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**Investigating Teachers and Learners' Perspectives towards the Incorporation
of Culture in TEFL
The Case of First year Master Students at the Department of English,
University of 8 Mai 1945 -Guelma.**

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

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Dedication

“To go fast, go alone; to go far, go together” (African proverb)

I dedicate this work to:

My forever love “my parents”

My model “my supervisor”

My sisters and brothers

My best friends “Samira and Rachida”

My tears that never let me down

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Thank you for being by my side.

Abstract

The present research investigates teachers and learners' perspectives towards the incorporation of culture in the EFL teaching/learning process. As EFL Teachers tend to direct more attention to the linguist aspects of the language over the cultural content, culture becomes a minor subject in the curriculum. Therefore, it is hypothesized that teachers' awareness concerning the importance of the target culture in teaching EFL classes would make culture better incorporated in the educational curriculum. For the research aims to be realized and the hypothesis to be verified a quantitative descriptive methodology is followed, through which two questionnaires are administered, one addressed to first year Master students and another addressed to teachers of English at the department of English at the University of 8 Mai 1945-Guelma. According to the obtained data and despite teachers' and learners' consciousness about the importance of culture teaching, the implementation of cultural elements in EFL classes seems not to have a primary focus. Restrictions and limitations including teachers' limited knowledge about the target culture and their lack of cultural training are among the major constraints that hinder the integration of culture in TEFL process. At the end of this work some pedagogical recommendations and implications are proposed for a better culture integration in EFL classes and curriculum.

List of Abbreviations and Acronyms

ASTP: Army Specialized Training Program

EFL: English as a Foreign Language

GTM: Grammar Translation Method

TEFL: Teaching English as a Foreign Language

USA: United States of America

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General Introduction

Moving from local to global world along with human's need for communication, the status of teaching/learning English as foreign language has been changed. It is worth mentioning that English is internationally recognized as the worldwide language of interaction. Therefore, mastering English becomes one of the learners' targeted necessities. Commonly, learning a foreign language is always restricted to theoretical and linguistic requirements included in the academic programs. However, it has been proved that learning English does not require only the mastery of the linguistic aspects such as grammar, phonology, and lexis. For an effective language use, linguistic knowledge must always be accompanied with cultural knowledge. Understanding the target culture make it easier for EFL learners to learn the language and to use it appropriately. Thus, Both English language learners and teachers have to recognize the essential role culture plays in EFL classes in addition to its significant impact on the language use.

Language and culture are claimed to be two inseparable notions in which understanding one concept is directly linked to well comprehending the other. Accordingly, the integration of culture in the EFL classes has become a priority as it helps learners to use language appropriately and raises their awareness concerning cultural diversities. Generally, EFL teachers do not give much attention to incorporating cultural features or discussing cultural issues in their classes. In addition, they usually emphasize the importance of teaching other cultures' literatures, arts, and history which mainly refer to the big "C" culture over the importance of teaching aspects of daily life including behaviors, attitudes, beliefs and principles which are related to the small "c" culture and considered as key elements for an appropriate language use. As it is mentioned before, both language and cultures are interconnected, the present research work aims at investigating teachers and learners' perceptions towards the integration of culture in the EFL classes.

1. Statement of the Problem

The status of incorporating culture in teaching foreign languages classes is still a debatable issue. After too much attention was directed towards the linguistic competency in the foreign language classes, it has been proved that mastering the linguistic structures is no longer sufficient. Many learners, and despite their advanced level, encounter different obstacles when it comes to using the language appropriately in real social situations. Learners tend to separate the language from its cultural context. Accordingly, introducing learners to the target culture help them develop a sense of cultural understanding in which they realize that language can never be understood out of its social context. Therefore, it is essential to investigate the importance of culture integration in the EFL teaching/learning process. The Master's diploma, that students are supposed to get by the end of two years from the Department of English, 8 Mai 1945 University- Guelma, is itself entitled "Language and Culture", whereas the consultation of the syllabi of modules, supposed to include lectures on cultural issues, showed that culture is not given the focus it deserves within teaching/learning EFL, especially modules of the first year.

2. Aims of the Study

In the last decades more attention has been directed towards the importance of integrating culture in the EFL educational setting, in which new methods and approaches were developed to promote learners' cultural perceptions. The present research aims at investigating the importance of the cultural context in the process of teaching/learning English as foreign language. On the one hand, it endeavors to reflect students' awareness about the importance of the target culture. On the other hand, it attempts to investigate teachers' views and perceptions regarding the integration of the cultural content in their classes. Also, it aims at examining the different methods teachers use to explicitly expose their learners to the target culture.

3. Research Hypothesis

The present research seeks to investigate teachers' and learners' perspectives towards the incorporation of culture in the EFL classes. Therefore, we hypothesize that:

If teachers are aware of the importance of the target culture in teaching EFL classes, it would be better incorporated in the curriculum.

4. Research Methodology and Design

Depending on the nature of the topic and the aim of the research, quantitative descriptive method has been applied by administering two questionnaires to both teachers and learners. This method helps to reach the research goals through analyzing both teachers' and learners' responses about the importance of integrating culture in teaching EFL classes.

