bogardus Social Distance Scale by Mather, Jones, and Moats (2017). According to Mather et al. (2018), the Bogardus Social Distance Scale is an important data collection tool which has been used in social sciences studies for years to measure to what degree the members of a social group "self-disclose their feelings of acceptance of members of out-groups" (p.1). Therefore, it can be considered as a valid research tool (Mather et al., 2017). The scale is a five-point Likert-type scale changing from "1: strongly agree" to "5: strongly disagree" which has seven items like "I would be willing to accept an English-native speaker as a close relative by marriage" and "I would be willing to accept an English-native speaker as a close personal friend." According to Mather et al. (2015: 8), their version of the Bogardus scale provides researchers with intensity scores of participants ranging from 28 to 140

and points out that low scores show less social distance to the target group under research, while high scores show more social distance. The intensity score is calculated by multiplying participants' responses for each item by the points assigned by Bogardus to each of the seven items (e.g. 1 point for item 1 and 7 points for item 7) (Mather et al., 2017: 4-5). That is, if a participant chooses 2 for item two, his/her intensity social distance score is 4 (2x2=4). The Cronbach's Alpha coefficient of the scale in this study is 0.717.

2.5. Data Collection Procedure

Before the data were collected, official permission was granted from the university. Then, the social distance scale with the background information part was distributed to the students in the English for academic purposes and for general purposes classes of the second researcher. The students were given ten minutes to fill in the scales. The researcher collected the scales after the students finished filling in them in her classes.

2.6. Data Analysis

The data collected were analyzed with SPSS 20. Descriptive statistics (frequencies, percentages, and means), independent samples t-test, and one-way ANOVA were applied to analyze the data. Independent samples t-test was used to determine whether the differences between each independent variable (i.e., medium of instruction, gender, faculty, knowing another language, having been abroad, and job status of family members) and dependent variable (i.e., social distance points) were statistically significant. The statistical significance of the differences between the other independent variables (i.e., the high schools the participants graduated from, having any sister(s) and/or brother(s), and the source of learning the culture of English-speaking countries) and social distance points were measured with one-way ANOVA. To find out where the statistically significant difference resulted from, Bonferroni and Sidak post hoc tests were used because the Levene test result of homogeneity of variance (F=1,522) was significant at the .05 level, and the sample sizes in the variables were different in the independent variables as Kayri (2009) suggested to do in determining the kind of the post hoc tests for one-way ANOVA test results.

3. RESULTS

The findings of the study were presented depending on the order of the research questions.

3.1. How do Turkish-medium Department Students Perceive Native English Speakers Socially?

36-participant first-grade students of the Turkish-medium departments rated how they perceived native English speakers socially by choosing the best option that clearly showed their perception on a five-point Likert-type scale for seven items about social distance. Table

2 indicates the frequencies and percentages of the responses of those students to the seven statements on social distance.

Table 2. Frequencies and percentages of the Turkish-medium department participants' responses to social distance

Items	Totally agree		Agree		Undecided		Disagree		Totally disagree	
	f	%	f	%	f	%	f	%	f	%
1. I would be willing to accept a native English speaker as a close relative by marriage.	11	30,6	6	16,7	5	13,9	7	19,4	7	19,4
2. I would be willing to accept a native English speaker as a close personal friend.	10	27,8	7	19,4	9	25	9	25	1	2,8
3. I would be willing to accept a native English speaker as a neighbor on the same street.	11	30,6	10	27,8	9	25	6	16,7	0	0
4. I would be willing to accept a native English speaker as a coworker.	10	27,8	8	22,2	10	27,8	7	19,4	1	2,8
5. I would be willing to accept a native English speaker as a citizen in my country.	11	30,6	12	33,3	6	16,7	4	11,1	3	8,3
6. I would be willing to accept a native English speaker as a visitor in my country.	13	36,1	9	25	4	11,1	6	16,7	4	11,1
7. I would not exclude a native English speaker from my country.	21	58,3	6	16,7	2	5,6	1	2,8	6	16,7

As Table 2 indicates, almost half of the participants (*f*=17) reported that they would like to accept a native English speaker as a close relative by marriage, but a very close number of the participants (*f*=14) mentioned that they would not like to do this. 47,2% of the participants would be willing to accept a native English speaker as close friend; 25% were undecided about this; 27,8% of them would not accept this. More than half of the participants (*f*=21) were ready to interact and accept an English native speaker as a neighbor on the same street, while ten participants would not like to accept this. Half of the participants (*f*=18) would be willing to work with an English native speaker in the same workplace, while ten participants were undecided about this and eight participants were not willing to work with the native speaker in the same workplace. 23 participants were willing to accept a native English speaker as a Turkish citizen, but only seven participants were unwilling to accept this situation. 61,1% of the participants reported that it was acceptable that a native English speaker would come to Turkey as a visitor. Three-fourths of the participants (%75) were opposed to excluding a native English speaker from Turkey, while 17,7% supported this situation.

