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Teaching Aspects of British Culture Using Memes

(Case Study: Third year LMD Students from the Department of Letters and English Language - Guelma University)

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for Master's Degree in Language and Culture

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Dedication

This dissertation is dedicated to the one who embarked on this journey, faced countless challenges, and persevered with unwavering determination

To the person who balanced numerous responsibilities, juggling academic pursuits, personal obligations, and the demands of daily life.

This work is dedicated to

Myself

Rayane Boumakh

AND TO

My family, who stood by my side during the late nights, early mornings, and countless hours spent immersed in research and writing—Father, Mother, Brother, and sister; I want you to know that your oldest daughter/sister is forever grateful for your love, understanding, and patience. Your constant support, both emotionally and practically, gave me the strength to persevere during the most challenging moments.

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Without forgetting my beautiful, brave, and outstanding partner

Sarra hadjailia

For being more than just a partner but rather a sister

Dedication

All my appreciation goes to Allah above all, the one who was always there where nobody was..

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Abstract

The current study investigates the use of memes as a visual aid in learning aspects of the foreign culture in EFL classes. This work aims at highlighting the effectiveness of using memes in teaching, and it hypothesizes that memes being one aspect of humor can be an effective technique in teaching elements linked to British Culture. The research follows a quantitative method in which a questionnaire is delivered to third year LMD students; to explore the appropriateness of using memes in formal settings. Moreover, a qualitative method is added where a test is used to observe to what extent students are able to interpret and relate some exposed memes that are constructed around different features of British Culture. To this end, both of the data collection tools were administered to 3rd year LMD students at the Department of English, 08 Mai 1945-Guelma University. After applying the needed research tools, this work concludes that the application of memes in EFL classes has a positive impact on improving third year students' quality of Foreign Culture teaching and learning. So, we confirm that a relationship between the two variables may exist for the purpose of facilitating teaching components of foreign culture since there is a gap in teaching culture using an appropriate effective technique and because the participants were ready to experience memes. That is, we anticipate a clearly obvious improvement in cultural instruction with the introduction of memes. Furthermore, both research questions and aims were satisfied using the research tools chosen. On the one hand, we were able to determine from the gathered data and the shown findings that memes can be a creative and amusing tool that can be utilized in formal settings to increase student interest in learning the cultural components of British culture. On the other hand, using the research tools' findings, we were able to shed light on memes as a strategy that may be employed in educational contexts, as well as collect different perspectives on the feasibility of using this new experience when teaching culture

Keywords: Teaching Culture, Learning culture, British Culture, Memes

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List of Abbreviations

AFS	American Field Service
C	Culture
EFL	English as a Foreign Language
FA	Football Association
FLT	Foreign Language Teaching
HE	Higher Education
HEFCE	Higher Education Funding Council for England
HM	Her or His Majesty
HRH	Her/ His Royal Highness
IM	Internet Memes
NFTS	The National Film and Television School
RADA	The Royal Academy of Dramatic Art
RSC	The Royal Shakespeare Company
TC	Target Culture
UK	United Kingdom

General Introduction

Introduction

Teaching aspects of foreign culture is an essential component of language and cultural education. It allows learners to become more aware of and respectful of different cultures, traditions, and points of view. As technology and online culture continue to affect how we interact and learn, incorporating memes into the educational process has emerged as an innovative and engaging technique.

Memes, which are typically amusing pictures or videos with snappy captions, have become a popular form of digital communication. They immediately spread throughout social media channels, drawing a big audience and reflecting the mainstream cultural zeitgeist. Educators have begun to study the use of memes in teaching a number of disciplines, including foreign culture, after realizing their potential as instructional tools.

1. Statement of the Problem

The use of memes to teach British Culture may present both potential benefits and challenges in the field of foreign language and cultural education. While memes grow in popularity as a form of communication and entertainment, their pedagogical worth and usefulness in encouraging cultural understanding and critical thinking needs to be further investigated. As a result, the problem addressed in this study is to investigate the possible benefits and drawbacks of employing memes as a teaching tool for conveying information about British Culture, as well as to evaluate their impact on students' engagement, and cultural comprehension.

2. Research Questions:

This study specifically attempts to answer the following questions:

1- Are memes an effective teaching technique in EFL classrooms?

2- Are memes helpful in enhancing EFL students' cultural knowledge?

3- Will memes raise student's interest and mastery of the British Culture?

4- Will EFL students accept imbedding memes into formal classes?

3. Aims of the Study

The current research seeks to investigate the effectiveness of using memes in teaching aspects of culture in EFL classrooms. This study attempts to (a) collect students' attitudes and opinions about using memes in teaching an essential module like culture; (b) evaluate students' ability to interpret British humorous materials, i.e., memes. Hence, the aim of this research is three-fold:

1- To investigate the effective use of memes in teaching aspects of the Foreign/British Culture.

2- To test EFL students' attitudes towards the implantation of memes in EFL classes.

3- To raise EFL students' awareness about new techniques in learning foreign cultures; such as, memes.

4. Research Hypotheses

To facilitate teaching and learning, teachers' duties are to become examiners exploring techniques that improve the quality of their work. Regarding the current research theme, that is the teaching of British Culture, the study suggests memes as technique that may prove beneficial to meet such expectations. Nevertheless, it may not be the needed practice. Hence, the research hypothesizes that:

(H1): If memes are applied in educational settings, then teaching aspects of British culture will be facilitated.

(H0): If memes are applied in educational settings, then teaching aspects of British culture will not be facilitated.

5. Research Methodology and Design

5.1. Research Method

Since the study aims to test the effective use of memes in teaching aspects of the British Culture, the quantitative qualitative descriptive method is adopted to gather information from the target population. Research questions are answered through a students' questionnaire. Also, a test is used to observe to what extent students are able to interpret and relate some exposed memes that are constructed around different features of British Culture. This Method helps examine the research hypothesis.

5.2. Population of the Study

The selected population consists of 3rd year students at the Department of English (Guelma University). Due to the nature of this study, 125 third year students are chosen randomly from a population of 182 students, because they were already exposed to various techniques when learning different aspects of British Culture such as power point presentations, pdf lectures…etc. They make a representative sample because they assist in investigating how memes' interpretation results in an effective/ ineffective understanding to British Culture.

5.3. Data Gathering Tools

This study uses a questionnaire and a test as effective data gathering tools. The questionnaire is directed to 3rd year students. It provides their views on the use of memes as a learning technique in EFL classrooms. The test shows to what extent students may understand and interpret the exposed memes appropriately. This memetic test includes 80 students out of 182; they are asked to identify the cultural aspect conveyed via a meme and then interpret the given meme.

6. Structure of the Dissertation

The dissertation is divided into three chapters. The first chapter is entitled 'Teaching Foreign Language Culture'. This chapter is devoted to Teaching Aspects of Foreign Culture in

general. It includes definitions of the term culture, and the term teaching, Aspects of culture and the techniques used in teaching foreign culture in EFL classrooms. The second chapter is entitled 'Memes in Language Teaching', it explores the history of humour in language teaching and how memes help in understanding different aspects of the foreign culture. The third chapter is entitled 'Field Investigation', it includes a description of students' questionnaire and its aim and administration. Then, it contains analysis of the collected data. Later, it interprets the results according to research questions and hypothesis. In addition to this, it includes the analysis of the test results. Finally, the 'general conclusion' states some pedagogical implications and recommendations as well as research perspectives, limitations and future insights.

CHAPTER ONE

Teaching Foreign Language Culture

Introduction

Culture is considered a broad term. The complexity of culture as a concept has led to a lack of consensus among scholars and anthropologists on one single definition. For this reason, the concept of culture is defined differently based on scholars' viewpoints.

This chapter explores in depth the various definitions of culture. Specifically, it focuses on British Culture and various aspects associated with. Additionally, it sheds light on the importance and goals of teaching culture, the history of implementing culture in teaching, challenges of teaching culture, followed by approaches and techniques of teaching culture.

1.1. Definition of Culture

It is widely acknowledged that culture has an impact on everyone's way of life. This notion was defined in many ways by different scholars, owing to the ambiguity of the term itself. Furthermore, it piqued the interest of a large number of experts from many disciplines of study. Because of this ambiguity, academics adopted a variety of definitions to the term rather than a single one. In 1952, Kroeber and Kluckhohn; American Anthropologists; conducted a rigorous analysis of the term and came up with a list that contains 164 different definitions to culture.

One of the well-known definitions of culture is Goodenough's (1957) in which he stated that: "...a society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members and to do so in any role that they accept for any one of themselves (p. 167).

Brown (2007), however, defined culture as a way of life, as the context within which people exist, think, feel, and relate to others, as the "glue" (p. 188) that binds groups of people together. That is to say, Brown suggested that culture is not as simple as it seems but rather a

context that includes ideas, customs, skills, arts, and tools that define and bound a specific group of people at a given time.

The Cambridge Dictionary defines culture as "the way of life, especially the general customs and beliefs, of a particular group of people at a particular time" or "the attitudes, behavior, opinions, etc. of a particular group of people within society." (Cambridge Dictionary, 2023). That is to say, Culture is the umbrella of the basic practices in terms of lifestyle, attitudes, behaviors, opinions, beliefs, …etc of a particular group of people within a specific community.

1.1.2. Big 'C' and Small 'c' Culture

Culture can be divided into two distinct groups: big 'C' culture and small 'c' culture. According to Tomalin and Stempleski, big "C" culture, also known as formal or capital culture, comprises history, geography, institutions, literature, art, and music. Big 'C' culture is concerned with aspects valued by its members. The big C cultural characteristics would be discovered initially while learning about a new culture; they are the most obvious forms of culture. For instance, Shakespearen literature; William Shakespeare's plays and sonnets are fundamental to English literature. His plays, including "Hamlet," "Romeo and Juliet," and "Macbeth," are regarded as masterpieces of dramatic storytelling and have a tremendous influence on theatre and literature and this is a form of a big 'C' culture.

However, small 'c' culture or "behavior culture" was extended to encompass "culturally-influenced beliefs and perceptions, especially expressed through language, but also through cultural behaviors that affect acceptability in the host community." (1993, p.6). An alternative way to look at small 'c' culture from a sociological perspective is "the very general aspects of culture that reflect the society's organization, family life, interpersonal relations, customs, beliefs, work, leisure activities...etc." (Taibi, 2002, p.23). For example, regional cuisine is a form of small 'c' culture; Each region or locale frequently has its own distinct culinary traditions and dishes that reflect local ingredients, cooking techniques, and cultural

preferences. Small c cultural culinary practices include, for example, Haggis food in Scotland, Welsh Rarebit in Wales, and Scotch Egg in England. However, the concept of culture is far more complicated and cannot be reduced to just two groups; a big 'C' and small 'c' culture.

1.2. British Culture

British Culture collects a blend of four countries: England, Wales, Scotland, and Northern Ireland. The combination of all these traditions is what makes British Culture so rich and diverse and shapes what they refer to as 'cultural capital'. The United Kingdom has always made important contributions to the global cultural scene, from literature and music to food and fashion. The kingdom is also noted for its customs and traditions, such as afternoon tea, the royal family and the famous red telephone booths. However, British culture is dynamic and ever-changing, with new trends and influences developing all the time. There is always something fresh and fascinating emerging in British Culture.

1.2.1. Aspects of the British Culture

As mentioned in the above definitions, culture consists of the lifestyle, food, clothes, behaviors, beliefs, music, literature … etc. of a certain group of people, these elements are considered the Aspects of a certain culture, and here are some British cultural aspects:

1.2.1.1 The Royal Family

The British royal family is one of the world's most well-known and powerful crowned heads. With a history extending back over a thousand years, the royal family plays an important role in the cultural and political environment of the United Kingdom. The British Royal Family is a group of close relatives of the United Kingdom's monarch. In the United Kingdom, there is no specific legal or formal definition of who is or is not a member of the Royal Family, and different lists will include different people. Those who use the titles Her or His Majesty (HM) or Her or His Royal Highness (HRH) are usually considered members. According to this criterion, the Royal Family will typically include the monarch, the monarch's consort, the

widows of previous monarchs, the monarch's and previous monarchs' children and male-line grandchildren, the children of the Prince of Wales' oldest son, and the wives or widows of the monarch's and previous monarchs' sons and male-line grandsons (the royal family official website, 2019).

According to the royal family official website, there are several members of the royal family, including the queen's immediate family and extended royal relations. Queen Elizabeth II is married to the late Prince Philip, Duke of Edinburgh, who died in April 2021. They were the parents of four children: Prince Charles, Prince of Wales and heir apparent to the throne; Princess Anne, Princess Royal; Prince Andrew, Duke of York; and Prince Edward, Earl of Wessex.

After, George VI, died in 1952, his daughter Elizabeth II, of the House of Windsor, ascended to the throne. In 2015, she surpassed her great-great grandmother, Queen Victoria, to become the longest-reigning monarch in British history. After her death in 2022, her son King Charles III has acceded to The Throne (royal family official website, 2023).

The next in line to the throne is Prince William, Duke of Cambridge. Catherine, Duchess of Cambridge, is Prince William's wife, and they have three children: Prince George, Princess Charlotte, and Prince Louis. Other famous members of the royal family include Prince Harry, Duke of Sussex, Prince William's younger brother, and his wife, Meghan, Duchess of Sussex.

In early 2020, Prince Harry formally resigned down from his royal duties and lost his royal powers. Prince Harry and his wife, Meghan Markle, the Duchess of Sussex, announced the decision jointly on January 8, 2020. The pair stated their desire to transfer into a new role that would allow them to become financially independent and split their time between the UK and North America. This choice, dubbed "Megxit," signified a fundamental shift in Prince Harry's relationship with the British royal family, as well as a change in his official royal duties and obligations (royal family official website, 2023).

Crofton (2019) claimed that various dynasties and transitions occurred in the United Kingdom's royal family throughout history. The House of Windsor, the current British royal dynasty, has its origins in the early twentieth century. It is crucial to note, however, that the British monarchy has a long and complicated lineage that dates back to centuries. The key British governing houses throughout history are:

➢ House of Wessex (802-1066) :

- King Egbert
- King Alfred the Great
- King Athelstan
- King Edgar the Peaceful
- King Ethelred the Unready

➢ Norman Dynasty (1066-1154) :

- William the Conqueror
- William II
- Henry I
- Stephen of Blois

➢ Plantagenet Dynasty (1154-1485) :

- Henry II
- Richard the Lionheart
- King John
- Edward I
- Edward III
- Richard II
- Henry IV
- Henry V

- Henry VI

- Edward IV

- Richard III

➢ Tudor Dynasty (1485-1603) :

- Henry VII

- Henry VIII

- Edward VI

- Mary I

- Elizabeth I

➢ Stuart Dynasty (1603-1714) :

- James I (also known as James VI of Scotland)

- Charles I

- Charles II

- James II

- William III and Mary II (joint rule)

- Anne

➢ Hanoverian Dynasty (1714-1901) :

- George I

- George II

- George III

- George IV

- William IV

- Victoria

➢ House of Saxe-Coburg and Gotha/Windsor (1901-present) :

- Edward VII

- George V

- Edward VIII (abdicated the throne)

- George VI

- Elizabeth II

- Charles III (Current Monarch)

The British royal family's governance is generally based on hereditary succession, also known as primogeniture, which follows a system in which the crown is typically passed down to the reigning monarch's eldest son or daughter. In the absence of direct heirs, the crown may be passed to other members of the royal family according to established succession procedures. The current succession system also ensures gender equality, allowing a female heir to take the throne even if she had younger male siblings (Crofton, 2019).

The British royal family performs a variety of tasks and activities, representing the United Kingdom both at home and abroad. They participate in philanthropic activities, cultural projects and formal state functions. The monarchy has a symbolic role, with the queen/king functioning as the nation's head of state and a unifying figure (Crofton, 2019).

1.2.1.2. Education

The British educational system places a strong emphasis on students' critical thinking, flexibility, and problem-solving abilities. These outstanding qualities contribute to the British Curriculum becoming one of the most widely used educational systems in the world. The British Curriculum places a high value on extracurricular activities like team sports and performing arts because they help young British students develop leadership and teamwork skills as well as an understanding of the nuances of competition and camaraderie. As a curriculum that aims to develop well-rounded individuals who not only understand the core principles of their subjects but also how to apply this knowledge in real-world situations, the

British Curriculum also places a high value on these extracurricular activities (Chen et al., 2022, p. 1553).

Primary school, higher education, and further/adult education are the three stages of the British educational system. Although there are few single-sex institutions, most schools are coeducational and are divided into independent (privately supported) and state (kept with public funding) sectors (the latter mainly in England) (Oakland, 2002, p. 190). The main difference between public and private schools is the funding they receive. While private schools are often financed by tuition fees and occasionally by money from other non-public sources including religious organizations, endowments, grants, and charitable gifts, public schools primarily rely on funding from local, state, and federal governments.

Private schools are given public funding in some states for specific services (like transportation). Depending on the grade level and whether or not the school is affiliated with a religion, private school tuition varies significantly (Choy, 1997, p. 2). Likewise, private schools appear to offer an environment that is more favorable to learning, including higher levels of safety and fewer issues brought on by students' unfavorable interactions with teachers or attitudes toward learning. Finally, students in private schools enroll in more advanced courses than do those at public high schools. They also seem to have a more demanding academic schedule overall (Choy, 1997, p. 31).

Children are divided into groups A, B, C, and D based on their ability at some UK primary schools to improve their performance, with weaker students placed in group D. This ability-based selection may appear to yield superior outcomes. Secondary schools in the UK, however, accept all students without regard to their academic abilities (Voskresenski et al., 2012, p. 28). Yet, there is no one single national educational structure. The educational systems in Scotland, England, Wales, and Northern Ireland differ substantially.

In Britain, higher education and further/adult education largely follow the same framework and are primarily supported by the government (Oakland, 2002, p. 190). As Schneiderin in 2008 illustrated, while primary education begins at age five in England, Wales, and Scotland, it does so at age four in Northern Ireland. There are nursery schools for children, which they attend before starting primary school. Scotland and Northern Ireland have a seven-year primary education system, compared to England and Wales' six years (as cited in, Aydin, p. 73).

Oakland also added that for children between the ages of five and sixteen, public education in the UK is free and required. Additionally, most children receive their education in public primary and secondary institutions (2002, p. 195). Then comes higher education, when the student graduates from his/ her institution after completing the required amount of study time and passing the necessary exams. In fact, higher education in the UK is more accessible than schooling in that admission to universities is not a right that applies to everyone in the country. A-Level scores and interviews are used to choose students for universities.

The HE institutions are autonomous, self-governing organizations engaged in teaching, research, and scholarship. However, certain institutions are qualified to receive assistance from funds managed by the Higher Education Funding Council for England (HEFCE) (Khatri, 2015, p. 63). Additionally, further education in the UK is distinguished by the large range of options available to prospective students, who can choose from a variety of programs leading to various degrees and certificates as well as various modes and lengths of study. There are so-called "sandwich" courses that mix classroom instruction with in-the-field training. They take four years to complete and lead to an 'Honours' degree. This type of learning is primarily available in colleges with advanced technology. One year of industrial training is required, and it must be in a business and a job related to the college's topic of study. When learning a modern foreign

language, the course typically includes a year spent living in the nation where the language is spoken (Khatri, 2015, p. 63).

Britain, then, has a multicultural educational system that attracts students from all over the world in which each year, more than 750,000 individuals move to the UK to pursue degrees in independent, language, and further education institutions. Others come for PhDs at the cutting edge of scientific research, while others come for quick English language classes. Based on the significance of English in the international marketplace and the excellent quality of educational programs offered, the UK has a long-running competitive advantage in delivering education to overseas students (Migration Advisory Committee, 2018, p.02).

According to Chen et al. (2022), the teachers' relationships with their students are often friendlier in the UK. This relationship is referred to as "a pattern of social constructive learning environment", where a teacher acts as a guide and facilitator considering the students as their equals rather than being a guru-like role of absolute authority and knowledge." Likewise, teachers in the UK therefore assume that a successful student should not only have outstanding grades but also have the capacity for independent thought and the ability to deal with difficulties. The distinct personalities and other qualities of each student are respected by their teachers as well (p. 1555).

Additionally, a well-known representation of the UK is the royal family. Traditionally, royals do not attend university; rather, they assume royal duties after finishing their schooling. However, youthful descendants of the British royal family today are more likely to enroll in college first before mixing jobs with royal engagements and charitable activity. Further, the last two members of the British royal family to get a private home education, as was traditional in the past, were Queen Elizabeth II and her sister Princess Margaret. Queen Elizabeth II did not attend university (Times Higher Education, 2022). However, the other descendants attended schools and collages; such as, Charles, the Prince of Wales, was the very first British heir to

hold a college diploma. He is the eldest son of Queen Elizabeth. He attended Trinity College in Cambridge to study anthropology, archaeology, and history. Princess Beatrice studied history and the history of ideas at Goldsmiths, University of London. She is the daughter of Andrew, the Duke of York—the brother of Charles—and Sarah, the Duchess of York. Princess Eugenie is the ninth in line to the throne and Beatrice's younger sister. She studied politics, English literature, and art history for her combined honors degree at Newcastle University. Peter Phillips' sister Zara Tindall went to the University of Exeter and majored in physiotherapy…etc. (Times Higher Education, 2022).

1.2.1.3. Food and Drinks

England, Scotland, and Wales comprise the United Kingdom of Great Britain. Each country has a distinct culture and set of traditions. Their culinary traditions are revealed by their diversified culture. Britain played an important role in preserving its culture and cuisine. Romans imported cherries, cabbages, and peas in addition to staples like maize. Wine was also brought by the Romans.

Full breakfast, Fish and Chips, Sunday Roast, Steak, Kidney Pie, Shepherds' Pie, Bangers and Mash are among traditional British foods. Because of its rich cultures, Britain focused on a wide range of meals from Europe, India, and other regions of the world. Several regional foods are linked with British cuisine along the borders with English, Scottish, Welsh and Northern Irish cuisine. Regional food include fish and chips, Yorkshire pudding, Cumberland sausage, Arbroath Smokie, and Welsh Cakes (Vuggina, 2020).

1.2.1.4. Sports

Sport is very important in British culture. Association football, badminton, billiards, bowls, boxing. British baseball, rounders, cricket, croquet, curling, darts, golf fives, field hockey, netball, rugby, tennis, table tennis, snooker, Motorcycle, Speedway, squash, water polo, and shinty were all born in the United Kingdom. Furthermore, various sports, such as

rowing, dance sports, and motorsports, were standardized in the United Kingdom. (Lengyel-Marosi, 2021, p.102).