4.1 Population of the Study

The population of the study consists of the whole number of first year Master students and teachers at the department of English, University of 8 Mai 1945 -Guelma. The sample consists of 60 students and 17 teachers who have been chosen arbitrary to confirm the validity of the results.

4.2 Data Gathering Tools

For the research requirements and to test the hypothesis, two questionnaires have been submitted to first year Master students and teacher. Such a tool gives the sample some insights about the investigated problem. The collected data, based on the learners' answers, reflect their opinions and level of awareness concerning the importance of the target culture. Similarly, teachers' responses to the questionnaire reveal their beliefs vis-à-vis the status of teaching the target culture and its incorporation in teaching/learning English as a foreign language.

4.3 Structure of the Dissertation

The present work is divided into three main chapters. The first chapter deals with the process of teaching/learning English as a foreign language. It provides an overview about EFL teaching/learning process and the status of English language in the world. The second chapter is devoted to culture. It sheds light on the different definitions of culture, its characteristics, and the different theoretical approaches to its teaching. The third chapter, the analytical part of the study, focuses on the data analysis and the interpretation of the obtained findings. It offers a detailed description of the followed research method, participants, research tools, in addition to discussion of the results.

Chapter One

Teaching and Learning English as a Foreign Language

Introduction

In the age of globalization and technological advancements, English language is recognized as a world language; the language of science and world-wide communication. This entails that learning English is becoming a necessity rather than a choice. The chapter, teaching/learning English as foreign language, endeavors to provide an overview of the historical development of EFL teaching/learning process. Then, it describes the status of English language in today's world as an international, second, and foreign language. It emphasizes its importance and highlights some of the teaching methods and approaches used to teach English since the 16th century. Also, it provides insights about learners and teachers' attitudes towards this language. Finally, the chapter concludes with some factors and difficulties associated with teaching/learning English as foreign language.

1.1 History of English language Teaching/Learning

Today, it is widely recognized that English has established a universal status. People in different parts of the world recognize that English is essential for the stability of their professional lives. There are several factors behind the increasing interest in learning this language ranging from the need of communication, learning and working opportunities, developing businesses and many other factors. Over history, learning foreign languages has always been an area of interest and English is no exception. Examining the development of teaching/learning English language exhibits that its history is divided into four main periods: the classical period (1750-1880), the reform period (1880-1920), the scientific period (1920-1970), and the communicative period (1970- 200⁺). Each of these periods is featured by an exclusive development of particular teaching/learning methodologies. Therefore,

understanding the historical development enables one to understand the underlying reasons behind the emergence of different teaching methods (Howatt & Smith, 2014, p. 75).

From historical perspectives, the classical period was characterized by two major events, the decline of Latin language and the emergence of the Grammar Translation Method. Until the 16th century, Latin was the main language used for commerce, education and business in the western world. The ultimate goal behind learning Latin was believed to develop intellectual abilities. However, due to the political changes in Europe, Latin lost its dominance paving the way to French, Italian and English to gain more popularity. Though Latin was viewed as a dead language by the 18th century, the analysis of its grammar and rhetoric functioned as model for teaching the foreign languages (Richards & Rodgers, 1986, p. 1). Emphasizing the connection between Latin and modern languages grammar encouraged the rise of deductive grammar instructions and the use of translation. This is how The Grammar Translation Method came into being. The method focused mainly on teaching literary language and grammar rules deductively in time students' oral practice in the classroom was very limited. In other words, it aimed at developing learners' linguistic competence on the expense of their communicative competence which is the most important (Howatt & Smith, 2014, p. 79-81).

Despite the fact that GTM was used to teach some of the leading languages in the 19th century, its principles started to be questioned. Many reformers took GTM drawbacks as a key to implement their revolutionary ideas. Among the pioneers who led the reformist perspectives were Wilhelm Viëtor, Henry Sweet and Paul Passy. Reformists emphasized the importance of spoken language, the influence of phonetics, and the inductive way of teaching grammar. Additionally, they strongly rejected the idea of translation in the process of teaching a foreign language. It can be said that the reform period was an era of change; it revolutionized the foreign language teaching methods. Also, it set for the establishment of

The Natural Method and The Direct Method which later became labeled as The Reform Methods. The Natural Method was developed in the USA by Lambert Sauveur and Gottlieb Heness before it was revised and altered by Maximilian Berlitz to become known as The Berlitz Method in 1878. The Direct method was introduced in the beginning of the 20th century. It held several contrastive beliefs to those of GTM. It stressed the primacy of oral communication skill, translation was forbidden, and accuracy in grammar and pronunciation was essential. However, the method did not escape criticism as a result to its overemphasis on the accuracy of pronunciation (Howatt & Smith, 2014, pp.81-84).