3.2. How do English-medium Department Students Perceive Native English Speakers Socially?

45 participants of the English-medium departments rated how they perceived native English speakers socially through a five-point Likert-type scale including seven items related

to social distance. Table 3 below indicates the frequencies and percentages of those students' responses to the seven statements on social distance.

Table 3. Frequencies and percentages of the English-medium department participants' responses to social distance

Items	Totally agree		Agree		Undecided		Disagree		Totally disagree	
	f	%	f	%	f	%	f	%	f	%
1. I would be willing to accept a native English speaker as a close relative by marriage.	20	44,4	8	17,8	10	22,2	2	4,4	5	11,1
2. I would be willing to accept a native English speaker as a close personal friend.	24	53,3	10	22,2	5	11,1	3	6,7	3	6,7
3. I would be willing to accept a native English speaker as a neighbor on the same street.	21	46,7	10	22,2	12	26,7	2	4,4	0	0
4. I would be willing to accept a native English speaker as a coworker.	20	44,4	17	37,8	3	6,7	3	6,7	2	4,4
5. I would be willing to accept a native English speaker as a citizen in my country.	20	44,4	5	11,1	12	26,7	6	13,3	2	4,4
6. I would be willing to accept a native English speaker as a visitor in my country.	19	42,2	10	22,2	6	13,3	7	15,6	3	6,7
7. I would not exclude a native English speaker from my country.	29	64,4	5	11,1	5	11,1	0	0	6	13,3

According to Table 3, 62,8% of the participants reported that they would like to accept a native English speaker as a close relative by marriage, but 15,5% of the participants reported that they would not accept this situation. More than half of the participants (*f*=34) of the participants were willing to accept a native English speaker as close friend; five participants were undecided about this; six were unwilling to accept this situation. 31 the participants would like to accept and interact with an English native speaker as a neighbor on the same street, while only two rejected this willingness. 82,2% of the participants were ready to accept and work with an English native speaker in the same workplace, while 11,1% were not willing to do so. 25 participants would like to accept a native English speaker as a Turkish citizen, 12 participants were undecided about accepting this situation, and eight students opposed to this willingness. More than half of the participants (*f*=29) found the idea that a native English speaker would come to Turkey as a visitor acceptable, while ten participants did not want this. 34 participants opposed to excluding a native English speaker from Turkey, while six participants supported this situation.

3.3. Is There a Significant Difference Between the Students in Terms of Their Perceived Social Distance to Native English Speakers Depending on Several Variables?

Independent samples t-test was used to check whether the differences between the participants were statistically significant in terms of the medium of instruction, gender,

faculty, job status of family members, knowing another language, and having been abroad. The findings of independent samples t-test analyses were presented in Table 4 below.

Table 4. Independent samples t-test results of the differences between the participants' scores for nine independent variables

Category	Dependent variables	N	$\overline{x}$	Sd	t	p
Medium of instruction	English	45	58,15	21,51	-3,762	.000*
	Turkish	36	77,25	24,1		
Gender	Female	25	59	25,14	-1,907	.06
	Male	56	70,05	23,62		
Faculty	Faculty of Engineering	27	46,74	15	-7,145	.000*
	Faculty of Business Administration	54	76,59	22,19		
Job status of mother	Working	52	63,8	24,71	-1,403	.165
	Not working	29	71,72	23,65		
Job status of father	Self-employed	46	64,36	23,13	-,957	.342
	Employed	35	69,62	26,20		
Job status of sister	Working	23	62,69	20,39	,627	.535
	Not working	13	58,15	21,69		
Job status of brother	Working	15	57	18,88	,644	.527
	Not working	6	51,16	18,37		
Knowing another language	Yes	13	61,53	20,04	-,818	.416
	No	68	67,61	25,26		
Having been abroad	Yes	25	58,12	26,57	-2,138	.036*
	No	56	70,44	22,73		

* The mean score is significant at the 0.05 level.

In terms of the medium of instruction, the difference between the participants was statistically significant (p<0.05). Gender did not lead to a statistically significant difference between the participants' scores (p>.05). The kind of faculty created a statistically significant difference between the participants' scores (p<0.05). Yet, there were no statistically significant differences between the participants' scores in terms of the job status of the participants' mothers, fathers, sisters, and brothers because the p-values of the mean differences were higher than the level of .05. Similarly, the difference between the participants' scores in terms of knowing another language in addition to English were not statistically significant (p>.05), but whether the participants were abroad led to a statistically significant difference among the participants' social distance scores at the .05 level.