With its roots in the rich history of English football, the Premier League has evolved into a global phenomenon, enthralling millions of spectators with thrilling matches and displaying the brilliance of some of the world's top players. The English Premier League, abbreviated as the EPL, is England's highest professional football (soccer) league. It is widely recognized as one of the world's most prestigious and competitive leagues.

The Premier League was founded in 1992, yet it is built on the pillars of English football's rich and illustrious history. English football may be traced back to the mid-nineteenth century, when football clubs began to spring up across the country. The Football Association (FA) was created in 1863, and the Football League, the first organized football league, was established in 1888. The Football League was divided into several divisions, with teams vying for promotion and relegation. However, by the late 1980s, there were concerns about the financial status of English football and the need for more television revenue. As a result, the top clubs in the Football League First Division, which was the highest flight at the time, investigated the prospect of forming a separate league with the ability to negotiate its own broadcast rights.

The clubs in the First Division left the Football League in 1992 to form the FA Premier League. This new league has greater financial and commercial authority. The Premier League's debut season began on August 15, 1992, with 22 clubs competing.

The Premier League has increased in prominence since its beginning, generating major global interest and broadcasting rights deals. The league has undergone several modifications, including limiting the number of clubs to 20 and instituting a system of financial fair play laws to safeguard clubs' long-term survival.

The Premier League runs on a promotion and relegation system, with the bottom three teams demoted to the lower tier, known as the English Football League Championship, at the end of each season. The top two clubs from the Championship, as well as the winner of a playoff between the teams finishing third to sixth, are promoted to the Premier League.

Throughout its existence, the league has experienced various dominant clubs. Manchester United is the most successful club in Premier League history, having won the title a record 13 times. Other famous Premier League clubs that have achieved success include Liverpool, Arsenal, Chelsea, and Manchester City (the premier league official website, 2022).

The Premier League is well-known for its fierce competition, high-quality football, and the participation of world-class players and managers. It has a global audience and earns a lot of money from television rights, sponsorships, and retail sales.

1.2.1.5. Religion

Back in the early 16th century, The Catholic Church, headquartered in Rome, held tremendous influence and control over religious affairs throughout Europe, including England. However, tensions occurred as a result of political and theological disagreements, as well as some English kings' desire to exert their control over the Church within their own realm. To this end,

The Act of Supremacy, issued by King Henry VIII in 1534, proclaimed the English monarch as the Supreme Head of the Church of England, essentially breaking away from the authority of the Pope and the Catholic Church. Henry VIII's ambition to dissolve his marriage to Catherine of Aragon, as well as to reinforce his power and control over the Church, drove this move. (Knowles & Oakley, 2019).

The United Kingdom (UK) is noted for its religious pluralism, or the coexistence of many religious beliefs and practices within a community. The United Kingdom is generally accepting different religious beliefs, and most towns contain houses of worship for the major

global religions. Many people in the United Kingdom are 'culturally' Christian, even if they do not consider themselves to be formal or active Christians. Other religious festivals, such as Eid, Diwali, and Passover, are extensively recognized and honored in addition to the major Christian feasts.

As a source of knowledge on faith issues, all colleges provide a Chaplaincy service. Most student unions also have a variety of religious societies and groups. (Religion, British Council, 2023).

Given the monarchy's constitutional link with religion in the United Kingdom, the degree of secularization that occurred since 1952 is an important aspect of social development. According to the 2011 census, 59% of people identified as Christian, down from 72% in 2001. Muslims made up the majority of the other religions, accounting for 5% of the total (9%). The proportion of people who said they had no religion increased from 15% in 2001 to 25% in 2011. According to surveys, approximately 6% of the population attends religious services - 1-2% in the case of Anglicans - while more than 50% of respondents have no religious identification.

Other statistics highlight the Church of England's declining popularity. Baptisms have fallen by more than 80% and confirmations by more than 90%, with live born baptisms falling from 672,000 in 1950 to 89,000 in 2019, and confirmations falling from 142,000 to 13,400 in 2019. Marriages performed by the Church decreased from 109,000 in 1990 to 31,000 in 2019. Despite not being impoverished, the Church struggles to retain the full local ministry that it previously had: in rural places, one vicar can serve half a dozen parishes. In 1956, 34% of those polled believed that the Queen was "specially chosen by God," a figure that fell to 30% when the poll was repeated in 1960. A similar amount would be unlikely to do so now. In a 1992 poll, for example, no spontaneous respondents were aware of the monarchy's religious dimension. (Morris, 2022, p.09).

1.2.1.6. Etiquette

Etiquette, according to the Oxford English Dictionary definition means a code of polite behavior; it is stated as "The customary code of polite behaviour in society or among members of a particular profession or group".

According to Johnson (2017) we can determine that Etiquette and accepted social interaction are defined in every civilization throughout history. However, it is the British - and particularly the English - who have historically been known to place a high value on excellent manners. Politeness is essential in many situations, including speaking, timeliness, body language, and meals.

Etiquette mandates politeness at all times, which entails establishing an orderly queue in a shop or for public transportation, saying excuse me when someone is in your way, and saying please and thank you for any service you have received.

The British have a well-deserved reputation for being reserved. Personal space or behavior that is overly familiar is not accepted at all. A handshake is usually preferable than a hug when meeting someone for the first time, and a kiss on the cheek is saved for close friends only. Personal questions like salary, relationship status, weight, or age are also frowned upon (especially in the case of more 'mature' ladies). (Johnson, 2017)

According to Kelly (2022), rules of etiquette of the royal family are very strict, for instance, when the queen rises, one must immediately rise as well. Remaining seated when the queen stands is a serious breach of protocol. Also, children in the royal family from the age of five are expected to bow and curtsy to the sovereign when they see the queen for the first time in the day, whereas they do not bow to HRH if they see her another time in the same day. When it comes to bowing, Men make a brief neck bow, and women curtsy. Women must wear hats to formal royal engagements, according to the protocols. After 6 p.m., women are not required to wear hats to formal functions! Hats are out after 6 p.m., and tiaras are in. highlighting that tiaras

are only worn by married members of the royal family or royal brides. Most importantly, never turn away from the queen…etc.

1.2.1.7. Language

Despite the fact that English is a language spoken by many people worldwide, Britain's regions have a much wider range of dialects. The dialects of Glasgow, Liverpool, the West Midlands, Northern Ireland, Yorkshire, Newcastle, and East London are among the most unique. They are simple to identify since they use a lot of non-standard vocabulary and have a distinct vowel and intonation sound. For instance, East London's common speech is Cockney, a dialect famed for its rhyming slang, whereas Liverpool's accent is known as Scouse, a blend of Lancashire, Irish, and Welsh (Christopher, 1999, pp. 24-25).

Moreover, Celtic languages are among the minority languages, and those who speak them are almost always multilingual in English. Welsh and English are both official languages in Wales, as are Scottish Gaelic and Irish Gaelic. People in Northern Ireland are likewise multilingual in Irish Gaelic and English (BBC, 2014). Following Russel's statement, "Celtic languages are spoken in Cornwall (Cornish), Wales (Welsh), Isle of Man (Manx), western and northern Scotland (Scottish Gaelic) and Ireland (Irish). Both Cornish and Manx have died out in terms of native speakers at least" (2007, as cited in Aydin, n.d., p. 68). That is to say, Britain has a rich multilingual history thanks to the representation of these Celtic languages.

The UK has designated several Celtic languages as minorities or regional languages. Even though these minority languages are not officially recognized, there is a large number of different languages spoken in the UK. The usage of them in official documents does occur occasionally, though (Aydin, n.d., p. 68).

1.2.1.8. Festivals and Special Days in Britain

Festivals in Britain are sacredly followed and respected by its own people as the case for any other country. Among these special days in UK are Burns's Night, Pancake Day, or

Shrove Tuesday, British Valentine's Day, The Notting Hill Carnival, CalanGaeaf and Halloween British, Christmas, and Bonfire Nights.

In Burns's Night Robert Burns, known as Scotland's 'National Bard' is honored on January 25 for his life and contributions to literature. Burns Night festivities include The Big Burns Dinner, which consists of eating traditional dishes including cock-a-leekie soup, haggis, neeps, and tatties, as well as Clootie Dumplings, Typsy Lairds, and cheeseboards with bannocks (oatcakes) and tea or coffee (Marosi, 2021, p. 87).

Then, Pancake Day, or Shrove Tuesday is a customary feast day that falls between February 3 and March 9 since before 47 days Easter Sunday. The last time to consume eggs and lipids before beginning the Lenten fast was on Shrove Tuesday, and pancakes were the ideal dish to do so. A big part of Shrove Tuesday celebrations in the UK are pancake races, which provide lots of people the chance to run through streets while tossing pancakes. The winner is the person who crosses the finish line first while flipping a cooked pancake in a frying pan while running (Marosi, 2021, p. 88).

Moreover, The British Valentine's Day is a romantic occasion that is celebrated on February 14 in Britain and many other nations. "According to a 2017 study more than half (52%) of the UK population does not plan to buy a gift for their loved ones for Valentine's Day. 48% does not even plan on buying a card"(Marosi, 2021, p. 89). Also, the first day of winter in Wales, known as CalanGaeaf, is celebrated on November 1st and is a forerunner to Halloween. The origins of Halloween can be traced to the Celtic and paganism holiday of Samhain, which marked the harvest season's end and the start of winter (Masori, 2021, p. 94). Besides that, "In parts of Britain, as well as in the United States, Hallowe'en is now associated with decorating one's house or going trick-or-treating" (Masori, 2021, p. 94).

Additionally, The Notting Hill Carnival is a carnival that honors the traditions of the Caribbean immigrants in London and is held over two days in August. It has grown to be one

of the biggest carnivals in the globe and Britain, drawing more than a million people in certain years (Marosi, 2021, p. 93). Likewise, Bonfire Nights represent the anniversary of a failed attempt to blow up the Houses of Parliament, hence on November 5th; the British celebrate Bonfire Night with fireworks, bonfires, sparklers, and toffee apples (Marosi, 2021, p. 100). Finally, on December 25, families gather to commemorate the birth of Jesus Christ by having Christmas dinner and exchanging gifts. The current Christmas celebration has roots that go all the way back to England in the sixth century (Masori, 2021, p. 99).

Speaking about rituals of royalty, the royal family has what is called coronation ceremonies that are customary rituals that legally appoint kings to the thrones of their predecessors in order to serve as community leaders and representatives of authority to the outside world (Oladumiye, 2013, p. 5). Further, the coronation ceremony has a more than 1000-year history. Only the United Kingdom's monarchy still conducts a ceremonial coronation that includes a Eucharistic rite. It represents the granting of God's grace to the king, who is then anointed with holy oil, given emblems of authority, accorded respect, and allowed to partake in communion. Additionally, the Queen Consort receives less anointing (Morris, 2022, p. 07).

Likewise, Monarchies host a number of occasions. Royal weddings are at the top of the list. The royal wedding is a crucial part of a monarchy that enhances the brand awareness and brand image of the relevant monarchy. These weddings receive immense media attention and the extensive media coverage gives the monarchy more visibility and recognition (Raad et al., 2021, p. 8). Prince Charles and Lady Diana's wedding attracted 750 million viewers globally (BBC, 1981), and Prince Harry and Meghan Markle's nuptials attracted 1.9 billion viewers (BBC, 2018). In Britain, A public holiday will be declared in honor of the wedding, and a commemorative five-pound currency will be minted. Numerous towns and villages will also host street celebrations (Balmer, 2016, p. 519).

1.2.1.9. Transportation

The daily movement, trade, and communication of individuals, groups, and equipment across the world depend on transportation. In 2019, the UK's added value from transportation and related manufacturing was approximately £109 billion, or 5.5% of the country's overall production. Additionally, 27% of the UK's greenhouse gas emissions in 2019 came from transportation (Mukerjee, 2021, p. 02).

Following the Institution of Civil Engineers, before the Covid-19 epidemic, the number of passengers using the British rail network had risen to approximately 1.8 billion over the previous 20 years, setting a record. Furthermore, investments were made with the intention of reducing congestion and pinch points while increasing capacity on the current network through upgrades, new rolling stock, and the construction of new lines.

In Britain, 4.8 billion bus trips were taken in 2018–19, which is more than what was taken on the national rail system and the London Underground combined. There were an additional 300 million tram and light rail trips taken. Also, public transportation use in Great Britain was significantly and dramatically impacted by the Covid-19 outbreak and related limitations. Following the initial lockdown's announcement in March 2020, usage of public transportation decreased by 80 to 95% depending on the mode. Therefore, comparing March 2022 to comparable dates in 2019 and early 2020, public transportation is being used between 70% and 80% more frequently. The demand for public transportation usually increased consistently since March 2020, taking seasonal variations and pandemic-related restrictions into account, although it has never surpassed pre-pandemic levels (Institution of Civil Engineers, 2022, pp. 02-03).

Mentioning future expectations and visions of the transportation system of the UK, the government promises that transportation will be more connected, economical, accessible, and reliable. All ages, regions, and abilities will have access to transportation. Users' decisions will

be heavily influenced by factors including comfort, convenience, and perceived status. Travelers will be transported via an integrated, energy-efficient, multi-modal system that provides a tolerable amount of choice while being effective, safe, inexpensive, and sustainable. The entire trip will be totally connected for passengers to their jobs or hobbies. They will be able to make the most of their travel time and be just as productive as they would be at other times. Nearly 100% of the time, travelers will arrive on time. Distribution of goods will be more effective and competitive (Mukerjee, 2021, p. 08).

1.2.1.10. Theatre

The variety and vibrancy of British plays has long been admired. Contemporary theatre includes traditional productions, fresh reinterpretations, daring new works, energetic musicals and pantomimes. Creativity and growth are highly respected, and young playwrights are encouraged to write. Plays are performed in a variety of venues. The intimacy of a modest room above a hamlet tavern contrast with the formality of London's Royal National Theatre, whose company of performers and personnel is among the most prominent in the country. There are around 300 theatres in the United Kingdom, with over forty having resident companies of actors, playwrights, and other personnel. Repertory or 'rep' theatres present a range of plays for brief periods of time. They typically receive a funding from the Arts Council (Christopher, 1999, p.59).

Since the seventeenth century, London's West End has been known as 'theatreland,' housing several of the country's most prominent enterprises amid a maze of narrow alleyways. However, many of today's famous ancient enterprises, such as the Theatre Royal and the Royal Opera House, were built around 1900, frequently on the sites of much older ones. The National Theatre is located on London's South Bank, and the Barbican Centre is located to the east of the city. The latter is home to the Royal Shakespeare Company, which also has a base in

Stratford-on-Avon, Shakespeare's birthplace in the West Midlands. The RSC is committed to interpreting Shakespeare's plays and delivers works all year (Christopher, 1999, p.61).

British cinema has left an enduring mark on the craft of filmmaking. British filmmakers have left an unmistakable influence on the cinematic environment, from the early pioneers of silent cinema to the present era of blockbuster smashes. The British cinema industry produced innovative filmmakers, brilliant actors, and intriguing stories that have reached audiences all over the world. From celebrated period dramas to ground-breaking indie films, British cinema presents a diverse spectrum of genres and techniques, which are often distinguished by distinctive storytelling and nuanced performances (Christopher, 199, p.63).

Not only have the British theatre and film industries created engaging aesthetic experiences, but they have also played an important role in reflecting and questioning social and cultural conventions. British theatre served as a forum for social commentary, addressing themes of politics, class, gender, and identity, whilst British cinema explored many storylines and views, shedding light on the human condition and stimulating discussion and dialogue. Furthermore, these artistic endeavors created an environment that fosters emerging talent, with renowned theatre schools such as the Royal Academy of Dramatic Art (RADA) and esteemed film institutions such as the National Film and Television School (NFTS) contributing to the growth and development of actors, directors, writers, and technicians (Christopher, 1999, pp.79-82).

Christopher also mentioned that Theatre became more popular and accessible to a wider audience throughout the Victorian era. The expansion of theatre culture was aided by the advent of industrialization, urbanization, and a rising middle class. With the advent of railways and improved transportation, theatre companies were able to tour around the country, reaching audiences in various places (p.59).

Melodrama, comedy, farce, and romance plays were among the many genres featured in Victorian-era theater productions. Melodrama in particular, with its exaggerated emotions, dramatic plots, and moral problems, became extremely popular. The melodramatic approach adapted to the Victorian audience's preferences and morals, emphasizing moral teachings and emotional engagement. (*Literary Genre, Mode, and Style*, n.d.)

Oscar Wilde, Arthur Wing Pinero, and W.S. Gilbert (of Gilbert and Sullivan fame) were all notable Victorian writers. Their works mirrored contemporary social and cultural problems, tackling issues such as class inequalities, gender roles, and morality. Wilde raised to popularity for his sarcastic and witty plays that revealed Victorian society's hypocrisy. Significant changes occurred in the theatre industry in terms of stage design and technology. With the development of gas lighting, mechanical scenery, and more sophisticated sets, shows became more visually beautiful.

Music halls and variety performances emerged as alternate kinds of entertainment, attracting a wide audience. However, the Victorian era was not without its obstacles and complaints from the theatre community. Censorship and prohibitions on certain subjects, particularly those deemed indecent or immoral, resulted from the rigid moral rules of the time. The Lord Chamberlain's Office, which controlled licensing and censorship, restricted theatrical productions, frequently limiting artistic expression (Christopher, 1999, pp.98-99).

Despite these obstacles, the Victorian era left an indelible mark on British theatre, defining its evolution and paving the way for future developments. The legacy of the era can still be felt in the West End theatres of London, which continue to thrive and display a varied range of shows, mixing tradition and innovation to attract audiences today (Booth, 1991).

The lasting legacy of British theatre and cinema continues to inspire, entertain, and challenge audiences around the world, guaranteeing their place as key components of the cultural fabric of the UK and beyond.

1.3. Importance of Teaching Culture

Sun summarized the importance of Teaching Culture saying "If there is no culture, language will be like water without a source or a tree without roots" (2013, p. 371). According to him, learners' ability to comprehend and express themselves in language will be greatly aided by the teaching of cultural knowledge and the development of cultural schema.

Language and culture are inextricably linked. Learning a language entails not just becoming familiar with its structure and usage, but also with its culture. Therefore, linguistic proficiency by itself does not qualify language learners as proficient speakers of that language. Language learners need to understand the cultural nuances of the language and be able to use it appropriately, like when expressing disagreement, thanks, or requests (Nugroho, 2016, p. 1).

To illustrate, a study examined how native English speakers and non-native English speakers from Tunisia produced the speech act of disagreement, showed that the amount of use of direct and indirect strategies of disagreement varied significantly between native and non-native English speakers, according to the findings. In contrast to their native counterparts, who created a significant amount of indirect strategies (30%), non-native informants utilized a higher percentage of direct methods (47%) and a lower percentage of indirect strategies (13%) than they did. The fact that non-native informants chose direct disagreement techniques suggests that they lack sociolinguistic and pragmatic understanding of indirect strategies (khammari, 2021, p. 60).

Additionally, Tunisian people do not think twice to ask the addressee for proof of their statements and to confront them. Native English speakers frequently utilized the 'request for explanation' tactic and do not anticipate any responses. They ask more ambiguous questions in an effort to cast doubt on the interlocutors' statements and subtly persuade them to rethink their positions (khammari, 2021, p. 83).

In the speech act of thanks as a complimenting behavior between the native speakers of American English and Yemeni Arabic, significant variations between the two natives are seen. According to the study conducted by Al-Mansoob et al. (2019), the most common complimenting techniques for American English people are admiration, wish, invocation, congratulations, noticed change, and surprise, while the only technique utilized by Yemeni Arabic people are admiration, congratulations, questions, and happiness. Other significant variations between the two natives are also seen. The majority of American responses tended to be brief and constrained to a small number of methods, whereas Yemenis exhibited a greater propensity for employing lengthier response utterances with a greater variety of techniques. The results also showed that the two native groups behaved differently when it came to less common methods like appreciation, approval, pride, comparison, encouragement, expectation, and silence. The results also show that Yemeni Arabic is the only Arabic dialect that uses the cultural devices of metaphor, thanksgiving to God, and exaggeration (pp. 10-11).

Finally, concerning the speech act of request, the way that Iraqis and Malay people interpret the situational elements varies. That is to say, the Iraqi culture is a blatant example of the supremacy and impact of Islamic Culture. As a result, the entire Iraqi society promotes ideas like hospitality, sharing, involvement, duties, and intimacy. In terms of adhering to the etiquette and manners of not asking for extra food when the requester feels like a tremendous imposition since s/he is revealing a need; the Malays may still be heavily influenced by the Anglo culture. Feeling such a burden when asking for extra food may be caused by feelings of embarrassment and shame (Abdul Sattar, & Farnia, 2014, p. 50). Thus, it is regarded one of EFL teachers' responsibilities to help their students become proficient speakers by teaching them cultural components of the target language. They should create contextualized, task-based exercises that expose students to many sorts of pragmatic knowledge (Abdul Sattar, & Farnia, 2014, p. 50).

Following Nugroho's opinion, he stated that language teachers must be interested in studying culture, not because they essentially like to educate the culture of another nation, but because it is a necessity. If teachers teach language without educating the culture in which it exists, they are either teaching meaningless signs or teaching symbols that the pupil interprets incorrectly. Once again, it is their responsibility as language teachers to ensure that students receive sufficient exposure to language culture in order to use it successfully and efficiently in contexts that are appropriate for it (2016, p. 3).

1.4. Historical Background of Teaching Culture

Despite the fact that the inclusion of culture in EFL classrooms is relatively new, an examination of the literature reveals that cultural aspects have almost always been present in FLT. Foreign Language Teaching researchers began to pay attention to cultural teaching since the 1960s.

Originally, Greek and Latin were studied so that students could read and translate its literature into their native language, which was the underlying premise of the grammar translation approach. The major reason for teaching a foreign language in this manner is to have access to the "great works." (Kramsch, 1996, p.4)

Learners were introduced to the target culture (TC) during these days through history, literature, and fine arts (Larsen-Freeman, 2000), i.e., Big C culture. Small c culture was not addressed in this method because the main focus was on the grammatical element of the language, which Rivers identified as one of the key flaws of the Grammar Translation Method. (1981). Even while small c culture was not present in this strategy in any way, several elements of big C culture were obviously present.