The Scientific Period starting around 1920, it was featured by the concern to establish a scientific base for language teaching and its principles were inspired and developed from new fields like psychology and applied linguistics (p. 85). McLelland (2017) stated that “the scientific period was accompanied with the beginning of industrialization of language teaching, characterized by efforts to make language teaching more rational and efficient, according to replicable methods” (pp. 107-108). It was typified by the rise of new trends including The Oral Method and The Multiple Line of Approach promoted by Palmer, The Audiolingual Method, Fries’ Oral Approach, and Hornby’s Situational Approach. Many of these methods and approaches were developed to meet the needs of Post-World War II era. There was a growing demand for developing accuracy and fluency in other languages than English mainly in the USA. Such a need resulted in the emergence of The Audiolingual Method which was based essentially on behaviorist perspectives. However, the significance of this era lies in the development of The Oral Method and The Situational Language Teaching Approach (Howatt & Smith, 2014, pp. 85-88). Richards and Rodgers (1986) claimed that “In Situational Language Teaching, language was taught by practicing basic structures in meaning full situation-based activities”. They added that Situational Language

Teaching was recognized as the most important British approach to teaching English as a foreign language during the 1960s (p. 64).

By the end of 1960s, the validity of The Situational Language Teaching started to be questioned. Therefore, interests and priorities shifted from teaching language structures to focus more on developing communicative proficiency. Such interests marked the beginning of The Communicative Language Teaching Era in the history of TEFL. Howatt and Smith (2014) argued that The Communicative Language Teaching or the communicative approach development was associated with a variety of changes in Europe such as The Council of Europe project to generate an internationally valid language assessment system, and English for Specific Purposes projects, in addition to the promotion of new types of communicative activity or “task” (p.89). It is important to note that this period was concerned mainly with the establishment of a real-life communication for foreign language learners and aimed at making them able to use the language effectively in different social contexts. Littlewood (1981) maintained that the communicative language teaching emphasizes the importance of both functional and structural aspects of the language (p. 1). Developing learners’ communicative competence was a strong requirement during the communicative period and the ultimate goal of the communicative language approach.

1.2 The Status of English Language in the World

1.2.1 English as an International Language

It is no doubt that over time, English became a language of the world. It is considered as the most widely used language among all the living languages as it dominated fields of science, politics, economy, and academia. The wide spread of English makes it a global lingua franca. Harmer (1983), for instance, defined a lingua franca as “a language widely adopted for communication between two speakers whose native languages are different from each other’s and where one or both speakers are using it as a “second” language” (p. 1). In

other words, English as an international language plays an essential role in the process of world-wide interaction. It enables people belonging to different regional and cultural backgrounds to communicate and understand each other.

It is important to note that the global use of English resulted in a wide range of English varieties like: American English, Indian English, Nigerian English to mention but few. These new varieties are labeled as “New Englishes” (Graddol, 1997, p. 11). Accordingly, scholars argued that native speakers are no longer able to claim that English is their own property; now English is the property of all its speakers. Therefore, referring to English as a lingua franca or an international language revokes the traditional belief which requires English language speakers to commit to a particular variety such as British or American English to be understood in the process of communication. Sharifian (2009) stated that “ELT emphasizes that English, with its many varieties, is a language of international, and therefore *intercultural*, communication” (p. 2). English, today, is approached in wider sense because it is viewed as an effective tool in the process of cultural interaction.

In his book “English as a global language”, Crystal (2003) claimed that there are two main reasons behind the wide spread of English language all over the globe. The first reason is the British colonialism which lasted to the late nineteenth century and dominated a large number of territories in the world. The second factor is the international influence of the USA as a strong economic power in the twentieth century (p. 59). Clyne and Sharifian (2008) emphasizes that “English owes much of its position as an international language to the demographic, economic and political power of the English-speaking countries, especially the U.S” (p. 10).

Moreover, Crystal (2003) provided “The Three Circles of English Use” model displayed by the US linguist Braj Kachru in 1985, to show exactly how English language speakers are distributed in the world. The model is divided into three circles: inner, outer and an expanding

circle, each of which represents a specific category of English language speakers. In the inner circle there are between 320-380 million people who use English as their first language in countries like the UK and the USA. However, the outer circle indicates that 300-500 million people from India and Singapore, for instance, use English as a second language. Similarly, the expanding circle shows that 500-1,000 million people are foreign language speakers in areas like China and Russia (pp. 59-60). According to Kachru's model, nearly quarter of the world population speaks the English language. In 2013, the British Council reported that English language is spoken by 1.75 billion people in the world.