In addition to independent samples t-test, one-way ANOVA was run to determine whether there were any statistically significant differences between the participants' scores in terms of the kinds of the high schools the participants graduated from, the source from which they learned the culture of English-speaking countries, and having any sister(s) and/or brother(s). The results of the one-way ANOVA test were given in Table 5.

Table 5. One-way ANOVA test results of the differences between the participants' scores for three groups of independent variables

Category	Source	SS	df	MS	F	p
High schools participants graduated from	Between groups	1638,081	4	409,52	,671	.614
	Within groups	46354,536	76	609,928		
	Total	47992,617	80			
The source of learning the culture of English-speaking countries	Between groups	4090,286	6	681,714	1,149	.343
	Within groups	43902,331	74	593,275		
	Total	47992,617	80			
Having a sister/brother	Between groups	7018,04	3	2339,347	4,396	.007*
	Within groups	40974,577	77	532,137		
	Total	47992,617	80			

* The mean difference is significant at the 0.05 level.

As understood from Table 5, the kinds of the high schools the participants had graduated from did not create a statistically significant difference between the participants' social difference scores (p>.05). Like the kinds of the high schools the participants had graduated from, how the participants learned the culture of English-speaking countries did not lead to a statistically significant difference between the participants' scores at the .05 level. Yet, there was a statistically significant difference between the participants in terms of having a sister/brother or sisters and/or brothers. To understand where the significant difference resulted from in this variable, two post hoc tests, Bonferroni and Sidak were run. Their results were indicated in Table 6 below.

Table 6. Bonferroni and Sidak test results of the differences between the participants' scores for having a sister/brother

	Having a sister/brother (I)	Having a sister/brother (J)	MD	SE	p
Bonferroni	Having only a sister(s)	Having only a brother(s)	7,81766	7,78733	1
		Having both a sister(s) and brother(s)	10,74074	8,87892	1
		Not having any sister or brother	-13,54051	6,02811	.165
	Having only a brother(s)	Having only a sister(s)	-7,81766	7,78733	1
		Having both a sister(s) and brother(s)	2,92308	10,003	1
		Not having any sister or brother	-21,35817	7,58702	.04*
	Having both sister(s) and brother(s)	Having only a sister(s)	-10,74074	8,87892	1
		Having only a brother(s)	-2,92308	10,003	1
		Not having any sister or brother	-24,28125	8,70377	.04*
	Not having any sister or brother	Having only a sister(s)	13,54051	6,02811	.165
		Having only a brother(s)	21,35817	7,58702	.037*
		Having both a sister(s) and brother(s)	24,28125	8,70377	.04*
Sidak	Having only a sister(s)	Having only a brother(s)	7,81766	7,78733	.9
		Having both a sister(s) and brother(s)	10,74074	8,87892	.792
		Not having any sister or brother	-13,54051	6,02811	.154
	Having only a brother(s)	Having only a sister(s)	-7,81766	7,78733	.9
		Having both a sister(s) and brother(s)	2,92308	10,003	1
		Not having any sister or brother	-21,35817	7,58702	.037*
	Having both a sister(s) and brother(s)	Having only a sister(s)	-10,74074	8,87892	.792
		Having only a brother(s)	-2,92308	10,003	1
		Not having any sister or brother	-24,28125	8,70377	.039*
	Not having any sister or brother	Having only a sister(s)	13,54051	6,02811	.154
		Having only a brother(s)	21,35817	7,58702	.037*
		Having both a sister(s) and brother(s)	24,28125	8,70377	.039*

In Table 6, Bonferroni and Sidak post hoc tests reveals that the significant difference is resulted from the mean differences between the participants who had only a sister or sisters and the ones who did not have any sister and brother (p<.05) and between the ones who had only a brother or brothers (p<.05).