The direct approach was one of the methods that emerged in the second part of the nineteenth century. This strategy stressed oral communication to foster international communication, and culture was considered as a way of life (Larsen-freeman, 2000). This

cultural perspective saw the rise of social sciences, particularly anthropology and sociology. The 'way of life' culture was labelled tiny c culture (Chastain, 1988, p: 303), and it directly contributed to the learners' capacity to "function linguistically and socially in contemporary culture" (Chastain, 1988, p. 303).

Generally, culture was taught apart from language. Background studies, cultural studies, civilization and other courses taught aspects of culture. All of these courses used stereotyped language to explain the structures and operations of organizations and people's lives (Mountford & Wadham-Smith, 2000, p.1, as cited in Hadded, 2013, p.12). Language teaching was not thought to include culture instruction. According to Kramsch (1993), culture was viewed as "mere information conveyed by the language, not a feature of the language itself." (p. 8).

Recently, the goal of foreign language education mostly attempts to increase learners' ability to communicate with one another across linguistic and cultural borders. Because of the tight relationship between language and culture, culture instruction is considered an essential component of language training (Seelye, 1993, p. 9).

Language education researchers agree that acquiring a second language is culturally connected. Language cannot be taught in the absence of culture, and these "two reflect a current direction in language pedagogy" (Robinson, et al., 1996, p. 435).

Language teachers, must be engaged in the study of culture (in the sense of social scientists), not because they wish to teach the culture of the other country, but because it is a necessity. They are teaching useless symbols or symbols to which the pupil attaches the wrong meaning if they educate language without also teaching the culture in which it operates. (as cited in Brooks, 1986). Despite the fact that culture teaching was stressed as part of FLT, the sole presence of culture teaching was in the use of authentic materials. Buttjes (1990) summarizes the reasons for this close association as follows:

- Language acquisition does not follow a universal sequence, but varies across cultures.

- The process of becoming a competent member of society is realized through language exchanges in specific social situations.

- Every society orchestrates the ways in which children participate in specific situations, which affects the form, function, and content of children's utterances.

- Caregivers' primary concern is not with grammatical input, but with the transmission of sociocultural knowledge.

- In addition to language, the native learner absorbs paralinguistic patterns and kinesics from his or her culture (as cited in Clouston, 1997).

- Understanding the tight relationship between language and culture is essential for developing students' cultural competence so that they can communicate successfully and appropriately in the target language in the future.

1.5. Challenges of Teaching Culture

Initially, many teachers create a fictitious contrast between the instruction of grammar and that of culture. They cited the significance of teaching grammar as a key justification for why they do not devote more time to the instruction of culture (Chen & Yang, 2016, p. 1133). Chen and Yang add, indeed, the actual hurdle to the teaching of culture and the cultural views is these educators' ideas. The teaching of culture would not be considered a substantial component of these instructors' courses unless they understood that the 21st century's foreign language curriculum places a greater emphasis on culture than grammar.

Additionally, many teachers feel they cannot devote the necessary time to the study of culture since the curriculum is already overloaded. Instead, they settle for the idea that pupils will be introduced to cultural material once they have acquired the language's fundamental grammar and vocabulary (Salem, n.d., p. 1). Salem claimed "Teachers are afraid to teach culture

because they fear that they don't know enough about it, thinking that their role is only to impart facts" (n.d., p. 1).

Zhang (2022) also through his study on high school pupils stated that the teaching of culture may lead people to give up their own culture, and to start adopting the culture of the other. From the perspective of language socialization, learning a language implies acquiring a culture as well. According to the theory of linguistic socialization, a person learns a dialect and a culture at the same time (Fatmi & Mebrek, 2019, p. 06).

The widespread use of English had a considerable influence on the way of life, culture, and linguistic practices of the younger Algerian population. Many people's lifestyles and speaking patterns became more westernized as a result of this. Despite being seen as the enemy's language due to long-term French domination, French always held a significant position in Algeria's overall sociolinguistic profile. Daily use of French demonstrates how firmly ingrained it is in the Algerian speaking community. Beyond political considerations, English's significance is becoming more widely recognized as well. The English language's widespread use was aided by numerous causes. The first cause is the ongoing expansion of global commerce and multinational enterprises. Second, the expansion of the internet-shaped electronic network, food and the linguistic influence of American music. Additionally, more and more people are studying English abroad. These factors led to English being the global official tongue (Guerarra, 2016, pp. 26-27).

Guerarra stated that due to globalization and new technology, it is discovered that cultural diversity is reflected in food, music, art, life style, customs and race. Western and eastern cultures mingled; and American and European TV shows had an impact on Algerian culture, as evidenced by their clothing and fashion choices, which are similar to those of Americans and Europeans. They also began eating the same foods and likely exchanging ideas with people from other distant countries (2016, p. 28).

On the other hand, the effects of globalization were often seen as bad in the cultural domain. The invasion of homogenized, westernized, and global culture is frequently linked to loss of cultural identities. Cultural identity needs to be conserved and preserved because it is in danger of being lost worldwide due to the effects of cultural globalization (Guerarra, 2016, p. 34). Further, Western culture's globalization is seen as a significant threat by supporters of cultural hegemony. They acknowledge that while applying western principles to a country may be beneficial, it will come at the expense of the local culture. Traditional cultural values are gradually vanishing and being substituted with a process of cultural harmonization typified by a shared global culture typical of imperialist western nations (Guerarra, 2016, p. 37).

1.6. Major Characteristics of Culture

According to Rangel (2022) in Journal of Anthropology Reports, "Culture" is a phenomenon in civilization that depicts the traits of a specific community. This definition says that culture is a learned set of characteristics that includes things like beliefs, customs, values, music, art, language, rituals, and knowledge. Nearly all people who belong to a particular culture share these cultural characteristics. Culture has an impact on individual behavior, and cultural practices and characteristics vary among different ethnicities, nations, and even age groups.

Culture also changes with time; it is not static. Culture is an intellectual idea rather than a physical one. Only tangible examples of culture include things like food, dress, rituals, art, and so forth. The term "culture" can therefore be used to refer to a multitude of ideas. For instance, culture can be used to describe a wide range of topics, including clothing, eating habits, items used in cuisine, musical genres, and more (p. 1). In 'Culture: An Introduction', characteristics of culture can be listed as follows:

Culture is learned and Acquired – In the sense that some behaviors are passed down via families, culture is acquired. While some traits are passed on from parents to their offspring,

socio-cultural norms are not. They pick these up through their family members, their friends, and the society in which they live. Thus, it is clear that the social and physical environments in which people live have an impact on their culture.

Culture is shared by Group of Individuals – A notion or activity can be referred to as culture if it is shared by a set of individuals and they believe in it or practice it.

Culture is Cumulative – Knowledge that is ingrained in a culture can be handed from one generation to the next. As time goes on, more information about that particular culture is added. Each person has the ability to come up with a solution to a problem that is passed down through generations. This cycle continues as the specific culture develops throughout time.

Culture Changes – As new cultural qualities are added, some knowledge, ideas, or customs are lost. As time goes on, there is a chance that the specific culture will undergo some cultural modifications.

Culture is Dynamic – Because culture is changing, no culture ever exists in a static condition. As new concepts and methods are added and traditional practices are modified or altered over time, culture is always changing. This is one of culture's traits that results from the overall strength of the culture.

Culture provides the Range of Permissible Behaviour Patterns – It concerns the proper way to carry out an action and the proper way for a person to behave.

Culture is Diverse – It is a system made up of a number of interconnected pieces. Despite being distinct, these components work together to build culture as a whole.

Culture is Ideational – It frequently lays forth the ideal pattern of behavior that people should adopt in order to be accepted by those who share their culture (Culture: An Introduction, n.d., p. 5).

1.7. Models of Culture

Culture models serve as frameworks for comprehending and assessing the complex and multidimensional character of human communities. These models provide useful insights into the shared beliefs, values, rituals, and behaviors that define a culture.

1.7.1. Trompenaars and Hampden-Turner's Onion Model of Culture

Trompenaars and Hampden-Turner (1998) introduced the onion model of culture. The model is divided into three layers: the outside layer, the middle layer, and the core. The first (outer layer) is made up of artifacts and products, which are characterized as "the observable reality of the language, food, buildings, houses, monuments, agriculture, shrines, markets, fashions, and art" (p. 21). The second (middle layer) consists of norms, which are defined as "the mutual sense a group has of what is right or wrong" (pp. 21-22), and values, which are "closely related to the ideals shared by a group" (p. 22) and determine what is good and what is evil. The core consists of basic beliefs about existence that people who share the same culture perceive to be obvious. These fundamental beliefs are considered to influence the middle layer.
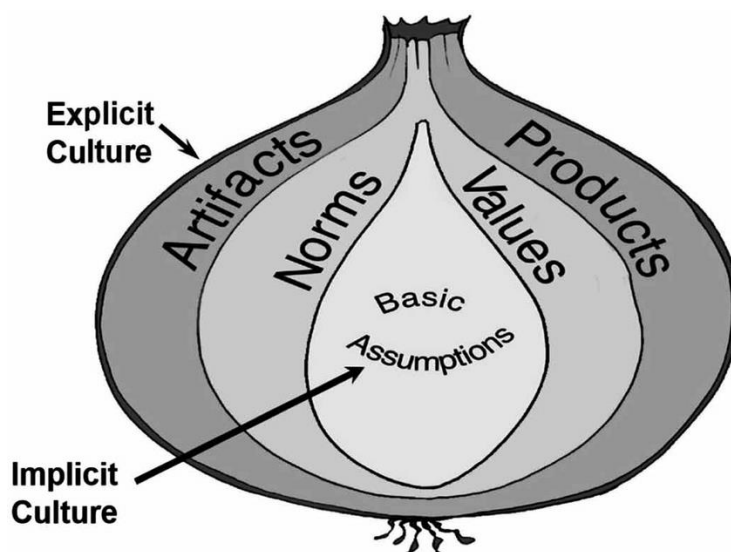
Figure 2. 1: Trompenaars and Hampden-Turner's Onion Model of Culture

1.7.2. Hofstede and Hofstede's Onion Model of Culture

Hofstede and Hofstede (2005) developed the onion model of culture, which is similar but not identical to Trompenaars' and Hampden-Turner's in that it has four layers rather than three.

This concept considers symbols to be the outside layer, values to be the center, and heroes and rituals to be in between the two. Symbols, heroes, and rituals are all examples of practices. The following are quick explanations of the model's five components:

1. Symbols are "words, gestures, pictures, or objects that carry a particular meaning" (2005, p.7). Only those from the same culture will understand this meaning.

2. Heroes are people who are held in high regard by their cultural group to the extent where they become "models for behavior" (p. 7).

3. Rituals are "collective activities" (p. 8) that are important at the societal level in order to achieve a specific goal.

4. Practices are the embodiments of the preceding three layers, as previously said, through which they (symbols, heroes, and rituals) can be observed by outsiders.

5. Values are "broad tendencies to prefer certain states of affairs over others" (p. 8), such as normal versus deviant, permissible versus prohibited, and so on.
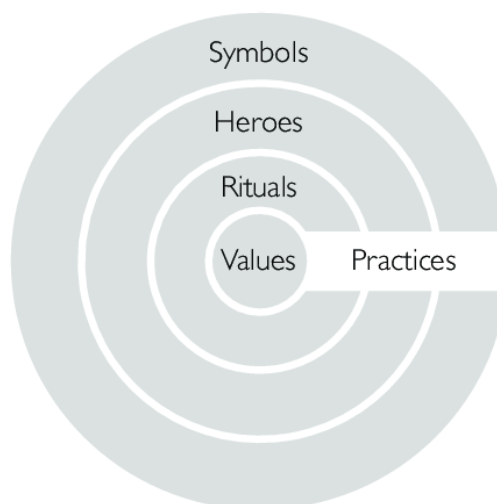
Figure 2. 2: Hofstede' and Hofstede's Onion Model of Culture

1.7.3 The three P's Model of Culture

Hofstede first introduced this paradigm, and it consists of three parts: Practices, Products, and Perspectives.

1. Practices are social interaction and behavior routines. They represent understanding of "what to do when and where" and how to engage within a specific culture.

2. Products are concrete or intangible manifestations of a civilization. They reflect the perspectives of a culture. Paintings, a cathedral, a work of literature, and so on are examples of tangible products. Intangible items include an oral story, a dance, a sacred rite, and so on.

3. Perspectives are the meanings, attitudes, values, beliefs, and ideas that underpin a society's cultural behaviors and products. They represent a culture's worldview. (Frank, 2013, p 3).
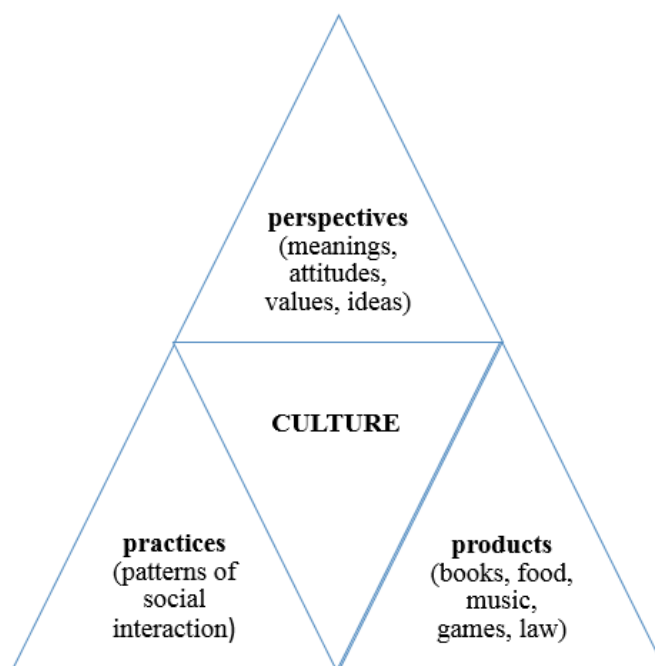
Figure 2. 3: The three P's Model of Culture

1.7.4. The Iceberg Model
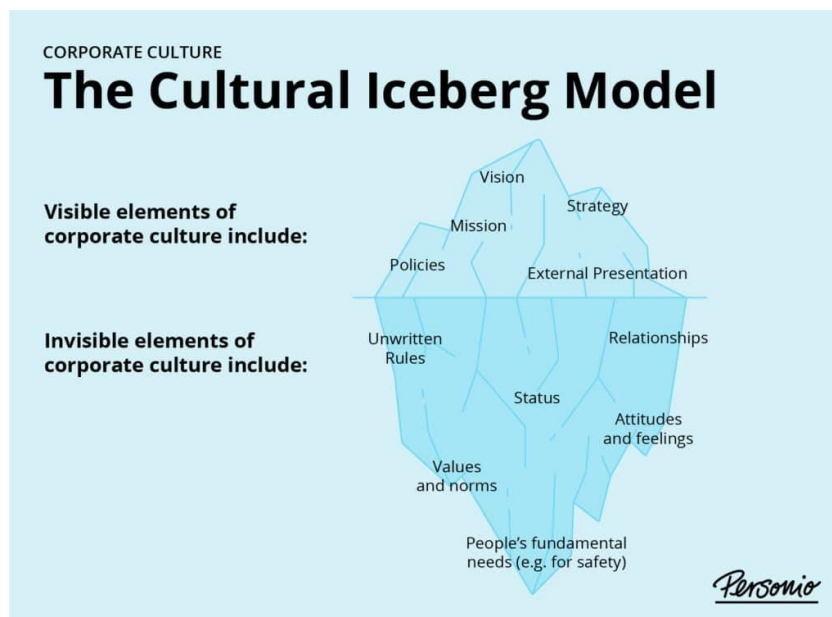
Figure 2. 4: The Iceberg Model

The iceberg model of culture is a popular metaphorical framework for understanding the complexities of culture. Similar to how an iceberg has a visible tip above the waterline and a greater, unseen bulk beneath the surface, culture contains both visible and invisible parts. Culture's visible features include physical and observable actions such as language, clothes, food, and customs. These surface-level components are immediately visible and can provide a basic grasp of a culture. However, beneath the surface of culture are the invisible features, which are frequently more deeply ingrained and less evident to outsiders (Sasu, 2016).

Values, beliefs, standards, assumptions, and worldviews are examples of hidden aspects. They shape individuals' behaviors and attitudes within a culture and impact their worldviews. While these features may not be readily apparent, they are critical for a thorough understanding of a culture. While surface-level actions and artifacts can be seen and even imitated, the iceberg model emphasizes that true cultural comprehension requires diving deeper into the underlying values and beliefs that define a civilization. It also emphasizes the

possibility of misconceptions and misinterpretations when only the apparent aspects are taken into account. We can gain a more nuanced awareness for the intricacies and diversity of human cultures by recognizing the hidden components of culture, allowing for better cross-cultural dialogue, collaboration, and mutual respect (Sasu, 2016).

1.8. Approaches of Teaching Culture

1.8.1. The Comparative Approach

Byram and Planet (2000) argued that "so the comparative approach does involve evaluation but not in terms of comparison with something which is better, but in term of improving what is all too familiar. The comparison makes the strange, the other, and familiar and makes the familiar, therefore, easier to re-consider". That is to say, the comparative approach places equal emphasis on the learners' own culture and the target culture. It seeks to compare the two civilizations in order to understand the parallels and discrepancies that exist between them. Yet, according to Byram and planet it does not support the idea that one culture is superior to another or that one culture is better.

Moreover, the unfamiliar or unexpected may be used as the starting point for the comparison approach. The other culture has traditionally been the main emphasis of foreign language classes. However, other writers emphasize the need to handle the familiar first before moving on to the unexpected (Byram, 1998, as cited in Benmostefa, n.d., p. 2).

1.8.2. The Intercultural Approach

The ultimately desired aim of an intercultural approach "is not so much 'native speaker competence' but rather an 'intercultural communicative competence'" (Corbett, 2003, p. 2). Corbett further explains that the ability to comprehend the language and behavior of the target group and explain it to members of the "home" community is a component of intercultural communication competency. In other words, an intercultural approach teaches students to be 'diplomats', able to grasp many cultures from a variety of angles (2003, p. 2). Therefore, it

seems obvious that giving EFL students substantial and systematic intercultural training—along with instruction in the cultures of the major English-speaking nations—will help them become effective intercultural communicators. It will be advantageous for EFL students to gain a thorough understanding of the various world cultures. Furthermore, they must also learn how to compare their own culture to others, to evaluate critically and interpret the findings of such comparisons, and to successfully apply this knowledge in both verbal and non-verbal communication, for both transactional and interactional purposes (Chlopek, 2008, p. 12).

The foundation of the pure intercultural approach is the concept of culture, which assumes that each culture is understood as a homogeneous entity that interacts with others despite any geographical and socioeconomic differences. This approach, in Risager's[2] opinion, falls short as a paradigm that influences language teaching because it ignores the fact that practically every extant state or country is multi-cultural (and multilingual) (Risager, 1998, p. 247).

1.8.3. The Multi-Cultural Approach

The multicultural approach is based on a definition of culture that acknowledges the possibility of multiple cultures coexisting within the borders of a single community or state. The ideal is the mediator's competence, which is multicultural and communicative but on a partially different level than in the intercultural approach. It is a competence that enables students to speak with people who, on the one hand, are from a society where the target language is also spoken as a first language, such as France. But, on the other hand, are from a different culture, such as Moroccan culture, and who may speak another language as their first language, such as Moroccan Arabic (Risager, 1998, p. 247).

Continuing with Risager's view, the intercultural approach and the multicultural approach are similar in two respects. Initially, they use comparison to teach about both the target culture and the local culture. They also seek to improve students' communicative

proficiency (1998, p. 247). He also emphasizes the need for a fair and non-racist perspective on different cultures. Along with the approach's emphasis on the idea that civilizations are not homogeneous (Risager, 2004, as cited in Boufes, 2016, p. 21).

However, the concept of multiculturalism is similar to the concept of interculturality in that it assumes that the cultures that exist within the same society each represent a homogeneous entity that interacts with the others. The multicultural approach thus lacks an awareness that internationalization entails a blurring of both national and ethnic boundaries, leading to increased cultural complexity at all levels (ibid).

1.8.4. The Trans-Cultural Approach

'Transcultural' is a term that "can be used to describe phenomena that transcend cultural boundaries, in the sense that they are common to various, if not all, human groups" (Rakow, 2017, p. 93). In fact, the conceptual word transculturación, which Fernando Ortiz originally used in his 1940 study on the processes of cultural reconfiguration in early modern Cuba, is where the transcultural approach got its start (Rakow, 2017, p. 90).

A transcultural approach, in Smirnova's opinion, transforms students' conceptions of their own identities and helps them to develop an understanding of culture as a complex phenomenon that is not constrained by geographical, cultural or linguistic boundaries, which in turn develops inner resources for tolerance and understanding among cultures and subcultures (2020, p. 914). Basically, an international approach gives you the possibility to see your own culture from the perspectives of other cultures and offers the opportunity to accept the presence of other civilizations by identifying shared axiological foundations (Risager, 1998, p. 248).

1.8.5. The Mono-Cultural Approach

This approach ignores the learners' own country or the relationships between the target countries and their own or other countries and instead it focuses on the culture of the country or countries where the language is spoken (the target countries). This approach solely teaches

the target language as if it were the majority's first language. The goal of instruction is to help students acquire the communicative and cultural proficiency of a native speaker, or at least competency that comes close to that of a "native speaker." This approach, then, is widely recognized because it predominated as the paradigm for teaching foreign languages in Western nations from the nineteenth century until the 1980s. Because it is based on a notion of culture that excludes links across cultures, it is today being strongly contested in the pedagogical debate (Risager, 1998, pp. 243-244).

1.8.6. The Theme-Based Approach

The theme-based Approach, often known as the thematic approach, is classified as a monocultural approach. It tries to demonstrate the target culture's ethics, norms, and moral ideals to assure that learners can obtain a deep comprehension of it. The thematic approach is based on the idea of themes that are fundamental to a specific culture (typically the target culture), such as education, family, and religion, to name a few. One disadvantage of this strategy is that it gives fragmented perspectives of the target culture, which may lead learners to form stereotypical images of it. (Saluveer, 2004).