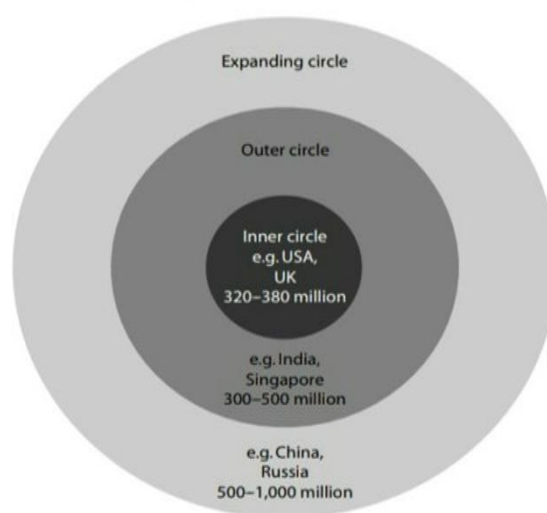


Figure 1.1 Kachru's Three Circles of English Use

(Retrieved from Crystal, 2003, p.61)

Modiano (2009) claimed that even though English as an international language has a significant impact on the process of teaching and learning English in the new era, the different methods to its teaching and the way it should be represented in the educational curriculum is still a controversial issue. Moreover, he emphasized that English language learners are no longer looking to English only as a medium of interaction with native speakers. They definitely become aware that English is essential for their educational, social, and professional future. Furthermore, he added that in the modern age, English as an international language functions as the basic foundation for teaching cross-cultural communicative skills on a global

scale. According to him, English with its many varieties now is taught as a global language more than as a foreign language (pp. 58-59).

1.2.2 English as Second and Foreign language

English serves as a first language in many countries around the globe such as the USA, Canada, Ireland, South Africa, and Australia. These countries are argued to share “common historical, political, and cultural characteristics associated with the United Kingdom” (Lin & Chien, 2010, 5). However, English enjoys a special position not only in these countries but also in other areas where it is used as a second or a foreign language. Crystal (2003) claimed that English is used as a second language in more than seventy countries in the world. Unlike a foreign language, English as a second language is officially recognized; it is used as a medium of communication in many contexts like education, media, and law courts (p. 4).

Despite the fact that a foreign language is taught only in schools and plays no major role in the social context, teaching English as a foreign language is given a great importance in the world rather than any other language. As it was demonstrated in the expanding circle, English language foreign speakers are estimated more than 500 million users in more than 100 countries such as Brazil, Egypt, Russia, China, Germany, Spain, Algeria, and Indonesia. According to Crystal (2003), favoring a particular language as a foreign language is a result of various reasons such as historical tradition, political expediency, and the desire for commercial, cultural or technological contact (p. 5).

What is distinctive about English is that it becomes an international language not because its native-speakers are outnumbered, but rather by the large number of its second and foreign speakers. As it is mentioned before, both the British Council Report (2013) and Kachru’s model indicate that the number of English non-native speakers is obviously exceeding the number of its native-speakers in the world. Also, Harmer(1983) stated that “English is also, of course, a mother tongue for many people in the world, though as we shall see, such ‘native

speakers' are increasingly out-numbered by people who have English as a second or third language and use it for international communication". In other words, using English as a second and a foreign language helped the language itself to be internationally recognized.

Rohmah (2005) Emphasized that people in different parts of the world give a special value to English language offering it a global status though it is not their mother tongue (p.108). However, Moulin and Campos (2017) argued that the decrease in the number of English language natives does not reflect the decline of its significance (P. 30). Accordingly, the wide spread of English and its acceptance among different nations to be their common tongue facilitates interaction and makes it a world language that can be understood by most of the world's population.

1.3 The Importance of English Language

Whether English is taught as first, second, or foreign language, it is still the language that receives a great attention in comparison to other world languages, especially with the rise of globalization and technological advancement. Now, English is a part of most of the educational curriculum in the world. Researches revealed that English is no longer a matter of choice but rather a necessity. Away from its sophisticated position among other languages, English is believed to be important for individuals' social and academic achievements, it is the language of world-wide communication, it develops cognitive abilities, and provides several learning and working opportunities. ("Why learn languages?", 2012)

As a matter of fact, English language is argued to be an essential tool in the process of communication. Verghese (1989) stated that "English is the common means of communication between the peoples of different nations. One person out of every four on earth can be reached through English." (p. 1). Today, even though people having different cultural backgrounds, they can easily interact with each other grace to English. It widens individuals' perspectives and appreciation of other's culture. Also, it is a powerful medium in

cross-cultural interactions as it can eliminate the possibility of misunderstanding (Mauranen, 2006, p. 123). It facilitates the process of integration or the adaptation to certain cultural situations where it is impossible for other people to fit in such situations without the English language. Furthermore, sharing the same language with people makes them much more willing to interact with each other. There is no better way for developing a language and awareness about cultural differences more than interacting with other people who use the same language.

It is widely recognized that foreign or second language learning and cognitive development are related processes. Nelson (1998) stated that “Cognitive development is not separable from language” (p. 4). Foreign language learning encompasses a set of cognitive abilities and skills including: the ability of communication, storage, retrieval and transmission of information. The development of such skills can facilitate and improve the process of learning in general, not only foreign language learning. Furthermore, learning a foreign language is argued to be very beneficial for developing mental processes such as reasoning, problem solving, and creativity. Also, foreign language learners are claimed to be more adaptive to the world’s changes (Mahu, 2012, p. 375).