4. DISCUSSION

The results of the study indicated that the students of the Turkish-medium departments generally perceived the native speakers of English socially in a good way. Accepting the native speakers through marriage and close friendship was the least favorable among these students though 17 participants told that they would be willing to accept these situations. The main reason for this finding may be that those students' interactions with the English culture may be restricted to the English classes and course books and to the English films, TV series, videos, and songs on the Internet because these ways can be the main ways of acculturation among university students as watching TV increased the integration of the international students in Turkey (Gülnür & Bala, 2010). Such an interaction might have caused them to assess and compare the cultural features of the Turkish society and English society, so they might have come up with the result that there are cultural differences more than similarities between two cultures, so the participants might have thought that if they get married or become close friends with the native speakers of English, they may encounter individual and social difficulties resulting from cultural differences. This assumption is supported by the literature because similarities and differences between the L1 and L2 cultures are considered to affect acculturation directly (Aliyev, 2011; Bilge Zafer, 2016; Karipek, 2017). Their linguistic knowledge may also affect this situation in a negative way because the participants' level of English is considered A1, so they may not benefit from the written sources on the English society because language may influence the acculturation of university students negatively (Karipek, 2017). The other least favorable option is accepting the native English speakers as coworkers. It might result from the belief that the native speakers of English may be a threat to their future jobs because they may get better education in their countries since the English-speaking countries – America, the United Kingdom, Canada, and Australia – are considered as developed countries as Bilge Zafer (2016) mentioned that the economic status of the L1 and L2 groups have a direct effect on acculturation. However, when it comes to accepting the native English speakers as neighbors, visitors, and citizens, the participants demonstrated a more positive attitude than they demonstrated the above items because Turkish culture is known for its hospitability. As a result of being hospitable, the participants would be willing to accept these situations. Another effect of the Turkish culture can be found

on the participants' attitudes toward the exclusion of the native speakers of English because the Turkish culture is also known for its opposition to any type of discrimination which is believed to affect acculturation (Saygın & Hasta, 2018), so the participants might have reflected this as exclusion can be considered as a form of discrimination.

According to the results of the study, the students of the English-medium departments perceived the native speakers of English socially in a better way. Accepting the native English speakers through marriage and close friendship was the two of the most favorable among these students. Being exposed to English more may have an effect on these situations because these students studied English in an intensive English language preparation department and went on studying their majors in English; therefore, English has become an important aspect of their personal and social lives. Such an intensive interaction with English may have helped them to form positive attitudes toward the native speakers of English and to deal with and use the cultural differences in their personal and social lives in a positive way. Also, having advanced knowledge of English and the ability to use English in oral and written communication could have helped them to contact the native speakers of English more quickly, reach and understand the sources about the English culture, and improve their intercultural sensitivity. Another motivation for accepting the English speakers through marriage and close friendship can be the desire to practice and improve the participants' English skills as they are going to do their jobs by using English, and they may also believe that such an improvement in their English skills may give more priorities to them in society and workplaces. All of these reasons might have influenced the participants' intended efforts to learn English as Gu and Cheung (2016) found out in their studies and might have caused them to engage in the English culture more as Lai et al. (2015) revealed in their study. In addition, such an intensive interaction may have resulted in higher advanced knowledge of English, which supports the finding in the literature that acculturation patterns influence attainment in learning the L2 (Güvendir, 2018). Another most favorable option is accepting the native English speakers as neighbors. It might stem from more exposure to English because during this process, these students may have looked for different opportunities to practice and improve their English skills. One of these ways is to speak English with the native speakers, so they may have thought that if they have native English speaker neighbors, they can communicate and interact with them, so they can improve their English. The assumptions about the reasons for these choices among the participants support the connection between motivation and acculturation (Rubenfeld et al., 2007) because the possible reasons are based on what may have motivated these participants to study and learn

English. Another reason for this can be the hospitability of the Turkish culture. The most favorable option is accepting the native English speakers as coworkers. The participants are being educated in their majors in English, so when they graduate, they most probably want to work in international workplaces, so they can use their education in English and benefit from this education. This desire may have motivated the participants in this aspect. However, the least favorable options are accepting the native speakers and citizens and visitors in Turkey though 25 out of 45 participants wanted to accept them as citizens, and 29 participants would like to accept them as visitors. Maybe the participants would like to go to one of the English-speaking countries like Canada, work in there, and go on their lives there; therefore, they were not as willing to accept the native speakers as citizens and visitors in Turkey as they were to accept the other situations. Another effect of the Turkish culture can be found on the participants' attitudes toward the exclusion of the native speakers of English because the Turkish culture is also known for its hospitability and opposition to any type of discrimination, so the participants might have reflected this as exclusion can be considered as a form of discrimination and is against hospitability.