1.8.7. The Topic-based Approach

The topic-based approach to teaching culture focuses on comprehensive issues that address diverse cultural matters. Wisniewska-Brogowska contends that a topic-based approach to British culture can address "key elements of current British life, such as education and employment, health, not in isolation, but in the framework of a succession of interconnected circumstances" (2004, p. 35). As a result, this strategy offers an integrated insight into the target culture. This is especially significant because it (the topic-based approach) "increases cultural awareness and promotes greater personal interest in both the arts and the sciences, Language and culture." (p. 86).

1.8.8. The Problem-oriented Approach

The problem-oriented approach, as the name implies, is based on the assumption that once learners are confronted with a specific issue relating the target culture, as proposed by the teacher, they would be interested in conducting some studies in order to better understand that culture. However, it is critical that the teacher selects subjects that are not obscure in order to make the job easier for his or her students. As a result, "rather than being told to read a book on the general topic chosen, students can be taught to skim and carefully read only limited sections relevant to their specific area of interest." (Seelye, 1993, p. 47).

1.8.9. The Task-Oriented Approach

The task-oriented method is comparable to the problem-oriented approach in that both motivate students to conduct their own study about the target culture. The task-oriented approach differs from the preceding one in that learners work in groups of two or more rather than individually. It is said that group work allows students to explore, discuss, and exchange many aspects of the target culture with their peers. They can also analyze and compare what they have discovered to what they know about their own culture (Saluveer, 2004; Tomalin &Stempleski, 1993).

1.9. Techniques of Teaching Culture

1.9.1. Culture Capsules

Culture capsules as defined by the International Journal of Progressive Education is "a brief presentation of a target culture element which differentiates the source culture and the target culture, followed by a discussion leading to the explanation of the cultural element concerned" (2017, p. 11). Likewise, Hoang stated that culture capsules is when a collection of questions is posed to the class to encourage debate after the teacher provides a brief presentation that highlights one key distinction between an American and a foreign custom (2010, P.25).

Consequently, as Seelye in 1993 explains "The student has to identify culturally appropriate explanations of the cross-cultural difference for the described situation" (as cited in Ilieva, 1997, p. 57).

According to Stern (1992), the fundamental benefit of adopting a culture capsule is its "compactness and practically manageable quality." Another benefit by Chastain (1988) is that students participate in the conversation and can think about the fundamental elements of their own culture (as cited in Benmostefa, n.d., p. 3). For example, students are exposed to a topic entitled "post office". Here, the general objective is giving pupils a foundational understanding of the French "post office" so they can contrast it with their own perception of an American post office. Speaking about the specific objectives now are:

1. After reading a brief excerpt, students will respond in writing to the four questions that follow it. All responses must be in full sentences. Three spelling or grammar mistakes are allowed, but there can be no substance mistakes.

2. Students will compose an English-language description of an American post office that is one or two paragraphs long.

3. Students will compose a one-paragraph assignment outlining the function of the post office in the lives of typical French and American citizens. Three grammatical or spelling mistakes are acceptable, (Lafayette, 1978, p. 09).

1.9.2. Culture Clusters

Usually, culture cluster is defined by Seelye as a technique that includes "about three culture capsules that develop related topics, plus one 30-minute classroom simulation that integrates the information contained in the capsules" (Cited in Ilieva, 1997, p. 58). Along with, Gupta et al. who stated that clusters are an effective technique to highlight both intercultural similarities and contrasts while also providing essential information about society variance. For instance, a culture cluster on grades and their importance to university students might include

capsules on how grade point averages are calculated as well as how decisions — such as acceptance into graduate school, receiving scholarships, getting a better job, etc. — are influenced by them (2002, p. 11).

The benefit of a culture cluster, according to Stern (1992), is that it "lends itself well to behavioral training" in addition to introducing various cultural themes. Henrichsen argues that culture clusters and capsules are effective tools for teaching pupils about various cultural features and for fostering some intellectual understanding, but he cautions that they typically do not foster much emotional empathy (as cited in Benmostefa, n.d., p. 4).

1.9.3. Genuine Materials

According to American Institutes for Research, genuine materials are the print, audio, and visual resources that students come into contact with in their daily lives including voicemails, menus, job applications, change-of-address forms, radio shows, and videos. Although authentic materials are not made with the intention of being used in the classroom, students benefit greatly from them because of their authenticity (2007, p. 01). Highlighting the goal behind the use of such materials, Ur (1996) argues: "we want our learners to be able to cope with the same kinds of reading that are encountered by native speakers of the target language" (as cited in Akbari & Razavi, 2015, p. 107).

Furthermore, Bacon and Finnemann (1990) declare that authentic materials are those texts which are made by native speakers for non-pedagogical purposes (as cited in Akbari & Razavi, 2015, p.106). For instance, a video play must meaningfully support language. Consequently, the instructor is in charge of ensuring that input and application are balanced (Şaraplı, 2011, p. 39). On the other hand, using authentic materials has some substantial drawbacks. Unless the simplest authentic texts are carefully chosen by the teachers, Guariento and Morley (2001) remind us that the usage of authentic materials makes especially lower-level students confused and demotivated by the complexity of language and performance conditions.

Therefore, the chosen material must keep track of the learner's response and stimulate their attention (as cited in Şaraplı, 2011, p. 42).

The availability of original materials is widespread in a society that has become extremely globalized in the past two decades. Newspapers, TV shows, periodicals, the internet, music, pamphlets, cartoons, and literature (novels, poetry, short stories, etc.) are the sources that are most frequently exploited products are made for native English speakers and used in the classroom in the same manner that they were intended for (Omid & Azam, 2015, p. 107)

1.9.4. Cultural Assimilators

For Seelye (1993), culture assimilators are "episodes of target cultural behaviour which describe a 'critical incident' of cross-cultural interaction that could be found 'puzzling' or 'conflictful' but that "can be interpreted in a fairly unequivocal manner, given sufficient knowledge about the other's culture" (as cited in Ilieva, 1997, p. 57). That is to say, culture assimilator is a concise account of a crucial instance of cross-cultural contact that can be misunderstood by the students. It was designed by social psychologists to aid adapt to a foreign culture.

The next step is to offer the pupils with four explanations from which they must select the best one. If they make the incorrect decision, they are instructed to look for further information that will help them come to the correct decision (Thu, 2010, pp. 24-25). According to Chastain (1988), the fundamental benefit of this kind of engagement is that it fosters an understanding of and tolerance for cultural variety. On the other hand, preparation is time-consuming and calls for "a deep understanding of the culture"(as cited in Benmostefa, n.d., 2).

For instance, the results of a research employing the "culture-general assimilator" developed by Brislin et al. (1986) and modified for use by AFS students in New Zealand are reported by Cushner (1987). Fifty (50) students from fourteen (14) different countries served as the study's subjects. Both the treatment and the control groups attended two weekends' worth

of sessions, two of which were held on each weekend. The treatment group received training using a culture-general assimilator, whereas the control group participated in discussion groups. Testing was done immediately after the training session as well as three and six months later. According to Cushner, the number of significant differences between the two groups indicates that the culture-general assimilator is able to significantly increase people's knowledge of the factors influencing cross-cultural interaction and adjustment as well as their capacity to adapt to the demands of an international sojourn (as cited in Damron, 1992, p. 20).

1.9.5. Quizzes

Quizzes are an old educational approach that might be useful when introducing a new culture. The teacher can use quizzes to assess how much the students already know about the target culture and how much they have been learning. Culture Quizzes can also be used to teach new facts. For instance, the teacher may design or find a useful and fun quiz and assign it to his students individually or in groups so that they can share their prior knowledge such as Displaying images of various cultural aspects and ask students to identify them, images of traditional foods, architectural styles, traditional attire, or famous symbols can all be included. Students can increase their knowledge and enjoyment of cultural diversity by visually linking these elements with distinct civilizations. (Cullen, 2000, as cited in Benmostefa, n.d.).

1.9.6. Role Plays and Simulation

Livingstone (1983) defines role-play as a classroom exercise that allows students to practice the language, features of role behavior (e.g., formality, register, function, attitude, etc.), and roles outside the classroom that they may need to be aware of. That is to say, role-playing prepares language learners for TL communication in the most natural way possible, with diverse individuals and in varied real-life cultural settings.

According to Kodotchigova (2002), some researchers believe that the difference between role play and simulation lies in the roles that learners play. In simulation, learners are

put in situations where they must play natural roles that they may or may not have in real life (e.g., buying groceries). For example, you can organize activities that encourage pupils to participate in a different culture's traditions, customs, or practices. Attending cultural festivals, sampling traditional delicacies, or studying and practicing traditional dances or art forms just like the multi-cultural fair event that was held by our university. In contrast, in a role play, the events force the learners to play roles that they would not normally play (for example, Prime Minister, prince/princess, or a famous musician). For instance, divide pupils into small groups, each with its own cultural identity. Assign them the task of researching and embodying the values, practices, and behaviors connected with that culture. Then, create a cultural exchange simulation in which each group interacts with others, engaging in conversations and activities that reflect the culture to which they have been assigned.

1.9.7. Mini Drama

Mini-dramas (Stern 1992: 227, 241, Fleming 1998) is commonly used in culture training and is thought to be effective for resolving cross-cultural misunderstandings. According to Byram and Fleming (1998: 143), when theatre is taught properly, it provides "an ideal context for exploring cultural values, both one's own and those of others." Drama incorporates students in role-playing and simulations, as well as encouraging them to imagine themselves as members of another culture. Because drama replicates reality, it brings cultural differences to life and makes them unforgettable.

According to Fleming (1998: 152), tension is a crucial component of great drama. As a result, he proposes that for dramatization, situations where the tension stems from conflicting perceptions of the circumstance be picked. Drama, on the other hand, takes a significant amount of time to prepare and requires a high level of participation from the students. As an example, have students create short dramas that depict the experiences of individuals adapting to a new culture. It can include scenarios of immigration, intercultural relationships, or studying abroad.

Through these dramas, students can explore the challenges, adjustments, and personal growth that come with cultural adaptation. In addition, the teacher may lead an open-ended question conversation after each episode. Students are required to examine and analyze the characters' words and actions that lead them to make decisions (about the characters or their actions). (as cited in Benmostefa, n.d.).

1.9.8. Cultural Asides

Cultural Asides, according to Benmostefa, is a technique that comprises of information provided by the teacher on one cultural feature that appears in a text, recording, picture, brochure, news item, and so on. This explanation is frequently unplanned and quick, what Nostrand (1974) refers to as an 'incidental comment'. Cultural asides, although are frequently unplanned (incidental), can nonetheless be planned. This strategy is used in conjunction with class reading or discussion. As discussion topics, you can use current events from other cultures. Distribute news, articles, films, or social media posts about cultural phenomena or issues. Students should be asked to study and discuss the events, their cultural consequences, and the views involved.

According to Benmostefa, the advantage of this strategy is that it aids in the creation of cultural content for language items; as well as assisting learners in making mental associations comparable to those made by native speakers. The drawback is that kids are likely to get chaotic and inadequate cultural information.

Conclusion

Culture influences how knowledge is communicated, teaching methods are used, and learning is experienced. This chapter looked at the concept of culture. It began with a quick introduction to culture and the difficulties of providing a comprehensive definition of the term. The section also included what big C represents and what small c represents. It also tackled a general overview of British Culture and some specific cultural elements that are important

which based on them we built our test. It also explored the history of teaching culture in EFL classrooms, the importance of including culture in the curriculum. In addition to the challenges, the approaches and the techniques that were used in teaching culture.

CHAPTER TWO

Memes in Language Teaching

Introduction

As memes are widely spread in the world thanks to technology, they take different forms among which are images, videos, texts, GIF, texted images…etc. In fact, the meme as a concept is not new, it was rather mentioned for the first time in Dawkins' book "The Selfish Gene" in 1976, since then, many scholars started using this concept in different domains to see their effectiveness and usefulness.

This chapter covers the definition of humor and its origin generally to go deeper with humor in language teaching taking into consideration that it is an umbrella term under which 'meme' is included. Additionally, it emphasizes the understanding of memes as a concept on its own and as a cultural concept with its types and importance. In addition, this section discusses the key features under which we can classify a meme as being a useful teaching tool or not. To end up, this chapter investigates the relationship between culture, memes and language.

2.1. Definition and Origins of Humor

According to Hadiati "humor is defined as anything that makes people laugh or is amusing, or the capacity to recognize what is funny about a situation or person. Anything that invites laugh can be considered as humor" (2018, p. 2). Depending on how funny we find a stimulus, we might smile, chuckle, or even start to shake with convulsive laughter. Humor is a pleasant sense of emotional well-being and joy that accompanies response. In the course of a regular day, the majority of us encounter situations of this nature frequently (Martin & Moris, 2018, p. 1). Hadiati adds that humor can sometimes be interpreted differently because different things make different people laugh, and different people may come from different backgrounds; in various contexts, what is seen humorous might be seen as ironic (2018, p.1).

Similarly, Martin and Moris highlighted that although all cultures have their own rules about what constitutes proper comedy and the kinds of settings in which it is acceptable to laugh, the sounds of laughing are universal across all cultures (2018, p. 3). Moreover, the Oxford English Dictionary (n.d.) defines humor as "that quality of action, speech, or writing which excites amusement; oddity, jocularity, facetiousness, comicality, fun" (as cited in Martin & Moris, 2018, p 5). Basically, in casual talks, humor typically relies on knowledge that participants have in common, and it might fall flat when the recipient lacks key information (Norrick & Chiaro, 2009).

Laughter and humor are closely connected, yet they are not the same thing. The cognitive process that underlies humor typically but not always results in laughter. A hilarious cognitive stimulus can trigger laughter, but so can other stimuli like being tickled. Laughter is a seizure-like action. So, just as one can laugh without a funny stimulus, so too can one feel humor without laughing (Polimeni & Reiss, 2006, p. 347). Today, humor refers to whatever people say or do that is thought to be humorous and makes other people laugh. It has a generally positive connotation and is socially desirable. It is interesting how lately this broad definition of humor emerged. The word has a very interesting and complicated past, beginning with a completely distinct meaning and progressively accumulating new implications throughout the years (Martin, 2007, p. 20).

The original Latin term for humor is humorem, which means fluid or liquid. In physiology, it still has this connotation when referring to body fluids like the aqueous and vitreous humors of the eye. The fourth-century B.C. Greek physician Hippocrates, known as the 'father of medicine', held that the right balance of the body's four fluids, or 'humors', including blood, phlegm, black bile, and yellow bile, is necessary for good health (Martin, 2007, p. 20-21).

Furthermore, Martin (2007) adds that Galen, a Greek physician who practiced in Rome in the second century A.D., introduced the theory that these four fluids each had distinct psychological properties and that an excess of any one of them in a person produces a certain temperament or character. One who has a lot of blood has a sanguine or upbeat disposition, while someone who has a lot of black bile has a melancholy or depressing mentality, and so on (p.21). Therefore, Konstantakos (2017) stated that the body is healthy, disease-free, and in good shape when these four fluids are in a balanced state, and the person's psychological well-being is likewise sound. A lack of balance, illness, and disease results when one of the fluids is present in excess compared to the others (p. 1).

In this manner, ancient doctors used laughter as one of their techniques to balance the four body fluids. Laughter was believed to cause the body to convulse and spasm, restoring the fluid balance and ensuring physical and mental wellness. The renowned Democritus, who is also credited as the inventor of the atomic theory—the idea that the cosmos is made up of atoms—was a supporter of this idea and earned the title of 'the laughing philosopher' as a result (Konstantakos, 2017, p. 1).

Additionally, early on, the term 'sense of the ridiculous' was used to describe receptivity to absurd things. By the middle of the nineteenth century, the 'sense of humor' had taken its place. Although the phrase was first used merely for descriptive purposes, it gradually gained the positive implications that were connected with humor (as opposed to wit) at the time and developed into a highly regarded virtue. By the 1870s, the sense of humor had taken on the highly desirable meaning it has today, denoting a fundamental value. A person's character would be highly praised if one were to remark on their sense of humor. In fact, having a sense of humor has become one of the most valuable traits somebody can possess. On the other hand, it was considered one of the most awful traits that could be said about someone to claim that they had no sense of humor (Martin, 2007, p. 45).

2.2. Humor in Language Teaching

There have been proposals concerning potential applications of humor in the classroom from theorists and educators from various professions. The use of jokes and puns in language instruction has been demonstrated by language methodologists among others. Nevertheless, there is still a need for a smooth integration of humor into the methods used to teach languages (Deneire, 1995, p. 285). McNeely (n.d.) stated that "... when teachers share a laugh or a smile with students, they help students feel more comfortable and open to learning. Using humor brings enthusiasm, positive feelings, and optimism to the classroom." (as cited in Gregar, 2016, p. 2). Therefore, the application of humor in educational settings will help facilitate and simplify the teaching process.

Following Berk's view (1998), he makes it clear that schools where humor is used to enhance learning are more likely to reduce stress, boost self-esteem, and increase motivation. He emphasizes that humor and laughter can maximize learning through promoted blood circulation and respiratory efficiency, lowered heart rate and blood pressure, increased oxygen levels in the blood, and ultimately leading to the release of endorphins into the bloodstream (as cited in Andarab & Mutlu, 2018, p. 24). On the other hand, Berk (1998) highlighted that there are times when teachers cannot anticipate how it will be interpreted. It is likely that others will interpret or understand a person's sardonic, hilarious, or comic statements as being dull or spiteful. Because "everyone has a unique perception as to what is humorous"(as cited in Andarab & Mutlu, 2018, p. 25), this means that while using humor, consciousness and meticulousness should be the guiding principles.

According to Csajbok-Twerefou, beginners can quickly understand some humor in the language being studied. These include simple word and phrase jokes that are based on traits and behaviors common to all people, such as intelligence and idiocy, success and misadventure, etc. Only advanced learners might understand others, such as jokes, satire, or sarcasm (2011, p.

330). To put it another way, the needs, level of competence, and cultural background of the learners should all be taken into consideration when deciding what aspect of humor education to include in the curriculum. For instance, attempting to teach sarcasm to a group of total beginners would be futile. But since they are likely to encounter this form of humor in English-speaking countries and because previous students have showed uncertainty about it, we typically include a lecture on sarcasm for our Japanese students who intend to study abroad. It's crucial to help students fill in any humor competency gaps (Rucynski & Prichard, 2021, p. 4).

2.3. Types of Humor

2.3.1. Jokes (canned jokes)

The "canned" joke is one that is presented orally during conversations or chronicled in collections, and it is frequently regarded as the most known sort of verbal comedy. According to the widely recognized definition, a joke consists of a buildup and a punchline. Sherzer (1985, p. 216) claims that a joke is "a discourse unit consisting of two parts, the set-up and the punch line." According to Attardo and Chabanne (1992), the set-up is usually a narrative or discussion, but the punchline is the structure's final element that stimulates, intrigues, and generates a disagreement with the set-up (see also Attardo 1994, 2001; Suls 1972). For instance, the joke 'how do you organize a space party? You planet!'. This kind of jokes often relies on puns, wordplay, or unexpected twists to create humor. While they may appear easy or predictable, they can nonetheless generate laughter and give light-hearted amusement in a variety of social contexts.

2.3.2. Wordplay (puns)

Wordplay is a typical means of telling jokes. Wordplay (e.g., puns) is any hilarious expression in which the humor is derived from the connotations, sounds, or ambiguities of language. This includes a speaker purposefully being punning or a listener seeing an ambiguity in the speaker's words and using it for humorous reasons (Wilson, 2021, pp. 46–48).

Moreover, according to Freud (1905/1960, p. 39), the double meaning that emerges from a language's literal and metaphorical meanings is "one of the most fertile sources for the technique of jokes." It is a typical joke-making method to combine or mix the numerous meanings of a single word, such as 'I'm reading a book about anti-gravity. It is impossible to put down!'. Puns can be sophisticated and light-hearted, with a play on words or unexpected twists that result in a funny impact. They are frequently employed in jokes, puns, and casual discussions to generate a comic impact by utilizing the many meanings or sounds of words.

2.3.3. Irony and Sarcasm

According to Martin and Ford (2018, p. 30), the speaker makes a statement whose literal meaning is the polar opposite of the intended meaning (for example, exclaiming "What a wonderful day!" while the weather is cold and rainy). Sarcasm and irony are commonly used interchangeably.

Grice (1975) defines irony as a specific conversational implicature caused by an explicit violation of the first 'quality' canon i.e., the use of irony in communication to convey a particular implied meaning. Conversational implicature refers to the implied meaning that is communicated indirectly through speech or written language, beyond the literal interpretation of the words used. When we combine irony with conversational implicature, it means that the irony used in a conversation or discourse is meant to convey a specific implied meaning. The speaker intends to communicate something beyond the literal words they are using, and they do so by employing irony.

For example, someone arrives late to a meeting, and another person sarcastically says, "Oh, great timing!" The literal meaning of the statement implies that the person's timing is not great at all. However, the ironic use of the phrase suggests that the person's timing is, in fact, not great.

Grice also highlighted that Irony must be understood using the cooperative principle, maxims, and implicatures. The cooperative principle is a concept in pragmatics that suggests people engage in conversation with the expectation that participants will cooperate and contribute relevant information to the interaction. Maxims are guidelines that help regulate conversation and ensure effective communication, and there are four types of maxims. First, 'maxim of Quantity' that provides enough information, but not more or less than necessary. Second, 'maxim of Quality' which means to be truthful and provide accurate information. Third, 'Maxim of Relation' that emphasizes on being relevant to the topic at hand. Fourth and last one, 'Maxim of Manner' which lands in being clear, orderly, and avoid ambiguity or obscurity. Implicatures are inferences or implied meanings that are derived from the context of a conversation. They go beyond the literal interpretation of the words used. (p. 124 As cited in Ruiz et al., 2013, p. 1).

2.3.4. Parody

Korkut suggests a broad meaning of 'parody' in which he defines it as "an intentional imitation—of a text, style, genre, or discourse—that includes an element of humor and has the goal of interpreting its target in some way" (2005, p. 14). For example, "Airplane!" The film "Airplane!" is a classic satire of disaster movies. It exaggerates the dramatic circumstances and clichés typical in those films in order to achieve a comic effect. The film mocks the solemn tone of disaster films. However, many scholars already presented various forms of parody; Korkut identifies three types of parody:

'Text parodies and personal styles' is the first type. This type of parody is occasionally addressed against a specific piece of literature, specific phrases and words, or even an author's style such as "Austenland" Novel and Film; "Austenland" is a novel by Shannon Hale and its film adaptation that parodies Jane Austen's romantic novels. It humorously explores the

obsession some people have with Austen's works and satirizes the romantic expectations and tropes found in those novels (Korkut, 2005, p. 15).