Nowadays, applying for a job requires a mastery of different skills, and speaking languages is placed on top of the list. A bilingual speaker or multilingual speaker has more opportunities for employment which are not available for a monolingual. The British Council Report (2013) reveals that “English is becoming a core criterion in determining employability” (p. 2). Therefore, having an English degree can open wide perspectives and boost the possibilities for someone to get an occupation. Moreover, it is a great advantage for the development and the prosperity of world economies as well as individuals’ progress. Graddol (2006) stated that “English is by no means the only language in global business” (p. 62). Additionally, it helps individuals to be employed in many working spheres like: teaching,

traveling agencies, advertising, media, business, human resources and management either in public or private institutions (“Why learn languages?”, 2012).

1.4 Teaching Methods

Along history, linguists and language educators developed a set of teaching methods and approaches to facilitate the process of teaching/learning foreign languages in general and English language in particular. Each method has its own set of principles, features, advantages as well as drawbacks. Of course, through history and as a result to many changes in the world, some methods were disregarded paving the way to new methods to rise and thrive. Among these methods are: The Grammar Translation Method, The Direct Method, The Audio-lingual Method, The Communicative Approach, and The Competency Based Approach.

1.4.1 The Grammar Translation Method

Until the 19th century, The Grammar Translation method (GTM) was very popular as a foreign language teaching method in Europe and many other parts of the world. It is also known as the classical or the traditional method. Under this method, classical languages such as Latin and Greek helped in teaching foreign languages. It focused mainly on making students able to read classical literature, the way that was believed to develop students’ intellectual abilities. This method stresses the fact that foreign language grammatical structures are best taught through the translation into the mother tongue. Therefore, foreign language learners were exposed, first, to a detailed analysis of grammar rules, and then the application of these rules comes in form of translation activities (Richards & Rodgers, 1986, p. 4).

GTM is characterized by its great emphasis on grammar learning in which grammar is taught deductively and it is viewed as a basic unit of foreign language teaching. It provided a comparative study of the mother tongue grammar; English grammar rules were taught through translation, and then compared to the mother tongue rules (pp. 3-4). Reading and writing were

essential skills to be developed according to GTM in time that listening and speaking received a little attention (Freeman, 2000, p. 16). Furthermore, it aimed at developing students' intellectual and reading abilities via memorization. Also, it stressed the importance of literary language but not the oral proficiency.

Despite the fact that GTM gained popularity in the 19th century, this method could not escape criticism. Many language educators considered GTM as inadequate method to teaching foreign languages. It was criticized mainly because of its overemphasis on the literary language. Also, GTM gave little attention to the oral proficiency in time linguists considered it as the most important competence to be developed during the reform era (Richards & Rodgers, 1986, p. 5). Moreover, in the classroom learners were very passive and the teacher was the only source of information. In other words, GTM taught students how to analyze a language and not how to use it.

1.4.2 The Direct Method

The Direct Method came into practice as a reaction to GTM inadequacies in an attempt to develop oral proficiency and towards naturalistic principles in foreign language learning. The Direct Method was very successful in private schools. The advocators of this method like Henry Sweet, Gouin and Sauveur believed that the foreign language could be learned naturally; the same way as the mother tongue is learned without the need of translation (Brown, 2000, p. 21). It aimed at developing learners' communicative competence.

Under The Direct Method, instructions inside the classroom were given in the target language because the interference of the mother tongue was forbidden. Therefore, Learners were encouraged to think and to express their ideas only in the target language. Grammar rules were taught inductively. In addition, pronunciation and grammatical accuracy were strongly emphasized for an effective use of the language. Moreover, the demonstration and the development of vocabulary were done through the aid of gestures and postures. Teachers

explained the meaning of sentences with the use of objects and paralinguistic features. Even though The Direct Method considered speaking and listening as essential skills, it did not neglect writing and reading (Patel & Jain, 2008, p. 79-80).

At first, The Direct Method seemed to be a promising method in the process of foreign language teaching as it brought new insights and perspectives. However, many scholars argued that due to the lack of practicality, the method failed to function in public schools, especially in overcrowded classes. Many teachers make the claim that not every subject matter could be explained through actions or showing objects. Moreover, the method requires well-equipped classes for the use of visual aids, a condition that cannot be realized in most public schools. Also, it was strongly criticized because of its obsession with accuracy that can result in students' boredom and demotivation to learn foreign languages (p. 81).

1.4.3 The Audio-Lingual Method

Towards the end of 1950s, the USA developed the Audio-Lingual Method which aimed mainly at improving oral proficiency as a result to the increasing demands for learning foreign language during this period. However, the origin of this method dates back to the outbreak of World War II. First, it was labeled as The Army Method as it was associated with the Army Specialized Training Program (ASTP) that was designed to develop US soldiers' oral skill. As the program succeeded to achieve its objectives and to attract the attention of foreign language educational institutions, the Army Method started to be adopted in many American universities to be known as the Audio-Lingual Method. This method developed its insights and principles from behaviorist psychology which considers language learning as a habit formation process (Richards & Rodgers, 1986, pp. 47-48).