The study indicated that there was a statistically significant difference between the social distance scores of the students of the Turkish-medium and English-medium departments. The Turkish-medium department students had a higher mean score ($\overline{x}$=77.25) than the one of the English-medium department students ($\overline{x}$=58.15). This means that the students of the Turkish-medium departments perceived more social distance to the native speakers of English than the students of the English-medium departments. This significant difference may be the result of the extent of being exposed to English. The Turkish-medium department students studied English for general purposes for four hours every week in the A1 level of the CEFR. The course required them to learn and be familiar with the basic features of English like colors, times, and present tense. The students also had to prepare a portfolio, do the internet assignment, and take one midterm and one final exam to pass the course. Therefore, they had limited exposure. On the other hand, the students of the English-medium departments studied English for one year in an intensive English language preparation department and started their education in their departments. In addition to their English for academic purposes course, they took all of their other courses in English. Also, their English courses were more intensive than the one for the Turkish-medium department students in terms of its content, expectations from the students, and assignment tools. As a result, English has become one of the important aspects of these students' social and personal lives. Such intensive exposure to English may have increased the frequency of using English among these

students, which Hammer and Dewaele (2015) believed to affect acculturation to the L2 culture positively. In addition, such exposure may have caused these students to feel closer to and develop positive attitudes toward the English language and culture. Such exposure may have also resulted in developed intercultural sensitivity among these students so that they may have learned how to respect different cultures and value both the similarities and differences between different cultures. In other words, this exposure to English, together with developed intercultural sensitivity, may have caused these participants to choose integration with the English language and culture as their acculturation pattern, and this may have affected the students' loyalty to their departments positively as Kılıçoğlu (2014) stated because the increased loyalty to their departments can motivate university students to engage in such intensive education. As a result, the students of the English-medium departments had a low level of the perceived social distance, which means that they may have got more acculturated to the English culture as Schumann (1976b) mentioned. Such acculturation to the English culture may increase the university students' engagement with the English culture more as corroborated in the literature (Lai et al., 2015). The high level of acculturation can also affect the students' ideal English self and so can contribute to the students' intended effort to learn English, which is supported by Gu and Cheung (2016) in the literature. In addition, the high level of the perceived social distance of the Turkish-medium department students can mean that they may tend to preserve their own culture more.

One of the interesting findings of the study is that the high schools from which the students graduated from did not lead to any significant difference. Normally, it was expected that the kind of the high schools should have an important effect on the acculturation of the students because English is given importance a lot in both the private and public high schools, and providing qualified English education is prestigious for the public schools. This situation may result from the fact that Turkish high school students have to choose Turkish – mathematics, Turkish – social sciences, foreign languages, or mathematics – science for deciding what to study at the university in the 11 grade. To make such an important choice, high school students can start to concentrate on specific courses and ignore other courses. Maybe studying foreign languages cannot be given importance; therefore, the acculturating effect of the English courses in high schools may have been hindered. Therefore, English instruction may become the main source of acculturation among the university students, and so it can be considered among the other factors that affect the acculturation of the Turkish students to the English culture since it. Another finding which supports this assumption is that the sources of learning the English culture like newspapers, radio, TV, and conferences did

not cause a statistically significant difference. This may mean that such sources can affect the acculturation process of the university students to a little extent though one of these sources, TV was found to affect acculturation positively and directly by Gülnür and Bala (2010), but university students can be acculturated to the English culture mostly through English instruction. Thus, this finding reemphasizes the importance of English instruction in the acculturation process in second and foreign language learning, which supports the criticism stated by Zaker (2016) that instruction is not considered very important in the acculturation theory apart from a few exceptional cases though it should be considered important.

In contrary to the finding in the literature that gender is an effective factor in acculturation (Choi, 2014; Güler, 2016; Saygın & Hasta, 2018), the present study indicated that the male and female university students of the Turkish- and English-medium departments did not differ from each other in terms of acculturation. It may be because both male and female students can have similar opportunities to reach the content related to the English culture on the internet (e.g., videos, pictures, blogs, radios, newspapers, magazines, and so on), can be affected by the English instruction in their departments to the similar extents, and can be equally interested in and motivated to learn the English culture. Similarly, knowing another language in addition to English did not create any statistically significant difference among the participants in the present study though knowing more than one language or being multilingual is supposed to increase intercultural competence and sensitivity because each language has its own unique culture, and learning/acquiring different languages can result in the fact that learners of those languages can get accustomed to those languages' cultures. Therefore, multilingual learners are expected to feel socially closer to the speakers of those languages and get more acculturated. There may be two reasons to explain this finding of the study. Many Turkish universities offer elective language courses like Spanish, German, and French to their students, but students may consider such courses as ways to increase their GPAs, so they may not benefit from the possible advantages of knowing different languages like learning different cultures and getting to know people from different countries. University students may not be offered any different language courses rather than English courses.