The second form is 'genre parody', which is intended for a certain literary genre with its own set of rules and conventions as "Austin Powers" (Film Series): Mike Myers' "Austin Powers" films satirize spy and James Bond films. The series uses comedy aspects, visual puns, and creative wordplay to reproduce iconic components of espionage films such as gadgets, villains, and suave protagonists (Korkut, 2005, p. 16).

The third type of parody is 'discourse parody', which focuses on a specific individual, group, or activity's philosophical, sociological, religious, or ideological language. For instance, "The Daily Show" (TV Show): "The Daily Show," presented by Jon Stewart and later Trevor Noah, is a satirical and comic take on current events that parodies journalistic discourse. The show mocks media bias, political rhetoric, and the sensationalism that is common in news reporting (Korkut, 2005, p. 17).

2.3.5. Satire

According to Encyclopedia Britannica (2014), satire derives from the Latin term 'satura' and can be traced back to the ancient Greeks and Romans. The term 'Satura' means "full plate" or "plate full of distinct fruits." Satire, on the other hand, is defined in the field of humor studies as "aggressive humor that exposes contradictions of individuals or social institutions through ridicule." (Ruiz et al., 2013, p. 30). As a result, the purpose of satire is to evoke not simply laughing, but laughter with the intention of reforming. It has an objective, such as mocking pretension, deception, dishonesty, and conceit.

2.3.6. Spoonerisms

As with any other seemingly straightforward notion, spoonerism is difficult to define. Particularly, it has never been entirely apparent since the time of Rev. Spooner himself whether spoo-nerisms should be categorized among slips of the tongue or rather among intentionally

designed witticisms, or puns (Sobkowiak, 1990, pp. 278-279). Robbins defined it as one of the earliest types of humor 'the slip of the tongue'. Since ancient Greek literature, errors like a letter that was placed incorrectly, a word that was used at the wrong time, or a pun have made people laugh. This erroneously created type of humor that has come to be known as a Spoonerism has contributed to everyone's laughter experience (1967, p. 457).

Furthermore, pun-spoonerisms do not necessarily have to have a semantic sense; sometimes people just watch the performance for the mere enjoyment of the linguistic hilarity, and fun way of playing with sounds and spellings (Robbins, 1967, p.457). An example of spoonerism is "Jelly beans" turns into "belly jeans" or when you attempt say "bunny phone" instead of "funny bone," you have used a spoonerism through the transposition of letters (Vocabulary.com Dictionary, 2023).

2.3.7. Putdowns and Self-denigrating Humor

Speakers who employ self-deprecating humor (also known as self-disparaging, self-denigrating, or self-mockery) utilize oneself as the subject of a joke or quip. The speakers' capacity to laugh at their own shortcomings or issues is demonstrated by their use of self-deprecating humor (Dynel, 2009, p. 1295).

However, it is argued that the use of self-deprecating humor does come with some drawbacks, though. The success of the irony is crucial because it can boomerang on the speaker if the audience takes the self-deprecating comment literally (Andeweg et al., 2012, p. 760). For them, at first glance, utilizing yourself as the source of humor appears to be practical. Self-deprecating humor is praised as a great technique to lighten the mood and improve the speaker's ethos in many public speaking manuals (p. 759).

Putdowns, then, are comments that are genuinely harsh and degrading because they typically lack humor that the target audience can enjoy (Dynel, 2009, p. 1294). Examples given by Dynel concerning these two types of humor respectively are: "Your talent is like the Loch

Ness monster. Nobody has seen it yet" (putdown). Next, when the speaker performs he may use sentences like "my brain must be on the standby mode" or "in today's performance, the role of the idiot will be played by myself" (Self-denigrating Humor). Thus, the speaker has the capacity to mock one's shortcomings or issues (Dynel, 2009, p. 1295).

2.3.8. Retorts

Following Merriam-Webster Dictionary definition; a retort usually "implies a reaction to an implicit or explicit charge, criticism, or attack which contains a countercharge or counterattack" (Merriam-Webster Dictionary, 2023). Moreover, Dynel stated that one of the most prevalent processes guiding retorts is the hilarious interlocutor's pretend misinterpretation of the prior turn, which causes him or her to distort the intended meaning and trigger another one. Along with, he also explained that the category of witticism that is formed in response to an earlier speech overlap with this retort. A quick and witty rejoinder to an earlier turn that forms an adjacency pair is known as a retort (2009, pp. 1291-1292). For instance:

A: Why are you drinking alcohol?

B: What else do you want me to do with it?

2.3.9. Teasing

Teasing is a form of artistic expression that is frequently used to send messages that, while appearing to be unpleasant or hurtful to the listener, actually suggest the opposite. However, it is very difficult to describe because what one person may see as a tease, another person may see as an insult (Hendry, 2016, p. 2). For instance:

Female: You manifest the Peter Pan syndrome.

Male: And you have the Captain Hook syndrome. (teasing)

Female: There's no such syndrome.

Male: Obviously there is. You have it! (teasing), (Dynel, 2009, p. 1293).

Hendry adds, in its purest form, teasing is a lighthearted exchange. Although the meaning of a tease may be terrible if taken literally, there are ways for speakers to make their statements appear less serious (2016, p. 3). According to many scholars, Human social existence is centered around teasing. People use teasing as a means of flirting, resolving disagreement, passing the time, and socializing. Teasing can have more troubling outcomes if tiny modifications in utterance and display are made, such as when it humiliates or harasses the target. Despite how commonplace teasing is in daily life, scientific psychology does not address it in any depth. This absence has a number of causes. Bullying, play, irony, sarcasm and comedy are frequently combined with teasing and are even used interchangeably at times (Keltner et al., 2001, p. 229).

2.3.10. Banter

The Oxford dictionary defines it as "the playful and friendly exchange of teasing remarks". On the other hand, Flayih (2013) said that "it is an offensive way of being friendly" (p. 19). In the words of the majority of our respondents, 'banter', or 'taking the piss', is to deflate someone else's ego and bring them down to the same level as others (the respondents assigned this meaning to the phrase 'taking the piss'). Although the banterers may employ a variety of amusing techniques, jocular insult (or teasing) is by far the most popular. By using techniques for social acceptability and friendship, banter aims to establish and strengthen relationships (Plester& Syares, 2007, 158).

Female (25 age): Drink up your beer!

Male (45 age): Yes, mummy!

Female: And make sure you change your nappy when it's wet!

Male: I will! And when I do, I will go straight to bed to meet my teddy bear!

Female: But only after you both brush your teeth, (Dynel, 2009, p., p. 1294).

2.3.11. Anecdotes

According to Merriam-Webster Dictionary an anecdote is "a usually short narrative of an interesting, amusing, or biographical incident" (Merriam-Webster Dictionary, 2023). For Dynel (2009), the speaker frequently presents an experience from someone else's life as though it were an autobiographical one. She also highlighted those narratives about the famous, which are printed in collections and passed down orally, are more common than those recounting (ostensibly) personal incidents. (p. 1295).

In fact, anecdotes are delivered in a lively manner full of clever lexemes and phrasemes, as well as rich non-verbal expression (the tone of voice, the facial expression, and gestures), which all contribute to the humorous effect. It is not common for these tales to discuss situations that were anything but hilarious and even dramatic, but are cheerfully retold to evoke a chuckle from the recipient (Dynel, 2009, p. 1295). For example, if a group of coworkers is talking about pets and one of them shares a tale about how her cat only goes downstairs at a particular time of the night, then that employee has just presented an anecdote (YourDictionary, 2012, p. 1).

2.3.12. Memetics

According to He "The central term of memetics, meme, by analogy with 'gene ', came from a Greek root with the meaning of imitation" (2008, p. 71). Memes are cultural information that is copied, and that it is copied by imitation (Blackmore, 1998, p. 1). To begin with, the biologist Richard Dawkins initially uses the term "meme" as the unit of cultural transmission in his book The Selfish Gene (Castaño, 2013, p. 84).

Additionally, for Castaño the term "meme" was first used to describe a new type of internet communication, but it has now transcended its academic definition as a result of increased computer usage and the Internet's rapid proliferation, notably forums, chat rooms, blogs and social networking sites. Meme is currently connected to what Dawkins defines as a meme, but it has certain unique qualities because of how it spreads and how quickly it replicates.

These new memes are addressed as Internet Memes (IM) (2013, p. 84). The below picture is A pepper spray cop meme illustration. Chief Clancy Wiggum, a cartoon character from "The Simpsons," is used to replace the actual police officer in the image. Basically, the photo first gained popularity in 2011, which sparked a number of parodies, many of which had political allusions (such as the police officer standing in for the Statue of Liberty or pepper-spraying the Declaration of Independence of the United States) (Castaño, 2013, pp. 99-100).

2.4. Definition of Meme

'Mimema' is the Greek word for the term meme, which stands for 'imitation'. The term meme was first introduced in 1976 by the British evolutionary biologist Richard Dawkins in his work The Selfish Gene where he defined it as a small cultural unit propagated by an imitation process when it travels from person to person. i.e., Dawkins viewed memes as ideas, behaviors, or cultural artifacts that can spread from person to person through imitation. He regarded them as replicators, in the same way that genes replicate and transfer genetic information. Memes, according to Dawkins, go through a process of variation, selection, and inheritance, which is similar to biological evolution principles. Memes can be anything that conveys cultural knowledge, including words, melodies, fashion trends, religious beliefs, or even technologies. The ability of memes to be reproduced and transferred through human imitation allows them to propagate and evolve within a cultural environment (p. 206).

According to Merriam-Webster Dictionary (2012), a meme is an amusing or interesting item (such as a captioned picture or video) or genre of items that is spread widely online,

especially through social media. And according to Oxford Dictionary, a meme is a cultural concept, activity, or style that travels from person to person. That is to say, a meme is an entertaining, engaging cultural aspect that is spread among people and it can take the form of an image, a video, a captioned image and many other forms.

In the digital age, a meme is a hilarious, relevant, or satirical image, video, GIF, or piece of text that is frequently shared and adapted online. It can be generated and shared via social media platforms, websites, and messaging applications and it frequently evolves and mutates over time as different users' remix and repurpose it. Memes can represent a wide range of cultural references, including famous movies and TV shows, as well as political events and social trends. They can be used to make social commentary or just to describe a common experience or emotion (Shifman, 2013).

On the surface, online memes appear to be a common source of light entertainment - a means for individuals to express themselves through skillfully remixed word, picture, and video templates. They are undoubtedly the wallpaper of our social media feeds, and they frequently supply us with a few minutes of idle, humorous material for procrastination during the course of our day. Memes, however, have a serious side, according to academics studying current forms of communication. They are a language in and of themselves, capable of transcending cultures and constructing collective identities between people. These easily shared visual jokes can be effective instruments for self-expression, connection, social influence, and even political subversion (Brown, 2022).

Paolo Gerbaudo a specialist in digital politics and the director of Kings College London's Centre for Digital Culture stated that internet memes "are one of the clearest manifestations of the fact that there is such a thing as digital culture," (n.d., as cited in BBC, 2022).

Memes, according to Gerbaudo, are "sort of a ready-made language with many different types of stereotypes, symbols, and situations. A palette that users can use, similar to emoticons, to convey a certain message" (n.d., as cited in BBC, 2022). That is to say, memes are not just some sort of a picture or a funny video without a meaning, it holds a meaning that is beyond the image, and it may show a whole cultural aspect.

2.5. Importance of Memes

Memes are visual representations of emotions, thoughts, and actions that are easy to transmit. They have become a significant component of our digital culture and social media landscape, serving entertaining and cultivating functions, Memes are usually utilized for amusement purposes. They frequently use irony, comedy, or satire to make a point or generate a laugh, and they may be a terrific way to lighten the mood and have some fun. They can be used for social commentary, allowing people to communicate their thoughts and feelings on a particular topic in a hilarious or thought-provoking manner. Memes can provide a venue for people to engage in less formal political or social conversations. In addition, they can be used to foster a sense of community and shared experience among people who share an interest or identity. Memes can make people feel connected and understood, and they can also be used to convey one's identity or sense of belonging. Memes can also be used to quickly and easily communicate information. They can be used to express complicated ideas or information in a simple and understandable manner. (Shifman, 2014, pp.18-19)

In short, memes have become a significant element of our digital culture and social media environment, serving as a means to express ourselves, connect with others, and engage in social criticism and dialogue.

2.6. Key Features of Memes

After more than a decade of irregular and halting growth, Memetics is defined as "the theoretical and empirical science that studies the replication, spread, and evolution of memes"

(Heylighen & Chielens, 2009, p. 1). In other words, Memes are frequently compared to viruses, which are replicating agents that require a host (carrier) to replicate. To some extent, the analogy works because, like viruses, memes (i.e., ideas, thoughts, concepts, songs, etc.) require a host to ensure replication and spread.

According to Blackmore, while we talk and study memes, we need to pay attention to some key features that are considered crucial for a meme to be considered as a replicator. They are: variation, selection and retention (i.e., inheritance).

Variation - stories are rarely presented the same way twice, no two buildings are precisely the same and every conversation is unique, so when memes are passed on, copying is not always perfect. Variation points out the idea that memes frequently undergo variations or adjustments when they are transferred or circulated.

The expression implies that when memes are passed down from person to person, the copying process is not always perfect. Memes, like stories or conversations, may undergo minor changes or adjustments as they are shared and mimicked. This variation contributes to the meme's dynamic nature and evolution as it is disseminated and reproduced within a cultural environment. For example, A popular meme depicts a distinctive image with a humorous caption. The original meme depicts a person making a goofy facial expression with the text, "When Monday hits you like a ton of bricks." Variations may occur as the meme spreads and is shared by different people. Some people may use the same image but change the caption to suit their own experiences or tastes. For instance, the caption may be changed to "When your alarm clock ruins your dreams."

Selection - some memes capture people's attention, are faithfully recalled, and are transmitted to others, while others are never copied at all. This refers to the tendency of some memes to stand out, achieve popularity, and be extensively circulated, while others fail to get momentum or go ignored (Blackmore, 1999).

Blackmore (1999), highlighted that Memes that are reliably recalled and actively conveyed by individuals are more likely to be replicated and passed on to others. These memes effectively "survive" and spread through subsequent sharing and replication. Some memes, on the other hand, fail to attract people's attention or to resonate with a larger audience. As a result, they are not permitted to be reproduced or transferred to others, and their distribution is restricted. These memes are not as successful, and they are not as frequently circulated or recognized.

The process of selection in memes is influenced by various factors, including content, humor, relatability, cultural significance, and current trends or interests of the intended audience. Memes that match these criteria are more likely to be chosen for replication and spread, while others may fade into obscurity (Blackmore, 1999).

For instance, A new meme has appeared on social media networks. This meme consists of a hilarious image with a catchy text, portraying a relevant circumstance to which many people may connect, such as the difficulties of getting up early in the morning. As the meme spreads, some people find it hilarious and relatable, prompting them to share it with their friends and followers. They think the statement is smart and the image perfectly captures their feelings, which raises the likelihood that the meme will be chosen for replication and propagation. The meme acquires traction and begins to spread quickly, capturing the attention of an increasing number of people who find it entertaining and share-worthy. It has a wide appeal, and as a result, it is frequently shared on many social media platforms and online forums. Meanwhile, other memes emerge around the same period but do not garner the same level of attention or acclaim. These memes may not have as strong an emotional connection with individuals or may fail to capture the core of a relatable experience, making them less likely to be shared or duplicated.

Retention of some of the meme's ideas or behaviors; one may call it imitation, copying, or learning by example, something of the original meme must be maintained. i.e., When a meme is shared and passed down from person to person, some features of the original meme must be kept in order for the meme's identity and recognized traits to be preserved. The basic idea, the core message, the visual elements, the humor, or the conduct represented are all examples of these characteristics (Blackmore, 1999).

Imitation, copying, or learning by example can be used to describe the retention of certain concepts or behaviors. It means that people who come across a meme and decide to share or duplicate it should endeavor to capture and reproduce the core of the original meme in order for it to retain its intended impact and recognition. By keeping some of the meme's key characteristics, it ensures that the meme is recognized and relatable to those who have seen or are familiar with the original version. This aids in the dissemination and comprehension of the meme within the larger cultural context.

In short, Blackmore underlines the importance of retaining key features of the original meme while replicating or imitating it in order to keep its identity and recognition. This retention can be viewed as a form of imitation, copying, or learning by example, ensuring that the meme's essential ideas or behaviors are kept while allowing for modifications and adaptations to suit diverse settings (Blackmore 1999, p. 14).

For example, a popular meme that includes an image of a cat with a smug grin and the caption "I do what I want." The meme expresses a spirit of independence and defiance, and it quickly becomes popular on social media sites. Individuals that come across the meme find the combination of the cat's attitude and the caption entertaining and relevant. They value the underlying theme of declaring one's independence and nonconformity.

When people decide to copy or recreate a meme, they recognize how important it is to keep crucial features in order to sustain the meme's recognition and influence. They make

certain that the image of the smug cat stays the focal point of their version. They also incorporate a similar caption or slightly tweak it while retaining the same spirit of individualism and resistance.

People can retain the integrity of the original meme by retaining these fundamental elements—the image of the cat and the rebellious message. Others who have seen or shared the original meme will be able to recognize and relate to the duplicated meme. This promotes the meme's spread and guarantees that its essential ideas or actions are remembered and understood.

Dawkins (1989, p.194) identifies memes' fidelity, fecundity and longevity as key characteristics that can be used to measure "success" of particular memes.

Fidelity with which the meme is duplicated (copied) demonstrates how strong the meme's basic notion is. While the meme will continue to evolve, the primary idea must remain intact for the meme to be successful. (Dawkins,1989). As an example of this, the well-known "Distracted Boyfriend Meme." The original picture depicts a man walking with his girlfriend while gazing back at another woman going by. The picture is accompanied by texts that show a scene in which the man's attention is diverted by something more alluring.

As the meme grows in popularity, it begins to evolve with many adaptations and adjustments. People utilize the same format but adapt it to different situations, changing the characters and captions to fit the situation. The "Distracted Boyfriend Meme," for example, might be turned into the "Distracted Girlfriend Meme" or used to illustrate events unrelated to romantic relationships. Despite these modifications, the core concept of the meme has remained consistent throughout its evolution: getting distracted by something more interesting or appealing. This central idea is what gives the meme its enduring appeal and allows it to thrive.

Even when the format and characters evolve, the core of the original meme remains. The fidelity with which the meme is copied, with the primary idea remaining intact, illustrates the meme's underlying notion's strength and endurance.

Fecundity is a measure of how quickly a meme may replicate itself. Essentially, it is a collection of copies or imitations done throughout a specific time period. (Dawkins, 1989).

For instance, a meme with a specific catchphrase or a hilarious visual that immediately grabs people's attention. The meme quickly spreads across numerous social media platforms, spawning many copies and imitations in a short period of time.

As the meme grows in popularity, people notice it, find it hilarious, and decide to reproduce or recreate it. They make their own copies of the meme, keeping the essential components that made the original meme appealing but adding their own creative touches.

Because of the meme's inherent fecundity, copy replication and propagation proceed at a rapid pace. People are eager to join in on the trend, and the meme quickly spreads through online forums, spawning a slew of imitations and variations.

Each duplicate or copycat adds to the meme's overall fecundity. The prevalence of the meme rises as more people reproduce it, and the number of copies or imitations grows exponentially.

Longevity indicates how long a meme can survive. For example, memes for everlasting life after death and gods, i.e., religions, are not only prolific but also extraordinarily long-lived, having survived in various forms for millennia (Dawkins, 1989).

2.7. Memes as a Cultural Concept

The meme concept has been particularly adopted by advocates who support the concept of cultural units. Cultural unit advocates say that culture can be divided into discrete, self-replicating units that are transferred and shared among individuals in a society. These units can be ideas, behaviors, symbols, or other cultural aspects passed down from one generation to the next.

Richard Dawkins' concept of memes corresponds to the concept of cultural units. Memes are thought to be cultural replicators, similar to genes in biological evolution. They are

distinct cultural entities that are transferred and replicated through imitation and replication. From the cultural perspective, Memes actually highlight a function in realizing and propagating social relations, as well as in developing and molding a social group's mind-set and major forms of behavior and activities. i.e., Memes have an important function in the framework of culture by facilitating and influencing social relationships, developing collective views, and influencing a social group's behaviors and activities. Memes, from a cultural standpoint, are more than just amusing or entertaining content; they are also effective instruments for communication and social interaction. Individuals can use memes to represent shared experiences, attitudes, and beliefs within a certain social group or community, which means that Memes help to build and maintain social interactions by being shared and spread among members of a social group. They promote a sense of connection and solidarity among those who engage with and relate to the same memes, fostering a sense of shared identity and belonging.

Furthermore, memes have the power to influence and mold the attitude of a social group. By delivering certain messages, advocating specific ideologies, or reflecting prevalent cultural narratives, they can impact communal attitudes, beliefs, and values. Memes frequently address social, political, or cultural topics, allowing individuals to participate in societal discussions, debates, and critiques.

Moreover, memes can have a significant impact on major forms of behavior and activities inside a social group. They can have an impact on trends, fashion choices, spending patterns, and even collective action and social movements. Memes are cultural references that guide and shape how people in a group behave, think, and interact with their surroundings. (Knobel & Lankshear, 2007).

Taking this perspective, scholars seek to conceive about culture in evolutionary terms similar to those used by biologists to explain biological change. Evolutionary biologist; Charles

Darwin in his seminal work "On the Origin of Species," published in 1859 explained the biological change through the framework of natural selection, genetic variation, and inheritance. The key concepts are:

1/ Natural selection: It is the process through which individuals with advantageous features that improve their survival and reproduction are more likely to pass those traits on to the next generation. This causes a population to gradually accumulate favorable features over time (Darwin, 1859).

2/ Genetic Variation: The diversity of genes within a population is referred to as genetic variation. Genetic variety is influenced by mutations, genetic recombination, and gene flow. Mutations create new variants, which can introduce genetic alterations that are beneficial, neutral, or detrimental (Darwin, 1859).

3/ Inheritance: It is the process by which genetic features are passed down from one generation to the next. Offspring inherit a mix of genes from their parents, which affects their phenotype (observable features) and genotype (genetic composition) (Darwin, 1859).