In his book "Teaching by Principles", Brown (2000) stated that the Audio-Lingual method is featured by its emphasis on the oral proficiency and the use of the target language. Therefore, learners are not allowed to use the mother tongue in classroom discussions. It

attaches a great importance to pronunciation and the use of dialogues as a means for presenting the language. Under this method, language structures were taught through repetition, memorization and mimicry. Also, grammatical patterns were taught in an inductive way. Additionally, correct utterances were immediately reinforced through a positive feedback; however, errors were viewed as a sign of failure (p. 23).

Despite its success and popularity during the 1960s, many linguists attacked the audio-lingual principles as a result to its theoretical framework; behavioristic psychology and structuralism. They pointed to the fact that, under this method, students were unable to apply the skills they have learned in the classroom in real communicative situations. In other words, the Audio-Lingual Method succeeded to develop a set of language behaviors and not a language competency. Chomsky (1966), for instance, believed that language learning involves many cognitive processes rather than only imitative behaviors. Such a view marked the decline of behaviorism and the rise of cognitive psychology as a new perspective in foreign language learning (Richards & Rodgers, 1986, pp. 59-60).

1.4.4 The Communicative Approach

The change in the British language teaching tradition and the increasing demand for developing foreign language learners' communicative competence, a task that the preceding methods failed to accomplish, resulted in the rise of the communicative approach by the late 1960s (Richards & Rodgers, 1986, p. 66). During this period, attention in foreign language teaching was directed towards the communicative competence rather than focusing just on the mastery of language structures. The Communicative Approach was based on the idea that what is presented and practiced in the classroom should have a communicative value (Flowerdew & Miller, 2005, p. 12). In simple words, it aimed at making learners able to communicate in the foreign language.

The Communicative Approach is featured by its emphasis on effective communication as an important component in developing human sociability. It provides learners with the suitable circumstances to learn the target language in an atmosphere similar to that of learning a mother tongue. It is a learner-centered approach which presents the teaching materials according to learners' interests and differences. Also, the teacher functions as the facilitator and the guider in the classroom. Through the use of this method, learners are provided with real life situations which help them to acquire the target language quickly. By the 1970s, the approach was very popular in both Britain and the USA (Richards & Rodgers, 1986, p. 65-89).

1.4.5 The Competency Based Approach

The competency based approach was introduced in 1970, in the USA. It is an approach to language teaching which puts much emphasis on teaching skills and behaviors required for performing real world tasks (Richards & Schmidt, 2010, p. 104). The approach is concerned with learners' production of meanings and not only their acquisition of language structures.

Richards and Rodgers (2001) argued that the competency based approach was based on functional and instructional perspectives and it aimed at teaching language in relation to its social context (p. 143). In other words, the approach seeks to develop learners' communicative skills and train them to function effectively in different social situations. It is a learner centered approach in which learners are able to judge the activities developed inside the classroom. Also, the teacher is responsible for correcting students' mistakes and developing tasks and activities which meet their needs.

The competency based approach was a subject to criticism as a result to its focus on developing learners' performance and behaviors rather than developing their cognitive skills such as thinking (p. 148). Despite its defects, it is argued to be internationally recognized as the most effective and successful approach in the educational sphere.

1.5 Teachers' and Learners' Attitudes towards English Language

As defined by Ajzen (2005), “an attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event.”(p. 3). Therefore, Attitudes are essential for understanding, explaining, and predicting other’s behavior and they can be characterized by positive or negative reactions towards the others. Furthermore, Gardner (1985) stated that attitude is an evaluation of an object of thought (p. 392). That is to say, attitudes determine the way people perceive and evaluate other’s mindsets. For these reasons, Fakeye (2010) argued that attitudes are considered as one of the most important factor that influences language learning. Moreover, he emphasized the importance of developing favorable attitudes as a means of improving performance in the learning of second language like English (p. 206). Baker (1992) made the claim that attitudes have an impact on the outcomes of education. Hence, it can be said that attitudes, whether they are developed by teachers or learners as the two main agents in the learning process, are considered as an essential and influential issue towards the process of teaching and learning a foreign language.

1.5.1 Learners' Attitudes towards Learning English Language

Learners are considered as the main active participants in the process of teaching/learning a foreign language. Therefore, effective language learning is strongly related to their attitudes towards that language. Kramsh (2006) claimed that “Language learners are not just communicators and problem solvers, but whole persons with hearts, bodies, and minds, with memories, fantasies, loyalties, identities” (p. 251). Ahmed (2015) defined learners’ attitudes as “collection of feelings regarding language use and its status in the society. The feelings are good, bad and neutral” (p. 6). In other words, during the process of learning, language learners are more likely to develop either a positive or negative attitudes towards the target language. These attitudes can have a great impact on their achievement.

There are many factors that may influence learners' attitude towards learning English including motivation, past experiences with the language, the lack of knowledge of the social contexts, and teachers' attitudes (Ahmed, 2015). Generally, motivation and teachers' attitudes are considered as the main factors that can have a strong impact on the learners' attitudes. It is important to note that the teacher plays a key role in promoting learners' positive attitude towards the language and developing their interest. Harmer (1998) emphasized the important role of the teacher claiming that teachers should show affection to their job and make learners interested in the subject matter even they are not (p. 1).