Like gender and knowing another language besides English, the job status of the family members (parents and siblings) did not lead to any statistically significant difference in the university students in this study though Choi (2014) revealed that familial factors like parents' birthplaces and mother's reason for immigration affected acculturation. This can be explained by the characteristics of Generation Z whose members the participants in this study are. According to Singh and Dangmei (2017), members of Generation Z are do-it-yourself,

individualistic, and self-directed people. This shows that such Generation Z people would be more willing to have their own motives and goals when they do their work, and they prefer doing it on their own; therefore, they are more likely to decide what to do and how to do it. As a result, their parents and siblings can not be involved in their decision-making and doing processes as their involvement can be considered as an act against their individualism, which may cause Generation Z people to ignore their parents' and siblings' thoughts, experiences, and beliefs. In terms of acculturation, university students are the ones who will determine to what extent they will benefit from English instruction, how they will feel socially about the English culture, and to what extent they will become acculturated not matter how much their parents and siblings inform them about the importance of English by mentioning its significance in their profession and what kind of opportunities they provide Generation Z people with for learning and improving their English skills. This assumption can also explain the reason for another finding of the study, that is, there was a statistically significant difference among the participants who had only brothers, that both brothers and sisters, and who did not have any sister and brother because the mean social distance score of the participants who did not have any sibling was lower than the scores of the other two groups. This means that they felt less social distance to the English language and culture and so got more acculturated to the English culture as Schumann (1976b) stated in his explanation of the acculturation theory. This finding also supports what Singh and Dangmei (2017) told about Generation Z because not having any sibling may have increased the individualistic, self-directed, and do-it-yourself side of the participants.

Besides these findings, the present study indicated that having been abroad created a significant difference between the ones who have been abroad and who have not been. According to the reviewed studies in this study, the length of stay in the L2 countries has a direct effect on the acculturation of L2 learners (Aliyev, 2011; Al-Qahtani, 2016; Bilge Zafer, 2016; Güler, 2016; Hammer & Dewaele, 2015; Karipek, 2017; Rafieyan et al, 2014; Spenader, 2011; Yağmur, 2014). It was because these studies were conducted in L2 learning contexts in which most of the participants in these studies preferred integrating with the L2 cultures while maintaining their own cultures. This means that those people contacted, communicated, and interacted with the native speakers of the L2s, and as a result, they got acculturated to the L2s and their cultures. Similarly, the participants with abroad experience in this study showed less social distance to the native English speakers and more acculturation to the English language and culture because having been abroad may have provided them with different opportunities to interact and communicate with people from different cultures,

and the participants may have developed their intercultural competence and sensitivity.

According to the last finding of the study, the participant students of the faculty of engineering felt less social distance to the native speakers of English than the students of the faculty of business administration, which supports the finding that students' majors may be effective in their acculturation (Aliyev, 2011). The students of the faculty of engineering can be eager to learn and use English more because they would like to keep up with the changes occurring internationally in their fields. Such a purpose to learn and use English may motivate them because it may help them to have good jobs in Turkey or English-speaking countries. On the other hand, the students of the faculty of business administration may think that they should use English in a native-like level to have good jobs in the future, so this belief may demotivate them to learn and use English and lead to negative attitudes toward the English language, which may cause them to feel more social distance to the native speakers of English.

Finally, Zaker (2016) mentioned that the acculturation theory is criticized because it does not provide a means of actually measuring social distance. Yet, the updated version of the Bogardus Social Distance Scale used in the present study can contribute to the acculturation theory by providing a means of actually measuring social distance because the scale is based on what the individuals think and feel about people from different groups by enabling them to show their thoughts and feelings about those people in different aspects of their social networks (marriage, friendship, neighborhood, workplace, citizenship, and tourism). Therefore, it can reflect the micro-level effects of the individuals' social networks on social distance or proximity.

5. CONCLUSION

The present study has revealed that the medium of instruction, the kind of the faculty, having been abroad, and having a sister(s)/brother(s) created statistically significant differences among the participants. These findings can be used to help university students to get more acculturated to the English language and culture in several ways. One of these ways is that English courses at universities can be integrated with online programs like Skype through which university students can get to know, communicate, interact, and exchange cultural information with native English speakers so that they can vary their sources of reaching the English culture. Students in both Turkish- and English-medium departments can be motivated to find native English speaker e-pals to them so that they can email each other no matter what their levels of English proficiency are. Each faculty can organize instructional activities in which they can show the place of English in their fields by inviting successful