The idea of using analogous concepts from biological evolution to understand cultural evolution has been discussed and developed by various scholars across disciplines. Richard Dawkins, Daniel Dennett, Susan Blackmore, Robert Boyd, Peter J. Richerson, and Joseph Henrich are among the prominent researchers who have contributed to the study of cultural evolution. These researchers investigated the similarities between genetic evolution and cultural evolution, emphasizing the roles of selection, variation, and inheretance in cultural change and transmission. According to (Godfrey-Smith, 2012), The process of cultural change and transmission is similar to the process of biological change.

1/ Cultural Selection: Cultural selection refers to the mechanisms that favor and disseminate specific cultural traits within a population. Cultural features that bring benefits,

such as enhanced social acceptance or efficacy, are more likely to be embraced and passed on (Godfrey-Smith, 2012).

2/ Cultural diversity, like genetic variation, occurs through innovation, cultural borrowing, and transmission errors. New ideas, habits, or traditions can be introduced, merged, or adjusted, resulting in a population with various cultural features (Godfrey-Smith, 2012).

3/ Cultural Inheritance: Cultural qualities are passed down from generation to generation through a variety of mechanisms, including learning, imitation, and communication. Individuals learn about culture from their social surroundings and pass it on to others, forming the cultural landscape of future generations (Godfrey-Smith, 2012).

While biological evolution occurs primarily through genetic inheritance, cultural evolution occurs through shared knowledge, actions, and symbols. Cultural qualities, unlike genetic ones, can be adjusted, adapted, or abandoned more quickly, allowing for speedier cultural change.

The mechanisms of variation, selection, and inheritance all contribute to change over time in biological and cultural environments. New features or concepts emerge, are selected for their benefits or advantages, and are passed down to future generations, resulting in evolutionary change within the relevant system.

2.8. Culture, Memes, and Language

Cultural norms play a significant role in influencing how humor is used in social interactions and what topics are regarded appropriate for it; even if humor has a biological base that is rooted in our genes. For instance, although humor frequently skirts controversial and sensitive subjects, cultural norms for what is acceptable can vary. What is regarded as hilarious or acceptable in one culture could be offensive or unaccepted in another. The kinds of jokes that are seen amusing within a given cultural setting are greatly influenced by cultural

conventions surrounding religion, racism, sexuality, and other sensitive themes (Martin, 2007, p. 4).

In addition, even when comedy appears to have its roots in a simple play framework, the complexity of human language and imagination allows us to produce humor in an apparently limitless number of different forms. That is to say, puns and wordplay in human language are abundant, and humor often results from the clever or surprising use of words with various meanings or sounds. Along with, human imagination enables us to investigate strange or fantastical ideas that defy common sense and expectations. Strange, irrational, or surprising circumstances, concepts, or juxtapositions can all be sources of humor (Martin, 2007, p.5).

For example, "A painting depicting a flying elephant wearing a monocle and a top hat". The ridiculousness of conceiving such an absurd and improbable scenario is where the fun is, or "I'm reading a book about anti-gravity. It's impossible to put down!". Therefore, these instances show how our ability to create humor in a variety of ways, including verbal wordplay, ludicrous scenarios, social criticism, and cultural allusions, is made possible by the complexity of human language and imagination. Human creativity and imagination, then, have no end to its potential, therefore humor can always change and surprise us with fresh hilarious expressions (Martin, 2007, p. 5). Moreover, as human language, culture, and technology developed, so did new ways of communicating humor. These include oral storytelling customs, comedic drama, humorous literature, comedy films, radio shows, television shows, as well as jokes and cartoons that are distributed online (Martin, 2007, p. 24).

On the other hand, since memes are considered to be part of humor due to them being funny and humorous, and with considering the previous mentioned connections between language, humor, and culture, it is plausible to draw the conclusion that linguistic and cultural factors influence both the creation and reception of humor. Further, the idea that incongruity is determined by each culture or society is disputed by Ross, and because of this what one group

may have expected may not have been understood by another, therefore the culture and language both influence the incongruity factor and the joke's actual content (1998, p. 07).

Conclusion

This Chapter handled a variety of issues, all of which related to Humor in general, and Memes in particular. It discussed definition of humor, its origins and its evolution throughout different periods of time. It also dealt with different types of humor each with its own illustration. Moreover, it tackled different definitions of the term meme from scholars' perspective and dictionary one. Furthermore, it emphasized the understanding of memes as a concept in itself, as well as its cultural definition, in addition to the significance of memes. It also addressed the main characteristics that determine whether a meme is a successful one or not, and some key features that are considered crucial for a meme to be considered as a replicator. Finally, it highlighted any connections that may exist between culture, memes, and language.

CHAPTER THREE

Field of Investigation

Introduction

This chapter presents and interprets the findings of the field investigation. It demonstrates the data collected from a questionnaire. The questionnaire asks EFL students from the Department of Letters and English Language at Guelma University about the integration of Memes as a teaching aid. Furthermore, it provides the analysis of information collected from a test that was held with the same population. Before all that, the chapter discusses the research design and methods; gives explicit details about the selected research tools and justifies the choice of the sample.

3.1. Methodology

The current study employed quantitative and qualitative research methods executed through a variety of instruments that help meet the study's objectives and respond the research questions.

- The main study tool was an offline memes' test that was utilized to measure and collect data on students' perceptions of memes as a technique that can be inserted in teaching the British Culture.

- The second tool was a students' questionnaire that was administered as a harmonizing instrument to collect information concerning teaching a foreign culture using memes in EFL classrooms.

3.2. Population and Sampling

The study's primary focus was with third-year license students at the Department of Letters and English Language from the University of 08 Mai 1945_Guelma in Algeria. The sample was composed of 125 students who were randomly selected from a population of 182 students. The selection of third-year license students was driven by the idea that they were

exposed to British Culture for the first time during the first semester. Thus, they would have had necessary information about British Culture; and since they were studying using traditional techniques such as pdf lectures, the inclusion of a new technique like memes be interesting to enhance the learning of this subject matter**.**

3.3. Administration of the Memes Test and Students' Questionnaire

During the last two weeks of the Second Semester, it was challenging to contact third-year students and invite them to answer the questionnaire, because they finished the syllabus in most of the modules and they were not available in the Department's classrooms or facilities. However, the distribution of both the test and the questionnaire was managed successfully. Accordingly, respondents were informed that all responses would remain confidential and that no email addresses or other personal information would be collected.

1.4. The Students' Questionnaire

3.4.1. Description of the Questionnaire

There were three sections and 18 items in the semi-structured questionnaire. All but two of the questions were multiple-choice, requiring respondents to choose from a range of possibilities. Further, in an effort to elicit opinions, ideas, and input from participants, the final question was intentionally left open-ended to give them space to contribute with suggestions they may have regarding the topic at hand.

To gather demographic information, the first section entitled General Information was composed of four (04) questions asking respondents about their age, duration of their academic English study, whether they were willing to study English on their own or they were obliged to, and their satisfaction with studying the EFL in Guelma University.

In the second section, Teaching Culture in EFL Classrooms, eight (08) questions were intended to elicit data on the meaning of culture, British Culture, the satisfaction and importance

of studying culture, the techniques used to teach the module, and the aspects of the British Culture received in the EFL classroom.

The third section was entitled Memes and contains three (03) questions. Its goal was to learn about the students' knowledge and acquaintance with memes.

The fourth section entitled "Teaching Culture Using Memes" consisted of two (02) questions. It aimed at knowing students' point of view about experiencing the use of memes in the educative context.

Section One: General Information

Question One: How old are you?

Table 3. 1

Student Distribution According to Age (N= counts).

Age	N	Percentage
20	30	24%
21	65	52%
22	20	16%
27	06	4.8%
30	04	3.2%
Total	125	100%

Table 3.1 illustrates the homogeneity of the sample with respect to age distribution. The age of 92% of participants falls between 20 and 22 years. Their age category is a sign that these students may have common interests in dealing with memes, since they exemplify the Gen Z, a generation obsessed with social media platforms. Nowadays these platforms post thousands if not millions of memes a day.

Question Two: How many years have you been studying English?

Table 3. 2

Language Learning Experiences

Period (years)	N	Percentage
10	29	23.2%
11	73	58.4%
12	13	10.4%
13	10	8%
Total	125	100%

The majority of responders (58.4%) according to table 1.2 have 11 years of rigorous English Language study. A percentage of 23.2% completed 10 years of English Language instruction. As a result, the majority of respondents did not have a significant gap in their years of language acquisition. The findings indicate that the majority of participants have a sufficient understanding of the target language and culture.

Question Three: Is studying English your own choice?

Yes   ☐

No   ☐

Figure 3. 1.

Choice of Studying English
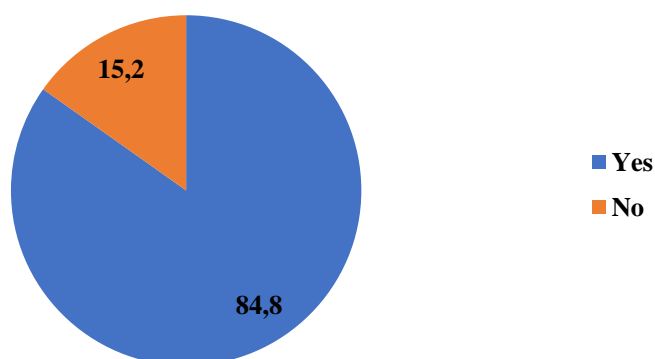
Figure 3.1 Indicates that the majority of students (84.8%) choose English by their own will. However, the minority (15.2%) were obliged to choose studying it. This question was designed to help getting an insight on the motivation to acquire the language and its culture; statistics show that most of the sample members came to the English Department willingly; this is a sign of intrinsic motivation.

Question Four: To which extent are you satisfied with studying English at the University of Guelma?

Not satisfied   1   2   3   4   5   6   very satisfied

Figure 3. 2

Students' Satisfaction with Studying English at Guelma University.
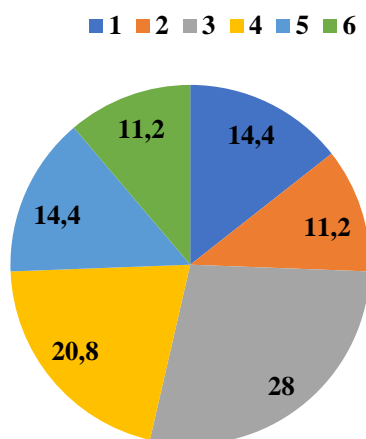
Figure 3.2 shows that 28% of respondents are neither satisfied nor unsatisfied with studying English in Guelma University. They are neutral. In addition, the second category of students (20.8%) indicates that the participants are less satisfied. Along with, a considerable percentage (14.4%) who show satisfaction in studying English at Guelma University. On the other hand, only a small percentage (11.2%) shows the opposite. We may interpret these results as the majority of students were either obliged by someone (e.g., parents) or their average was not sufficient enough to get them to register in the domain of their dreams. Further, we assume that the category which showed satisfaction with studying at the university, they did opt for the

English specialty as the specialty they always wished for. Finally, those who were neutral may

be their expectations were not met. That is to say, sometimes because of students' interests in

or preconceptions about the field, they approach it with high expectations. However, as they

progress through the course material, they can come to the realization that studying it is not at

all what they had anticipated.

Section Two: Teaching Culture in EFL Classrooms

Question Five: What is Culture?

-Patterns of human activity and the symbolic structures that give such activities

significance and importance. ☐

-All the ways of life including arts, beliefs and institutions of a population that are

passed down from generation to generation. ☐

-The totality of learned, socially transmitted customs, knowledge, material objects, and

behavior. ☐

-All above. ☐

Table 3. 3

Students' Definition to Culture

Options	N	Percentage
Patterns of human activity and the symbolic structures that give such activities significance and importance.	10	8%
All the ways of life including arts, beliefs and institutions of a population that are passed down from generation to generation.	61	48.8%
The totality of learned, socially transmitted customs, knowledge, material objects, and behavior.	14	11.2%
All above	43	34.4%

Note. N= is the number of times the option was chosen by students as the most appropriate definition of Culture.

48.8% of respondents chose the second option as a definition of the term culture; that is a way of life transformed through generations. Moreover, the table indicates that the second statistic (34.4%) represents respondents who chose the option of 'all above' which reflects that students views about the definition of culture match the various definitions of the term by

scholars and experts. Only 8% chose the first option, probably because this definition was not explicitly illustrated.

Question Six: What comes to your mind when we say 'British Culture'?

This question was asked to encourage students to reflect on their background knowledge about the British Culture. Students provided a variety of answers including: British famous food and drinks (Fries, Chips, Fish, Sweet beans and Tea). Famous figures and monuments (Queen Elizabeth II, Princess Diana, Shakespeare, Jane Austin, Charles Dickens, The Beatles, Adele, Mr. Bean, Big Ben, Tower Bridge, Buckingham Palace and the Tower of London). Cinematic works (Harry Potter, Hamlet and Great Expectations). British sports (Premier League, Tennis and Chess). In addition to some relevant cultural features such as: the royal family, the British etiquette, the unique British accent, the rich and diverse culture they have, the Victorian Age, a great empire, their fashion/ clothes and their governmental system 'constitutional monarchy'.

Question Seven: Are you satisfied with studying British Culture?

Yes ☐

No ☐

Justify ....

Figure 3. 3

Students' Satisfaction with Studying the British Culture.

■ **Yes** ■ **No**
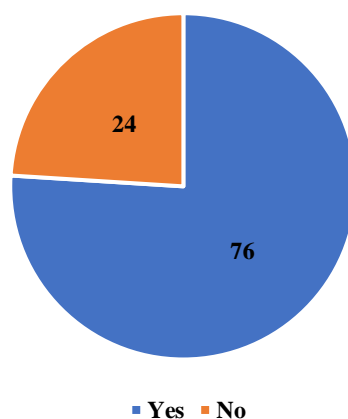
Figure 3.3 indicates the satisfaction of students with studying the British Culture. The majority of respondents (76%) agreed on being satisfied with studying it; they are learning about a very rich culture that consists of four different countries: England, Scotland, Wales and Northern Ireland. However, 24% showed dissatisfaction with studying the module, maybe due to its difficulty or to the method used to teach it.

Question Eight: To which extent do you think that integrating culture in the teaching program is important?

Not important   1   2   3   4   5   6   Essential

Figure 3. 4

Importance of Integrating Culture in Teaching Programs
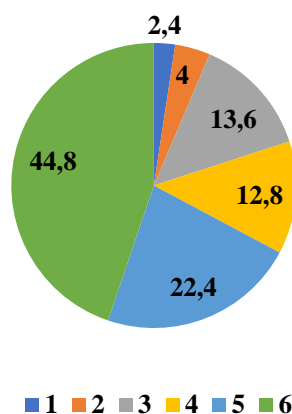
The above Figure displays that the majority of students (44.8%) declared that it is very important to include culture in teaching programs. Whereas, only 2.4% of participants said the opposite, and they think that culture is not that vital. This implies that students do not hold the same degree of awareness when it come to the role 'learning the EFL Culture' plays in their linguistic and intellectual development.

Question Nine: What techniques are you exposed to in the classroom while studying culture?

-Presentations   ☐

-Lectures/ Pdfs   ☐

-Videos clips   ☐

-Classroom Discussion ☐

Table 3. 4

Teaching Techniques Executed to Communicate Culture

Technique	N	Percentage
Presentations	61	48.8%
Lectures/ pdfs	57	45.6%
Videos clips	36	28.8%
Classroom Discussion	56	44.8%

The students were requested to list the techniques they experienced in studying culture, and they had the total freedom to opt for more than one choice. The highest percentage (48.8%) was given to 'Presentations' as being the most frequently used teaching technique. Meanwhile, the second and the third frequently implemented techniques, comprising considerable percentages (45.6%) and (44.8%), are 'Lectures/ pdfs' and 'Classroom Discussion' subsequently. However, 28.8% chose the last technique 'Videos clips' which indicates that may be watching an audiovisual material is not frequently implemented in the EFL classroom, despite its significant role in boosting students' motivation and fostering memorization and retention of cultural content.

Question Ten: What Aspects of British Culture are you exposed to in the English Department?

-History (Royal family, Religion, wars…) ☐

-Politics (Foreign Policies, Domestic Policies…) ☐

-Sport (Football, International Polo, Tennis…) ☐

-lifestyle (Family life, Food, Drinks, Customs, Etiquette…) ☐

-Art (Music, Theatre, Architecture, Literature…) ☐

Figure 3. 5

Aspects of British Culture Studied in EFL Class
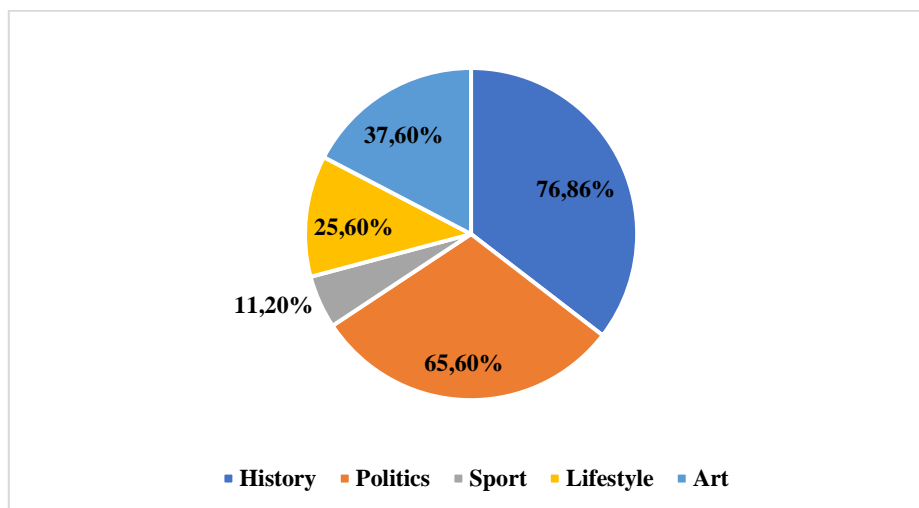
Figure 3.5 sheds light on the elements of British Cultural studied most in the EFL classroom. According to participants' responses, students are exposed to the historical background of British Empire and the governmental political system of the country with the percentages of 76.8% and 65.6% consecutively. Whereas, the aspects of art, lifestyle and sports were selected as the least taught with the percentages of 37.6%, 25.6% and 11.2% sequentially.

Question Eleven: Please classify the below aspects from the most important to the least important ones (use numbers).

-History (Royal family, Religion, wars…)   ☐

-Politics (Foreign Policies, Domestic Policies…) ☐

-Sport (Football, International Polo, Tennis…)   ☐

-lifestyle (Family life, Food, Drinks, Customs, Etiquette…) ☐

-Art (Music, Theatre, Architecture, Literature…)   ☐

Figure 3. 6

Students Preferences of Elements of British Culture
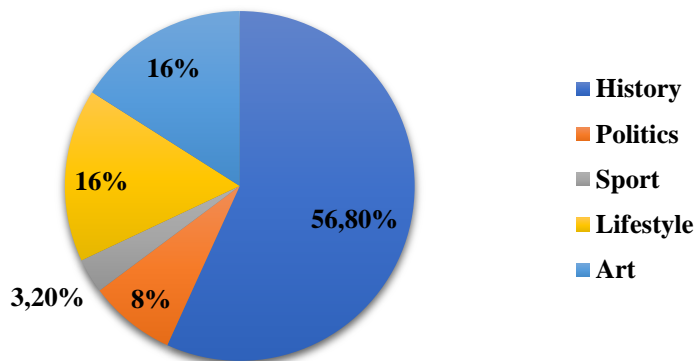
Responses to this question revealed that the majority (56.8%) of students showed an inclination towards history as an important cultural element, as seen in Figure 3.6. However, another category of respondents (16% for each item) saw that cultural constituents like lifestyle and art should be given more attention. Finally, 'politics and sport' gained the lowest supporters by having only with 8% and 3.2% of the voices successively.

Question Twelve: Do you think that the module of Culture receives the value it deserves in the English Department?

Yes ☐

No ☐

Justify ....

Figure 3. 7

The Value of Culture in the English Department
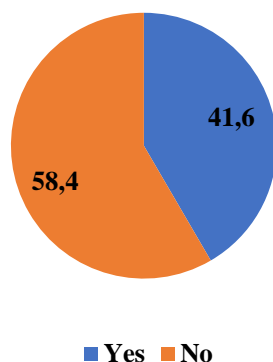
Figure 3.7 highlights that the majority of participants saw that culture as a module is not given the value it deserves, justifying their choice by putting the blame on many factors among which: the uninteresting ways of teaching the module, focusing on history which is not favored by many students, neglecting students preferences, using only handouts that include extensive chunks of historical data, making the module difficult to understand. 41.6% opted for the option 'yes', explaining that they were exposed to culture since the first year which led to enriching their educational background.

Section Three: Memes

Question Thirteen: What is a meme?

- An idea ☐

- A skill ☐

- A behavior ☐

- A phrase ☐

- A captioned picture ☐

- All above ☐

Table 3. 5

Definition of a Meme

Options	N	Percentage
An idea	24	19.2%
A skill	8	6.4%
A behavior	6	4.8%
A phrase	6	4.8%
A captioned picture	52	41.6%
All above	51	40.8%

Note. N= is the number of times the option was chosen as one of the six meanings of the term meme.

Table 3.5 displays statistics for each option chosen by the students. The choice 'A captioned picture' gained the lion's share of students' selections with a total of 41.6%; making it the most suitable definition for the term meme from their perspective. Second, 'All above' was selected to form the second choice with a total of 40.8%. On the other hand, 'A behavior' and 'A phrase' were reported to be the least chosen meanings of a meme with only 6% for each.

Question Fourteen: Are you a fan of memes?

Yes ☐

No ☐

Justify ....