Learners' attitudes and motivation are two interrelated concepts that are usually discussed together because they influence each other. Gardner (1985) defined motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (p. 10). It is widely argued that learners with high motivation and positive attitudes towards the language achieve better results than those with negative attitudes and less motivation. Brown (2000) argued that "second language learners benefit from positive attitude and that negative attitudes may lead to decreased motivation and, in all likelihood, because of decreased input and interaction, to unsuccessful attainment and proficiency" (p. 174).

1.5.2 Teachers' Attitudes towards Teaching English

In EFL teaching/learning process teachers' performance greatly depends on the skills and the competences they master, in addition to the attitudes they develop towards the language. Abad (2013) stated that "teachers' attitudes toward the language they teach play a key role in defining what goes on in the classroom" (p. 103). In the same strain, Richardson (1996) claimed that teachers' attitudes and beliefs are essential in understanding classroom practices and helping the teachers to develop their thinking and performance. Therefore, it is widely acknowledged that positive attitudes towards the language raise teachers' willingness to

develop their teaching strategies and to promote language learning process. However, teachers with negative attitudes towards the language make them less motivated to teach it. Studying the relation between attitudes and proficiency, Brown (2000) claimed that positive attitudes towards the self, the native language group, and the target language group enhanced proficiency (p. 174).

Scholars argued that attitudes effect teachers' behaviors and determine the way they perceive themselves and interact with others. Tenbrink et al (2011) provided four categories of attitudes which impact teachers' behaviors. First category is teachers' attitude towards themselves, in which they argued that if teachers are able to perceive and understand their feelings, it will be easy for them to understand others. A very important category is the teachers' attitudes towards learners. It is necessary for teachers to be aware of their behaviors and feelings towards their learners since it determines their effectiveness and impact students' achievements whether in positive or negative way. Smadi and Al-Ghazo (2013) argued that "teachers' attitudes towards profession have significant influences on language teaching success, students' attitude and academic achievement" (p. 65). The third category is the teachers 'attitudes towards peers and parents which requires teachers to work on their relationships and interactions not only with learners but also with the outside school environment. Last but not least, teachers' attitudes towards the subject matter in which the subject being taught has great effects on teachers' motivation and satisfaction about their performance (Tenbrink et al, 2011, pp. 5-6).

1.6 Factors Affecting the Process of Teaching/Learning English

Generally, the difficulty of learning English language has been attached to a set of factors including the interference of the mother tongue, learners' competence, age, and the lack of instructional materials in addition too many other factors.

The interference of the mother tongue in second and foreign language learning is considered as one of the main encountered problems. Mother tongue refers to “the primary language the child would learn” (Yadav, 2014, p. 573). Thus, Subandowo (2017) argued that the interference of the mother tongue has both negative and positive impacts on EFL learners. This is usually observed in group works when students tend to discuss tasks in their mother tongue, something which is good for the preservation of their identity. However, this can make learners more reliant on the mother tongue than the English language which can negatively impact their language development (p. 204).

Learners’ linguistic competence in second and foreign language learning is usually discussed in terms of learners’ ability to use the language. Generally, learning language encompasses a set of mental and cognitive skills that are used to perform a set of functions. In other words, cognitive skills determine and impact learners’ performance and achievements. Finn et al (2014) stated that “Cognitive skills predict academic performance, so schools that improve academic performance might also improve cognitive skills”. Moreover, as cognitive abilities such as memory capacity and reasoning differ from one learner to another, this may result in performing learning tasks differently (p. 737).

Another important factor that is assumed to play an essential role in the EFL teaching/learning process is age. Gawi (2012), talking about the importance of age in learning English, stated that the early exposure to the language instructions develops learners’ skills and results in better performance (p. 127). Generally, talking about the impact of age in language learning leads directly to the notion of critical period hypothesis which is represented by the argument “the younger the better”. It hypothesizes that young learners are more successful and efficient than old learners (Dwaik & Shehadeh, 2010, p. 2121). Therefore, dealing with learners requires teachers to take their age into consideration; young learners do not learn the same as adults. Moreover, learners’ age has, also, an impact on

teachers' decisions concerning course objectives and classroom instructions, in addition to teaching method and strategies. The teacher sets objectives and chooses techniques that better suit his/her learners' age.

Instructional materials refer to a set of visual, audio and audio-visual resources which facilitate the learning process through making abstract concepts a concrete reality (Olawale, 2013, p. 30). It has been proved that the implementation of instructional materials is essential for teaching English because they have a positive effect on learners, provide authentic cultural information and real exposure to the language, in addition to supporting a more creative approach to teaching (Cruz Rondón, & Velasco Vera, 2016, p 126). Therefore, unequipped classes or the lack of instructional materials may impact the learning process in a very negative way and results in low academic achievement.