people like CEOs, scientists, or engineers to share their experiences with English to those faculties' students. Advisors of students can inform their students about international student exchange programs like Erasmus and international internship programs like Erasmus internship program, and can motivate their students to join these programs. English language instructors can use the characteristics of Generation Z people to engage them in learning English more in some ways. For example, Generation Z people are known as digital natives and techno-savvy, so they can facilitate their students' learning English by implementing technology-enhanced language teaching in their classes as their students are the members of Generation Z. In this way, instructors can provide students with more space for benefiting from the technology individually. In addition to these possible instructional contributions to English language teaching, the present study can also contribute to the acculturation theory by providing two responses to the criticisms about it. The first response to the first criticism is that English instruction can be effective in the acculturation of university students in foreign language teaching contexts. The second response to the second criticism is the updated version of the Bogardus Social Distance Scale which can help language researchers and practitioners to get first-hand data about the micro-level effects of the individuals' social networks based on either the individuals' experiences or perceptions.

Further studies can follow the same methodology and study the perceived social distance of students in other stages of the Turkish education system. Those studies can provide different data about the different stages of the Turkish education system to compare them with each other so that effective acculturation programs can be developed, and the possible effects of such programs on students' attainment in learning English can be measured.

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TÜRKÇE GENİŞ ÖZET

Kültürlenme, bir ikinci dil öğrencisinin ikinci dil kültürü ile sosyal ve psikolojik olarak entegre olmasıdır (Schumann, 1976a, 1976b). Kültürlenme, ikinci dil öğrenimini ve edinimini etkileyen önemli faktörlerden biri olarak düşünülmektedir çünkü Schumann (1976a, 1976b) bir öğrencinin ne kadar kültürlenirse ikinci dili öğreniminde ve ediniminde o kadar başarılı olacağına inanmaktadır. Kültürlenmenin önemli bir bileşeni sosyal uzaklıktır çünkü sosyal uzaklık, kötü bir dil öğrenme ortamının oluşmasına neden olabilir (Schumann, 1976a, 1976b).

Sekiz etmen bir ikinci dil öğreneninin birinci dile olan sosyal uzaklığını ve yakınlığını belirler. Schumann'a (1976b) göre ikinci dil grubunun birinci dil grubundaki üstünlüğü veya alt sırada olması ikinci dil grubunun birinci dil grubundaki ekonomik, kültür, teknoloji ve siyaset açısından statüsünü gösterir. O şunu da belirtmiştir ki: ikinci dil grubunun birinci dil grubuyla nasıl entegre olmaya karar verdiği – asimilasyon, kültürlenme veya muhafaza etme, birinci ve ikinci dil gruplarının aynı veya farklı sosyal imkânları kullanıp kullanmadıkları, iki grup arasında meydana gelen etkileşimlerin türleri ve ikinci grubun nüfus olarak birinci gruptaki büyüklüğü sosyal uzaklığı belirlemede etkilidirler. Bunun yanı sıra, o şunu da eklemiştir ki birinci ve ikinci dil kültürleri arasındaki benzerlikler ve farklılıklar, gruplar arası

tutumlar ve ikametgâh süresi sosyal uzaklığın miktarını belirlemeye yardımcı olur.

Kültürlenme ile ilgili yapılan çalışmalar, ikinci dilin konuşulduğu ülkelere ya da bu ülkelere belirli bir süre eğitimsel faaliyetler için giden öğrencilere odaklanmışlardır. Bu sayede, bu çalışmalar ikinci olarak öğrenilen diller ve onların kültürleriyle iki yönlü bir etkileşimle (ders kitapları ve dil sınıfları) sınırlandırılmamışlardır. Bu nedenle bu çalışmalar, kültürlenmenin yabancı bir dil öğrenim ortamında nasıl gerçekleştiği ile ilgili bilgi veremeyebilirler. Ayrıca, Türk alınyazında yapılan çalışmalar; yabancı öğrencilerin Türkçeye ve onun kültürüne nasıl kültürlendiklerini ve farklı ülkelerde göçmen olarak bulunan öğrencilerin bu ülkelerde konuşulan dillere ve onların kültürlerine nasıl kültürlendiklerini araştırmışlardır. Bu yüzden bu çalışmalar, Türkiye'de İngilizcenin bir yabancı dil öğrenilmesi Türk öğrencilerin nasıl kültürlendikleri hakkında yeterli bilgi sağlayamayabilirler. Ayrıca, Zacker (2016), kültürlenme teorisi ile ilgili eleştirilerden birinin sosyal uzaklığı ölçecek bir ölçme aracı sağlamaması ve bir diğer eleştirinin de eğitimin ikinci dil öğretiminde bir öneminin olmadığının belirtilmesi olduğunu belirtmiştir.