Figure 3. 8

Student's Personal Interest in Memes
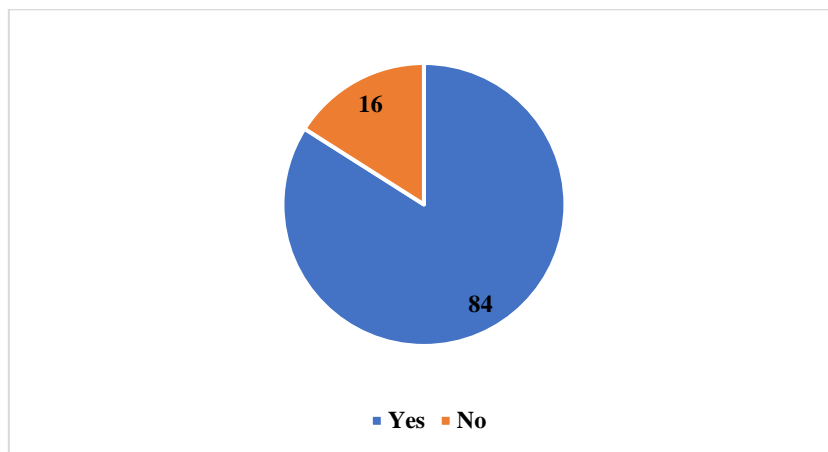
As shown in figure 3.8, 84% of the participants said that they are fun of memes as a source of humor and laughter. This category of students said 'yes' probably because memes frequently refer to shared experiences and situations with which they can relate. Memes may foster a sense of community and connection among users. However, those who selected 'no' (16%) declared that they do not understand the meme's symbolism or implicit humor.

Question Fifteen: Do you understand a meme when you see it?

Yes   ☐

No   ☐

Justify ....

Figure 3. 9

Students' Understanding of Memes
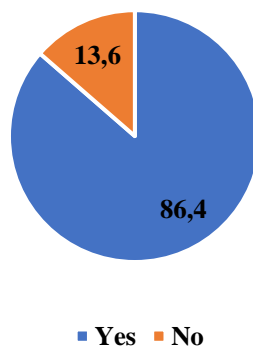
86.4% of respondents understand encountered memes possibly due to their extensive use of social media platforms. These platforms are a fertile space for memes. Making memes is 'a trend' nowadays; some stated that they have their own Facebook/Instagram pages of memes. 13.6% of participants do not understand memes because of their unfamiliarity with the cultural context/background behind them.

Section Four: Teaching Culture Using Memes

Question Sixteen: Do you believe that memes can be educative?

Yes [ ]

No [ ]

Justify ....

Figure 3. 10

Student's Opinions about Educative Memes

■ **Yes** ■ **No**
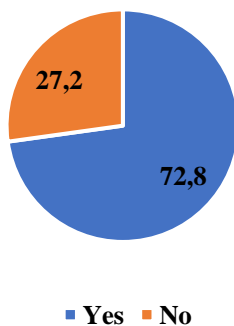
Figure 3.10 illustrates that students' who voted for yes make 72.8% of the respondents; they believe that memes can be applied in educational settings, most likely because they are more fun and memorable. Further, memes may help students understand difficult issues by breaking them down into more digestible and relatable ideas. Students justified their option by adding comments like: "I learned many things from memes". On the other hand, 27.2% of responses voted for a no; probably they assume that memes can be fun and humorous but distracting and casual which is not appropriate for formal educational contexts.

Question Seventeen: How much would you like to experience the use of memes when studying culture?

<div align="center">

Very much   1   2   3   4   5   6   Not at all

</div>

Figure 3. 11

Students' interest in studying culture via memes
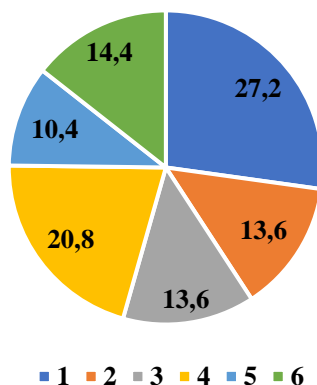
The above figure displays the degree to which students are excited to experience the use of memes in their culture classes. 27.2% stands for the majority of voters who are very excited to experience that. In addition, 13.6% of students were neutral in their choice; they were neither excited nor unexcited to experience the use of memes in learning culture. Finally, the minority of participants with 10.4% were not excited to live the experience. We, then, estimate that most of the participants see studying as a difficult and occasionally frustrating activity. Thus, humor can be a coping technique that helps students deal with stress and boredom. Additionally, neutrals may be are afraid of having such experience due to the lack of understanding the content of memes even though they are fun of humor. Therefore, this would harden the study for them and that is why they were hesitant. Lastly, the minority that did not agree on the idea of having memes in education may see humor in formal settings as something not serious which will hinder the process of learning.

Question Eighteen: If you have any suggestions or recommendations on the subject under inquiry, please feel free to share.

The majority of students neglected this part, and avoided answering it. i.e., they left it empty. However, 12% of participants wished us luck by writing the statement 'Best of luck', 8% of students wished that memes will be used for real in the educational context by writing ' I wish they give memes a try because personally I learned from them'.

3.4.4. Discussion and Summary of the Questionnaire Results

The questionnaire asked about a wide range of topics, including students' British Cultural knowledge and their familiarity and understanding of memes as well as many other qualities and attitudes. This overview basically emphasizes the key findings:

First of all, the majority of students with 58.4% see that culture is not given the value it deserves (as seen in Figure 3.7). Further, the lion share of our respondents reveals that 86.4% understand the meme (as seen in Figure 3.9). Moreover, 72.8% of third year LMD students believe that memes can be educative justifying their option by exclaiming that they learned some things thanks to memes they see on social media (as seen in Figure 3.10). and most importantly, most of our sample with 27.2% are excited and open to experience the use of memes in studying culture (as seen in Figure 3.11)

Secondly, a significant number of students (41.6%) face difficulty understanding what the term meme indicates. They understand one side of the concept instead of its whole connotation; they emphasized 'a captioned picture', most likely because it is the only type, they are familiar with on the different platform of social media (Facebook, Instagram, Twitter…etc.), (as seen in Table 3.5).

Finally, results displayed that students welcome the idea of implanting memes in educational settings. Memes are habitually used as entertaining materials; their integration in course design may add flavors and reduce dullness of linear direct ways of teaching Culture. Also, they believe in the power of memes and they trust their ability to convey information more effectively and in a short period of time (as shown in both figures 3.10 and 3.11).

3.5. The Memetic Test

3.5.1. The Description of the Memetic Test

The test consists of 17 items; a list of memetic materials. Each material represents a specific British Cultural aspect. The researchers attempted to select familiar aspects of culture such as: food and drinks, royal family, clothes, language, weather, art, transportation…etc. The Memes' Test was distributed to 3rd year license students in the Department of Letters and English Language at the University of 8 Mai 1945_Guelma. The test was handed to 80 students out of a total population of 180; they were asked to identify the cultural aspect represented in each meme and to interpret its comprehensive meaning.

To ensure the genuineness of students' responses, researchers focused on the authenticity of the materials included in the test. Memes were selected from easily accessible and ordinary life platforms (social media posts, Pinterest, Reddit website and Google images).

3.5.2. Analysis of the Memetic Test Findings

The most noticeable result is that the majority of students (87.5%) succeeded in opting for the correct Cultural aspect for each Meme, whereas 12.5% did not answer the first part of the question, which is guessing the cultural aspect; they directly moved to interpreting the meme. When it comes to the interpretation of the suggested memes, this study observed that 100% of the respondents were cooperative and answered the 17 items of the test.

Meme 01

Figure 3. 12

A cultural meme about British Royal Family
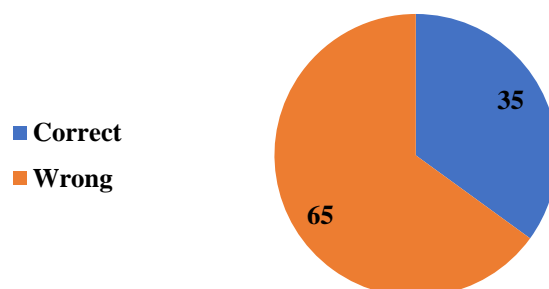
The majority of participants (65%) interpreted the first material correctly. The meme was about the Corona Virus which hindered peoples' daily routines. The meme was created to describe how the year 2020 disrupted every person's expectations and plans. However, 35% of the participants did not understand the meme correctly; yet, they attempted to answer it. Some of them interpreted it by observing the picture which seems to tackle the conflict between Queen Elizabeth II and Princess Diana.

Meme 02

Figure 3. 13

A cultural meme about British Food and Drinks 1
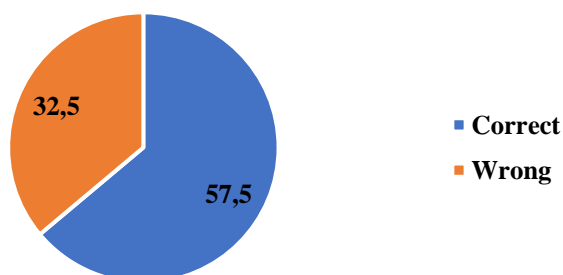
57.5% of the respondents properly comprehended the second material. They could see that the meme refers to the British obsession with tea. 32.5% of the participants misunderstood

the meme, yet they made an effort to respond. They thought that the man and woman sitting beside each other are British based on their physical characteristics; i.e., looking blond.

Meme 03

Figure 3. 14

A cultural meme about British Educational System
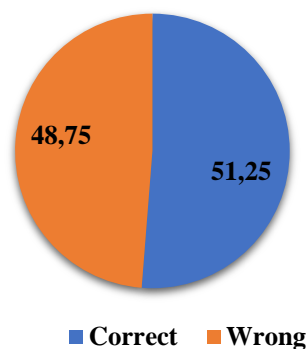
A total of 51.25% understood that the meme displays the educational system in the United Kingdom that is a learner-centered at the primary and secondary levels, while at the university level, British Universities demand students to pay expensive tuition fees which obliges students to apply for loans.

On the other hand, students who did not understand Meme 3, make a total of 48.75%. This category of participants directly blamed British Universities and teachers on mercilessly tiring students with assignments, readings and exam. Probably, Algeria students did not pay attention to the fees' issue because studies in Algeria are for free throughout all the level!

Meme 04

Figure 3. 15

A cultural meme about British Food and Drinks 2
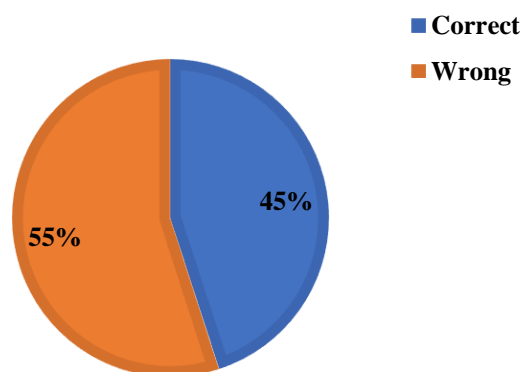
Concerning the fourth meme, 55% did not understand the message of the meme; they justified writing: "I did not understand the meme". While, 45% of the participants' answers showed that they comprehended it. Simply, the material pictures the typical British meal (fish, chips, and sweet beans) and how it is tasteless compared to other countries' traditional food. The British Empire conquered India and many other territories taking their spices, yet they still cook horrible food.

Meme 05

Figure 3. 16

A cultural meme about British Sports
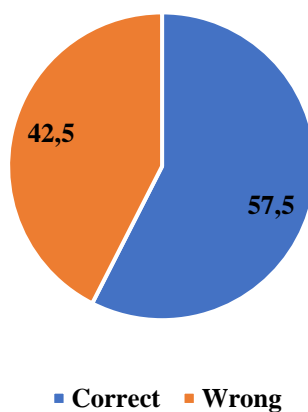
The meme was interpreted correctly by 57.5% of the students. It was about the British football team; as they have not won the World Cup in ages, so the British people lost hope in winning it even though they keep singing "it's coming home" (the song they always sing when they win); since their level in football decreased, this meme mocks them by asking: "the team or the cup?"

In contrast, those who did not understand the meme (42.5%) just wrote that they did not comprehend it; some others wrote the sentence "it is coming home" again!

Meme 06

Figure 3. 17

A cultural meme about the history of British Superpower 1
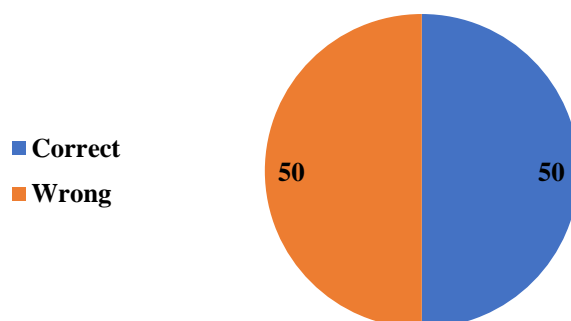
The obtained data demonstrates that 50% of respondents understood that the meme highlights the colonial history of the British Empire. The country is known for being the land that the sun never sets on due to its imperial past. Further, respondents stressed that Britain conquered lands from the four sides of the globe. However, the remaining 50% of respondents did not accurately identify the meme. Out of the 50% of participants who misinterpreted the meme, 27.5% thought that the meme discusses the British weather with the line "Rainy weather".

Meme 07

Figure 3. 18

A cultural meme about British Religion
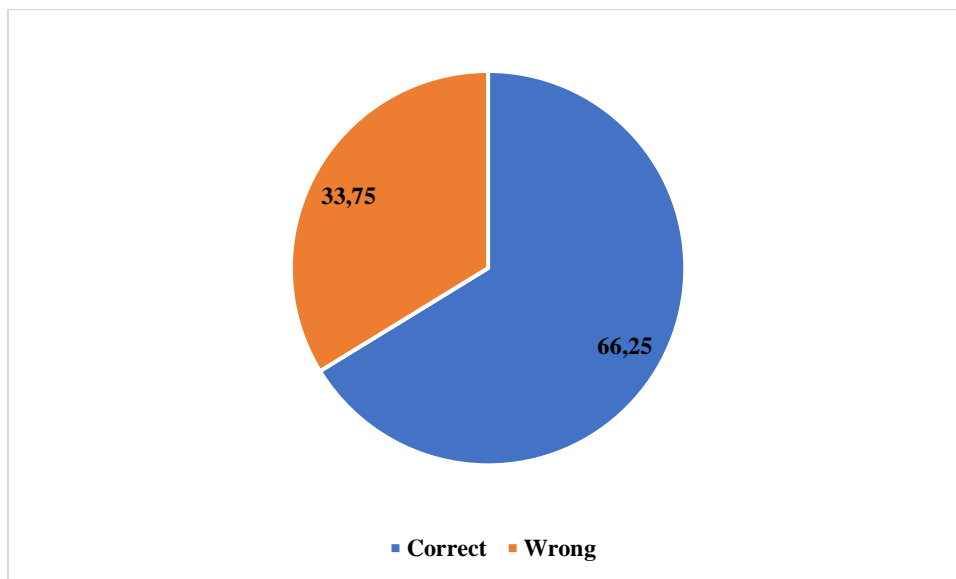
The meme reflects the story of Henry the eighth who wanted to divorce his wife mainly for not bringing him a successor. The Catholic Church does not recognize divorce, so Henry reformed the British Church to allow himself divorce and marry another woman. This information was found in most of the respondents' answers (66.25%); however 33.75% found the meme hard to decode.

Among those who interpreted meme 07 correctly, there are students who claimed that the cultural aspect discussed is history while others assumed it was religion. Actually, both answers are correct.

Meme 08

Figure 3. 19

A cultural meme about British Language 1
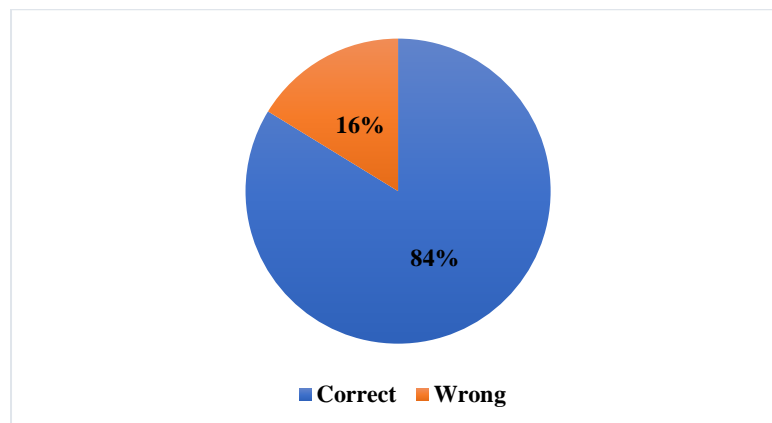
83.75% of Participants interpreted meme 08 properly; they referred to the British Language and accent describing it as: funny, awkward and difficult to understand. Moreover, students pointed out that British people do not pronounce the 'r' at the end of words; some students added their own examples like the word 'Water writing it: wota'. Respondents brought up the expression: they 'eat' some words. The remaining percentage (16.25%) of students commented "LOL, HAHAHA' under the memetic item without interpreting it.

Meme 09

Figure 3. 20

A cultural meme about British Transportation
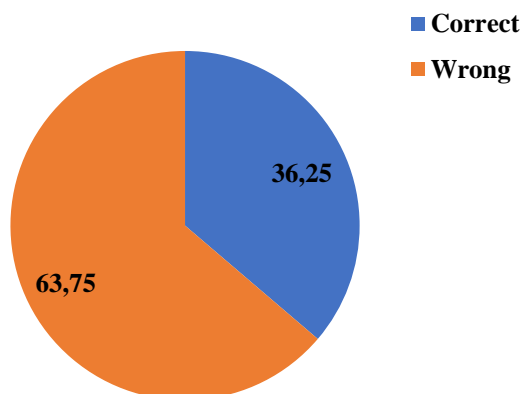
The meme shows six buses above each one a word is written like: "the girl you like", "her dad", "her brother", "her ex", "the guy she likes", and "you". The target behind this meme is to show the style of buses the British has as a means of transportation. Only few students comprehended the intended message in the displayed meme (36.24%), but the rest (63.75%) came with different interpretations like assuming that meme 09 talks about social class differences in society (rich and poor) with a total of 25.49%. 39.21% stated that the meme sheds light on relationships like love, marriage and couples' life.

Meme 10

Figure 3. 21

A cultural meme about the history of British Superpower 2
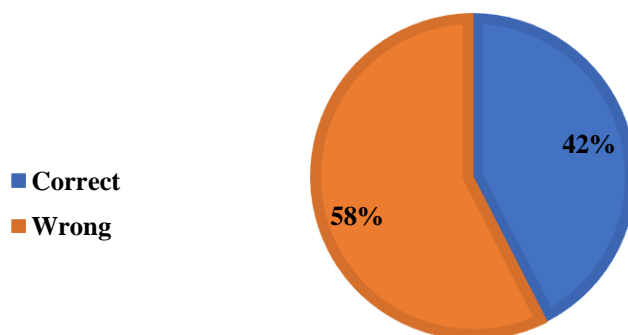
The designed meme transfers how the British Empire lost its colonies in USA after the Civil War, and how the Royal Family is again losing Prince Harry to an American divorced actress. This meme was wrongly comprehended by a majority of 57.5%; they thought that this memes speaks about racism since a woman of color is marrying a British prince. On the contrary, 42.5% understood what it meant stating some answers like: "the British conflict with USA", "USA taking thirteen colonies plus Prince Harry with them", and "the colonizer got colonized".

Meme 11

Figure 3. 22

A cultural meme about British Sports
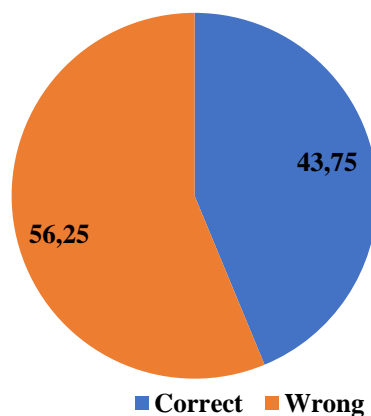
The given meme was not properly interpreted by the majority of students (56.25%); they commented by: 'did not get it'. 31.11% out of 56.25% had another point of view and saw that the given material is not considered a meme stating 'this doesn't count as a meme'.

43.75% of respondents understood the meme stating that it represents the Premier League (highlighting that it is very famous among football funs). They talked about the strength of the English clubs and how different football teams won the league at different times. Pointing out that over 10 seasons there are 5 teams who won the league which makes it the best league in comparison to other countries where only one or two dominant teams win.

Meme 12

Figure 3. 23

A cultural meme about British Traditional Clothes 1
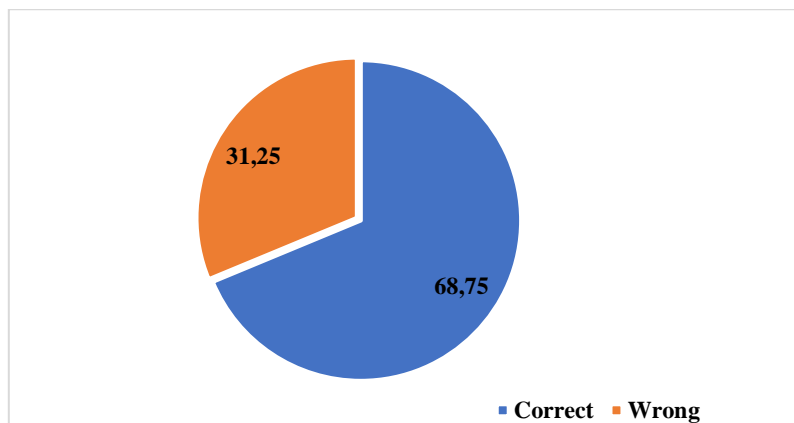
68.75% of the students perceived appropriately the meme; it targets the Scottish traditional skirt that men wear. Students commented stating that 'it was funny, because of the skirt he was wearing, he couldn't decide which bathroom to go in', 'wow, he couldn't distinguish because of the skirt that is normally worn by girls.' However, other participants 31.25% did not perceive the message behind the meme saying 'this is a man who is wearing a skirt because he is Scottish', 'a Scottish man', and some said 'a Scottish man standing'.

Meme 13

Figure 3. 24

A cultural meme about British Theatre 1
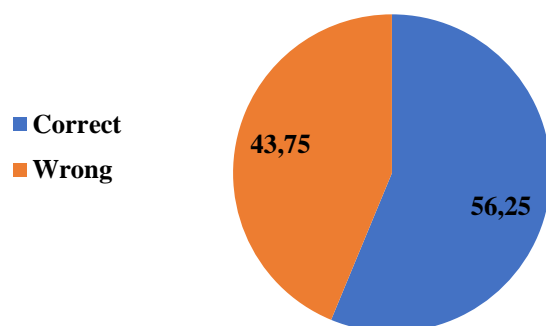
56.25% of participants interpreted the meme where Adele crossed the road so she can sing her song 'hello' and outputting the lyric from her song 'hello from the other side'. Whereas

43.75% of students claimed 'did not get the meme'; the meme demonstrates the iconic musical figure that represents the British music and they thought it is about a mere salutation.