Yukarıda belirtilen nedenlerden dolayı çalışma, kültürlenme teorisini sosyal uzaklığa odaklanarak İngilizcenin bir yabancı dil olarak öğrenildiği ortamda nasıl olduğunu araştırmayı hedeflemektedir. Bu nedenle, bu araştırma aşağıdaki araştırma sorularına yanıt vermeye çalışmıştır:

1. Eğitim dili Türkçe olan bölümlerde eğitim gören öğrenciler ana dili İngilizce olanları sosyal olarak nasıl algılamaktadır?

2. Eğitim dili İngilizce olan bölümlerde eğitim gören öğrenciler ana dili İngilizce olanları sosyal olarak nasıl algılamaktadır?

3. Öğrenciler arasında onların ana dili İngilizce olanlara karşı algılanan sosyal uzaklıkları açısından aşağıdaki hususlara göre anlamlı bir farklılık var mıdır?

a. Cinsiyet,

b. Katılımcıların mezun olduğu liseler,

c. Katılımcıların eğitim gördüğü fakülteler,

d. Katılımcıların ebeveynlerinin mesleki durumları,

e. Katılımcıların kız/erkek kardeşe sahip olup olmama,

f. Katılımcıların kardeş/kardeşlerinin mesleki durumları,

g. Katılımcıların başka bir yabancı dil bilip bilmemesi,

h. Katılımcıların yurtdışında bulunup bulunmaması ve

i. Katılımcıların İngiliz kültürünü öğrenme kaynakları.

Ayrıca, Zacker (2016) tarafından dile getirilen eleştirilere alternatif çözümler sunarak kültürlenme teorisine katkıda bulunmayı amaçlamaktadır.

Çalışma bir nicel araştırma olarak tasarlanmıştır. Çalışmaya yaşları 18 ile 20 arasında değişen 81 birinci sınıf öğrencisi (25 kız ve 56 erkek öğrenci) katılmıştır. Creswell'in (2014) belirtiği gibi katılımcılar, uygunluklarına göre uygun örnekleme ile seçilmişlerdir. 45 katılımcı eğitim dili İngilizce olan bölümlerin öğrencisiyken 36 öğrenci eğitim dili Türkçe olan bölümlerin öğrencileridir. 26 katılımcı Mühendislik Fakültesinde öğrenim görürken diğer 55 katılımcı ise İşletme Fakültesinde eğitim görmektedir. Veriler, Bogardus Sosyal Uzak Ölçeğinin Mather, Jones ve Moats (2017) tarafından güncellenmiş versiyonu ile toplanmıştır. Bu çalışmada ölçeğin Cronbach alfa güvenirlik katsayısı 0.717 olarak hesaplanmıştır. Toplanan veriler; betimsel istatistikler, bağımsız gruplar t testi ve tek yönlü ANOVA kullanılarak analiz edilmiştir.

Çalışma sonuçları, eğitim dili Türkçe ve İngilizce olan öğrencilerin anadili İngilizce olanlara karşı olan algılanan sosyal uzaklık düzeylerinin düşük olduğunu göstermiştir. Katılımcıların sosyal uzaklık düzeyleri üzerinde eğitim dili, fakülte türü, yurtdışında bulunup bulunmama ve bir kız/erkek kardeşe sahip olup olmamanın etkili olduğu söylenebilir çünkü bu bahsedilen etkenler, katılımcıların algılanan sosyal uzaklık düzeylerinin ortalamaları arasında 0.05 düzeyinde anlamlı farklılıklar oluşturmuşlardır. Fakat cinsiyet, aile üyelerinin iş durumları, başka bir dil bilme, mezun olunan lise ve İngiliz kültürünü öğrenme yolları, 0.05 düzeyinde istatiksel olarak anlamlı farklılar oluşturmadıkları için katılımcıların algılanan sosyal uzaklık düzeyleri üzerinde etkili oldukları düşünülmemektedir.

Ayrıca çalışma sonuçları, Zacker (2016) tarafından dile getirilen kültürlenme teorisiyle ilgili eleştirilerden biri olan sosyal uzaklığın ölçülmesi için bir araç sunmama sorununun Mather ve diğerleri tarafından güncellenen Bogardus Sosyal Uzak Ölçeğinin kullanılmasıyla giderilebileceğini de göstermektedir. Bunun yanı sıra, çalışma sonuçları, Zacker (2016) tarafından bahsedilen ikinci sorun olan yabancı dilde eğitimin kültürlenme teorisinde istisnai durumlar dışında önemli görülmemesi hususunda şunu ortaya koymuştur: Yabancı dilde eğitim, yabancı bir dil öğrenme ortamında öğrencilerin kültürlenmesine katkı sağlamaktadır.