Meme 14

Figure 3. 25

A cultural meme about British Theatre 2
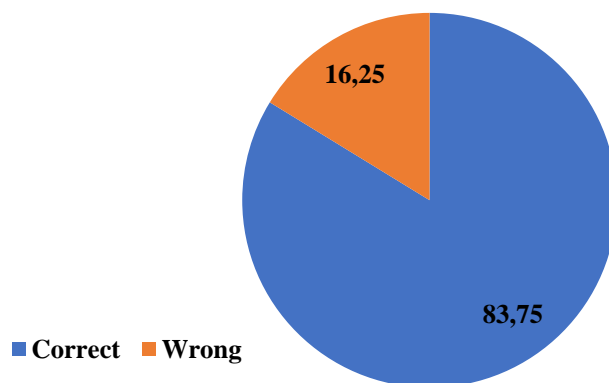
Most of students perceived the meme as it should be with a percentage of 83.75. Basically, the captioned picture shows two persons trying to hide the British museum in their bag in an attempt to steal it, and thus they are attempting to make fun of the British because of stealing many status and luxurious monuments from countries they invaded. Accordingly, those who did not interpret it correctly (16.25%) just skipped it or wrote: "I did not get the meme".

Meme 15

Figure 3. 26

A cultural meme about British Traditional Clothes
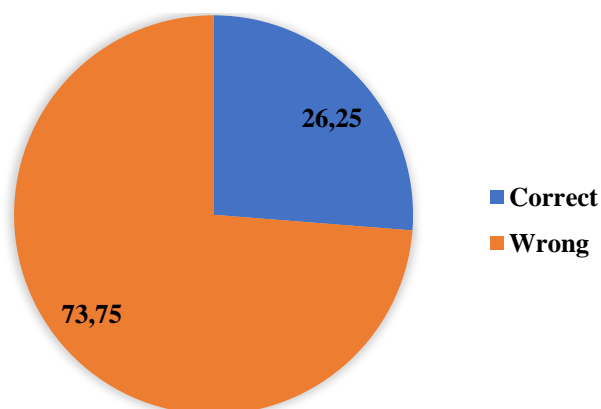
The fifteenth material emphasizes Queen Elizabeth clothing style; she wears bright colored uniforms. The majority of students did not understand it 73.75%. Further, among the majority, a percentage of 10.17% perceived it as a racist meme against a man of color compared to a white queen. Finally, 26.25% perceived the right meaning of the meme.

Meme 16

Figure 3. 27

A cultural meme about British Weather
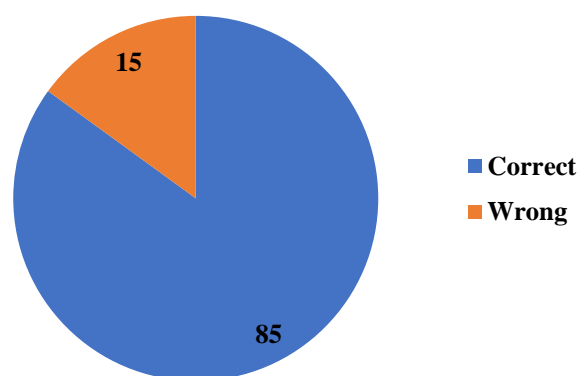
The data collected shows that 85% of the total sample correctly reacted to the meme. Students explained that it hints to weather of England known as "the capital of fog". The British weather is frequently unstable, that is why the meme mocks people in London who cannot enjoy Summer just as people do in other countries. 15% of students did not provide an interpretation to the meme; 11.25 of them answered by: 'LOL, HAHAHA, Nice joke'.

Meme 17

Figure 3. 28

A cultural meme about British Language 2
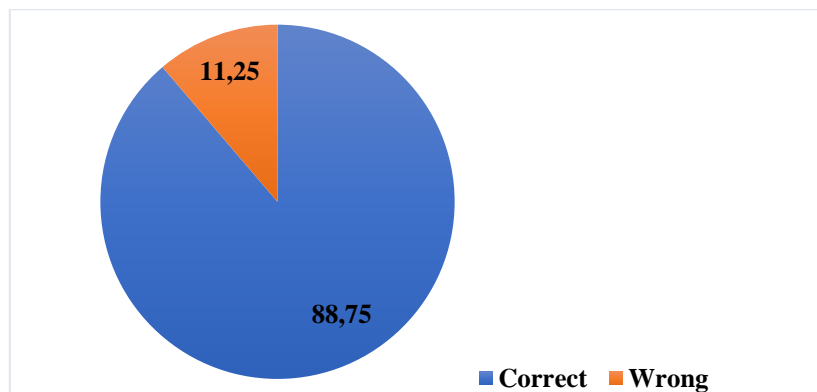
The Majority of students (88.75%) interpreted the captioned picture correctly. These students shed light on the funny pronunciation of the weekdays. Some students said that they heard the meme instead of reading it, because of the 'entertaining' pronunciation as some called it. 11.25% did not answer the material at all.

3.5.3. Discussion and Summary of the Test Results

The test covered a wide range of British Cultural aspects; participants were tested about their familiarity and understanding of memes hinting to these aspects. It consisted 17 items, 11of which were interpreted correctly, representing 64.71% of respondents. 35.29% of participants failed in comprehending the memes due to personal interests, intellectual abilities, cultural knowledge and familiarity with the British context.

In fact, the questionnaire we delivered was just a tool to gather valuable knowledge concerning our topic and students' attitudes toward it. However, this theoretical information is never enough to prove the validity of our discussed research topic, and therefore; a practical test was needed to demonstrate to what extent participants' collected data from the questionnaire can be relied on. Basically, by putting respondents into a practice setting we can use the resulted data as a base to make conclusions of whether the cultural aspects of foreign language can be taught through memes or not.

Moreover, the data collected from both research tools go hand in hand by having the same results with just different percentages. That is to say, the majority of third year students showed a high level of tendency towards understanding the meme in the questionnaire first by ticking the option YES with a percentage of (86,4%), and then in the test by their ability to interpret the exposed memes correctly with a majority of (58.82%).

Since, participants shared many challenges they face while studying culture and their excitement to experience memes due to them being an enjoyable funny material in the questionnaire delivered to them. We conclude that memes are one of the materials needed for students to teach them a valuable module as culture in an effective way.

Conclusion

This chapter was designed for the display, discussion and analysis of the qualitative and quantitative research tools' findings used to meet the research aims, to answer the research questions, and to confirm the hypothesis. As a tool to collect important information and attitudes on our concern that is "Teaching Aspects of the Foreign Culture Using Memes", a questionnaire was given out. On the other side, a test was also delivered to confirm and authenticate what we wanted students to experience which is the aim of our research. In fact, both research tools are complementary in nature. That is to say, what is just a thought in the participants' minds was proved by the experimental test to be true. Accordingly, based on the findings of the research tools used in this paper we come to the conclusion that memes are one of the tools required to revive and facilitate the way of teaching aspects of the foreign culture.

GENERAL CONCLUSION

The two theoretical Chapters of the current research discussed various titles from general to specific. They went through the meaning of Culture by different scholars (Kroeber and Kluckhohn 1952, Goodenough's 1957, Tomalin and Stempleski 1993, Brown 2007, Cambridge Dictionary 2023), Aspects of the British Culture (Royal Family, Education, Language, Food and drink, Sports, Religion, Etiquette, Superstitions, Festivals and special days, Transportation and Theatre). They also went through the importance of teaching Culture, its historical background in EFL classrooms, the challenges found while teaching culture, in addition to the different approaches and techniques used.

The literature review shed light on memes as a teaching strategy for EFL classes; starting by clarifying the meaning of memes, its importance and key features (Heylighen and Chielens 2009, Blackmore 1999, Dawkins 1989) in addition to highlighting memes as a cultural unit and the relationship between culture, memes, and language.

The main goal of this study was to investigate the educative side of memes and how they would be implemented in teaching the British Culture in EFL classrooms. It focused on students' attitudes towards memes and how well they would interpret them.

Important results concerning the current study were generated from two research tools that are a questionnaire and a test. The quantitative questionnaire aimed to collect different opinions and perspectives that turn around the current theme. That is to say, its results showed that only a minority of third-year students with a percentage of (13.6%) demonstrated a low level of predisposition toward comprehending memes even though these materials are widely spread through the platform of social media. Therefore, the lion's share of the participants' answers showed their ability to interpret these materials with a percentage of (86.4%).

Moreover, many students (56 out of 125) with a majority of (44.8%) highlighted the importance of culture as a module to be delivered at the university; however, most of the studied sample

with a percentage of (58.4%) also opened the eyes on different challenges that they come across while they are exposed to the module. Among the most frequent obstacle chosen by 41 participants out of 73 with a percentage of (32.8%) is that culture is taught in a very dead way due to the lack of applying a new variety of teaching techniques.

Shedding light on the test' results now, its findings revealed that only a small percentage (41.17%) of third-year students, displayed a low level of capacity toward understanding memes. Nevertheless, most of the participants with a percentage of (58.83%) were able to guess the content of the message behind them.

To conclude, since there is a gap in the teaching of culture using an appropriate effective technique, and with the participant were eager to experience memes, we can confirm that a relationship between the two variables may occur for purpose of facilitating teaching aspects of foreign culture. That is to say, with the use of memes we expect a clearly visible improvement in the teaching of culture. Further, with the opted research tools both research questions and aims were met. On the one hand, with the collected data and the displayed results we were able to get the answer that memes can be the innovative and entertaining tool which can be used in formal settings to raise student's interest in studying the cultural aspects of the British culture. On the other hand, with the findings of the research tools as well we were able to shed light on memes as a technique that can be used in educational settings, along with collecting different attitudes about the possibility of applying this new experience when teaching culture.

1. Pedagogical Implications

- As a future teacher, it is important to always search for vivid, enjoyable techniques to achieve better learning outcomes.

- Being up-to-date by choosing the approaches and techniques that suit the current generation is required from any effective teacher. e.g., Memes.

- Teachers should be aware enough of the positive impact that humor may have when it is applied in the teaching process.

- Do not overuse the humorous and funny materials, otherwise students may not take the lesson seriously and it would turn into a joke. Thus, the teacher always has to know how to make a balance concerning to what extent the chosen teaching technique should be used to manage his/ her lesson.

- Teachers should widen their focus in teaching the aspects of the foreign culture. That is to say, the underestimated and the ignored aspects; such as, art, lifestyle and sport should be highlighted as well because learning a language entail knowing all about its culture and not just part of it.

2. Limitations of the Study

One of the limitations that the researchers faced was related to the sample. The population consisted of 125 third year students who were hardly cooperative; some students refused to answer the questionnaire and gave it back saying 'I am sorry; I don't want to answer it'. Others skipped open ended questions which harms the completeness of the data that serves the investigation. In addition, some financial difficulties took place due to the large number of questionnaires and tests that were printed; it was disappointing by the end to see a number of the printed questionnaires thrown on the ground. Further, the availability of students was another problem; the questionnaire and the test were executed three weeks before the end of the Second Semester; at this period, students already finished covering the syllabus of most of the modules, which made it hard to gather them and work with them. Finally, we faced some

technical problems starting by the University Library; the reading room did not contain any outlets to charge laptops and internet was not available too.

Concerning our research, we unfortunately could not find a good amount of reliable sources that discusses memes in specific, we also could not provide some aspects related to memes such as the different types of memes, due to their unavailability and the fact that memes are a new aspect that changes over time. Also, we were not able to make longer experiment, i.e., an experiment that takes more than one session, because it would make the results more reliable than they already are. In addition, we were not able to make a teachers' questionnaire that would enable us to have an eye on teachers' perspectives concerning the use of memes inside the classroom.

3. Suggestions for Future Research

According to prior dissertations and the available literature on the use of humour in EFL classrooms, this study is considered among the few researches that discuss the use of memes in teaching aspects of the British Culture in EFL classes.

Future researchers are supposed to replicate this research for validation and generalization purposes. They may use other data collection tools like interviews or questionnaires that tackle this subject from the teachers' perspective. In addition, they may conduct longitudinal experiments that implant memes for annual courses to deeply investigate their impact on academic fulfillment. Researchers may utilize 'observation' as a data collection tool to measure motivation and engagement in lessons supported by memes. Wider samples may add more credibility and reliability to the research results.

Finally, this research attempts to shed light on the importance of amusing and entertaining techniques in EFL classrooms; they serve as a support to formal and classical ones.

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APPENDICES

APPENDIX A

Students' Questionnaire

Teaching Aspects of The Foreign Culture Using Memes: Case Study of The British Culture

Dear student,

You are kindly invited to answer the following questionnaire which is a part of a master dissertation research. This questionnaire aims at collecting information concerning Teaching a Foreign Culture Using Memes in EFL Classrooms. This will valuably help us to conduct our research. Thus, you are kindly requested to read carefully all the statements in each section and give your response either by putting a tick (✓) in the box that suits most your opinion, or answering freely in open ended questions. (It will not take more than 15 minutes).

Your response is going to be treated with great confidentiality and care. Thank you for your collaboration.

> BOUMAKH Rayane & HADJAILIA Sarra
>
> Department of English
>
> Faculty of Letters and Languages
>
> University of 8 Mai 1945-Guelma, Algeria, 2023

2022-2023

Section One: General Information

Q1. How old are you?

....

Q2. How many years have you been studying English?

....

Q3. Is studying English your own choice?

    -Yes ⬭

    -No ⬭

Q4. To which extent are you satisfied with studying English at the University of Guelma?

    Not satisfied   1   2   3   4   5   6   very satisfied

Section Two: Teaching Culture in EFL Classrooms

Q5. What is culture?

    -Patterns of human activity and the symbolic structures that give such activities ⬭ significance and importance.

    -All the ways of life including arts, beliefs and institutions of a population that are passed ⬭ down from generation to generation.

    -The totality of learned, socially transmitted customs, knowledge, material objects, and ⬭ behavior.

    -All above.   ⬭

Q6. What comes to your mind when we say 'British Culture'?

....

....

....

....

....

Q7. Are you satisfied with studying The British Culture?

-Yes ▢

-No ▢

Justify ....

....

....

....

....

....

Q8. To which extent do you think that integrating culture in the teaching program is important?

Not important   1   2   3   4   5   6   Essential

Q9. What techniques are you exposed to in the classroom while studying Culture?

-Presentations   ▢

-Lectures/ pdfs   ▢

-Videos clips   ▢
                                 ▢

-Classroom Discussion

Q10. What Aspects of the British Culture are you exposed to in the English Departement?

-History (Royal family, Religion, wars…) ▢

-Politics (Foreign Policies, Domestic Policies…) ▢

-Sport (Football, International Polo, Tennis…) ▢

-lifestyle (Family life, Food, Drinks, Customs, Etiquette…) ▢

-Art (Music, Theatre, Architecture, Literature…) ▢

Q11. Please classify the below Aspects from the most important to the least important ones (use numbers).

-History (Royal family, Religion, wars…) ▢

-Politics (Foreign Policies, Domestic Policies…) ▢

-Sport (Football, International Polo, Tennis…) ▢

-lifestyle (Family life, Food, Drinks, Customs, Etiquette…) ▢

-Art (Music, Theatre, Architecture, Literature…) ▢

Q12. Do you think that the module of culture receives the value it deserves in the English Department?

-Yes ▢

-No ▢

Justify: ....

....

....

....

....

Section Three: Memes

Q13. What is a Meme?

- An idea ▢

- A skill ▢

- A behavior ▢

- A phrase ▢

- A captioned picture ▢

- All above ▢

Q14. Are you fan of Memes?

-Yes ☐

-No ☐

Q15. Do you understand a meme when you see it?

-Yes ☐

-No ☐

Justify: ....

....

....

....

....

Section Four: Teaching Culture Using Memes

Q16. Do you believe that Memes can be educative?

-Yes ☐

-No ☐

Q17. How much would you like to experience the use of Memes when studying Culture?

Very much   1   2   3   4   5   6   Not at all

Question: If you have any suggestions or recommendations on the subject under inquiry, please

feel free to share

....

....

....

....

....

Thank you.

APPENDIX B

Students' Test

Teaching Aspects of the Foreign Culture Using Memes. Case study of the British Culture

Dear Student,

You are kindly invited to answer the following Test which is a part of a master dissertation research. This test aims at testing students' comprehension of the cultural meme in EFL classroom. This will valuably help us to conduct our research. Your response is going to be treated with great confidentiality and care.

Thank you for your collaboration.

Ms. BOUMAKH Rayane &HADJAILIA Sarra

Department of English

Faculty of Letters and Languages

University of 8 May1945-Guelma, Algeria, 2023

2022-2023

Test:

Dear student, you are required to guess the cultural aspect behind each meme and interpret it. (What did you get from the meme)

Meme 01

....

....

....

....

....

Meme 02

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....

....

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....

Meme 03

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....

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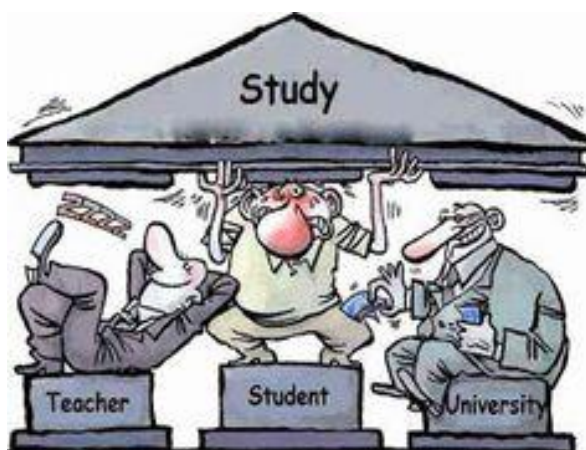
Meme 04

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Meme 05

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Meme 06

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Meme 07

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Meme 08

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Meme 09

THE GIRL YOU LIKE   HER DAD   HER BROTHER

HER EX   THE GUY SHE LIKES   YOU

....

....

....

....

....

Meme 10

When first they took your 13 colonies and now they're taking your sons

....

....

....

....

....

Meme 11

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....

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Meme 12

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....

....

....

....

Meme 13

WHY DID ADELE CROSS THE ROAD?

TO SAY HELLO FROM THE OTHER SIDE.

....

....

....

....

....

Meme 14

No Context Brits
@NoContextBrits

No one:

The British Museum:

7:28 PM · Mar 29, 2022

♡ 537.2K

boredpanda.com

....

....

....

....

....
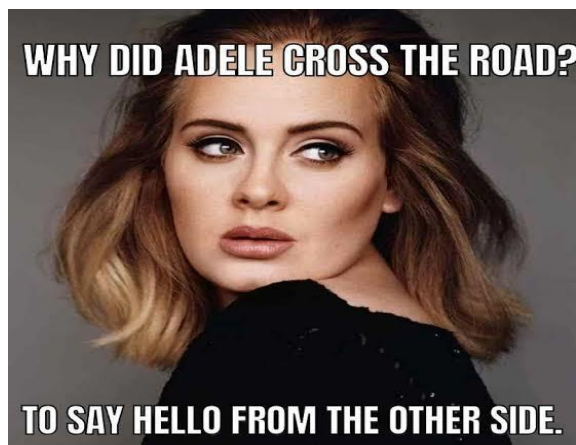
Meme 15

Queen Elizabeth dresses like she's about to go to prom with Steve Harvey

....

....

....

....

....

Meme16

Looking forward to Summer?

I live in England!

....

....

....

....

....

Meme 17

British people be like munday, chewsday, wensday, thuhsday, FROIday, sa-a-day, sunday

....

....

....

....

....

Thank you for your cooperation.

Résumé

La présente étude examine l'utilisation des memes comme support visuel dans l'enseignement de certains aspects de la culture étrangère dans les cours d'Anglais Langue Etrangère. Cette étude avance l'hypothèse que les memes, étant l'un des aspects de l'humour, pourraient être une technique efficace pour enseigner les éléments liés à la culture britannique. Ce travail suivra une méthode quantitative dans laquelle un questionnaire sera administré pour explorer la pertinence de l'utilisation des memes dans des contextes formels. De surcroît, un test sera utilisé pour observer dans quelle mesure les étudiants sont capables d'interpréter et de relier des memes exposés qui sont construits autour de différentes caractéristiques de la culture britannique. À cette fin, les deux outils de collecte de données seront administrés aux étudiants de licence de troisième année du département d'Anglais de l'université de Guelma 8 Mai 1945. La conclusion qui découle de notre étude affirme que l'utilisation des memes dans les cours d'Anglais langue étrangère a un impact positif sur l'amélioration de la qualité de l'enseignement et de l'apprentissage de la culture pour les étudiants de licence de troisième année.

Mots-clés : Enseigner la culture ; mèmes ; étude de cas Aspects de la culture Britannique

ملخص

تبحث الدراسة الحالية في استخدام الميمات كوسيلة مساعدة بصرية في تدريس جوانب الثقافة الأجنبية باستخدام اللغة الإنجليزية كلغة أجنبية. يهدف هذا العمل إلى تسليط الضوء على فعالية استخدام الميمات في جو التدريس، ويفترض أن كون الميمات أحد جوانب الفكاهة يمكن أن يكون أسلوبا فعالا في تدريس العناصر المرتبطة بالثقافة البريطانية. يتبع البحث طريقة كمية يتم من خلالها تسليم استبيان لاستكشاف مدى ملاءمة استخدام الميمات في الإعدادات الرسمية. علاوة على ذلك، ستتم إضافة طريقة نوعية حيث يمكن استخدام اختبار لملاحظة إلى أي مدى يستطيع الطلاب تفسير وربط بعض الميمات المكشوفة التي يتم إنشاؤها حول ميزات مختلفة للثقافة البريطانية. تحقيقا لهذه الغاية، يتم إدارة كل من أدوات جمع البيانات إلى طلاب السنة الثالثة (3) في قسم اللغة الإنجليزية، بجامعة 08 ماي 1945- قالمة. هذا العمل، إذن، يخلص إلى أن تطبيق الميمات في تدريس الثقافة البريطانية باستخدام اللغة الإنجليزية كلغة أجنبية له تأثير إيجابي في تحسين جودة التدريس والتعليم لطلاب السنة الثالثة

الكلمات المفتاحية: تدريس الثقافة ، الثقافة البريطانية ، الميمات