Conclusion

The EFL teaching/learning process has always been an area of interest for investigation as the status of English language has been changed over time. Today, English is recognized as a dominant language in several fields such research, academia, and economy. It is internationally realized as the language of universal interaction. The importance of this language and its world-wide spread are attached to a set of factors. English is important because it is the language of universal communication, it develops cognitive abilities as it provides working and learning opportunities. Over history, the English language development resulted in the introduction and the development of new methods and approaches to its teaching. Through the process of teaching/learning English language, both teachers and learners develop a set of attitudes towards the English language. These attitudes can have a great impact on the process of teaching/learning. Additionally, they can be faced with a set of difficulties and challenges that could hinder the process of learning.

Chapter Two

Towards the Incorporation of Teaching Culture

Introduction

As we have dealt with teaching and learning English as a foreign language in the first chapter, in this chapter we are going to discuss an issue of a hot debate in the field of EFL, which is culture. Despite the fact that the history of culture teaching and its relation with teaching/learning English as foreign language dates back to the early 20th century, its importance is still undervalued. In order to have more insights on the issue of culture's integration in EFL teaching/learning process, this chapter provides a literature review of the concept of culture, its role, its importance, and the different activities and strategies to its teaching in addition to the encountered difficulties along the process of integration.

2.1 Definition of Culture

Culture is a broad concept that covers several distinctive traits common to specific individuals performing in a particular social community. These aspects define and shape the uniqueness of human lives. The term culture is originally derived from the Latin word "colere" means to cultivate (Kramersch 1998, p.3). Sapir (1921) simply defines it as "*what a society does and thinks*". However, it is quietly impossible task for scholars to arrive at one single definition for the term culture, because culture is much more complicated. The difficulty behind defining culture lies in the variation of the contexts being used in, in addition to the various perspectives being approached by such as anthropology, ethnography and sociology.

The first attempts to define culture were made in the field of anthropology. In 1952, the American anthropologists, Kroeber and Kluckhohn listed almost 164 definitions of the term culture providing a critical review of the concepts (as cited in Spencer-Oatey, 2012, p.1). As a pioneer in the field of anthropology, Tylor (1871) argued that culture is "that complex whole

which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society.” (as cited in Stocking, 1963, p. 783). By this definition, Tylor confirms the complicated nature of culture and he specifies that culture is a merely human property. In social anthropology, however, culture is associated with the way people think, feel and act (Hofstede, Hofstede, & Minkov, 2010, p. 5).

Culture is not only perceived as a social construct (Kramsch, 1993, p.205), but also as a cognitive and structural system. Ward Goodenough claimed that:

“Culture is not a material phenomenon; it does not consist of things, people, behavior, or emotions. It is rather an organization of these things. It is the form of things that people have in mind, their models for perceiving, relating, and otherwise interpreting them.” (as cited in Keesing, 1974, p. 77)

For Goodenough, cultural perceptions are structured and organized in people’s minds and they function as a model for relating and interpreting things around them. Furthermore, Hofstede et al. (2010) define culture as “the collective programming of the mind that distinguishes the members of one group or category of people from others” (p. 6). In this regard, all what people hold in their minds, which is shaped by their early experiences, is identified as culture.

2.1.1 Big “C” and little “c” Culture

Culture, as a social phenomenon, falls under two major categories (Kramsch, 1995, p. 84); each category defines aspects of the social community in a very distinctive way. These aspects can be explicit and recognized by all members of the group or hidden in which they exist only in the individual’s mind.

The definition of the first category, big “C” culture, comes from the humanities (p. 84). It is referred to as a set of visible man-made materials and products such as works of literature, music, architecture, and practices of everyday life. It is one type of culture that is developed in

institutions like schools and universities. Teachers represent factual information about the history and the literature of the target culture using different techniques and strategies (Kramersch, 2013, p. 65). Big “C” culture can be the same as “high culture”.

The second category, little “c” culture or what Holliday (1999) referred to as “small cultures”, stems its definition from social sciences. It is associated with native speakers’ way of life, behavior, attitudes, beliefs, preferences and tastes (Kramersch, 1995, p. 84). The need for developing learners’ communicative competency urged foreign language teachers to shift attention from the big “C” culture to the little “c”, because successful interaction requires developing a sense of awareness about both the visible as well as the invisible aspects of the target culture.

2.2 Key Elements of Culture

Culture consists of a set of elements some of them are visible and can be recognized by everyone like artifacts. However, invisible elements such as values, assumptions, and norms are hard to identify.

2.2.1 Artifacts

Artifacts represent the surface level of culture. They refer to the visible products that can be seen, felt or heard such as language, architecture, literature and other artistic works of a particular cultural group (Schein, 2004, pp. 25-26). Gagliardi (1990) argued that “the processes of the production of artifacts are intensely human ones” (p. 381). He added that they can have an impact on individuals’ behaviors. Artifacts are identified not only by the cultural group they represent, but also they can be realized by outsiders. Moreover, artifacts are considered as symbols that carry meanings. These meanings are shared and subject to change.

2.2.2 Values

Any cultural system has its own set of standards that are used to define what is good and what is bad. These standards are commonly known as values (Shaules, 2007, p. 182) that form the core and the deepest levels of any culture (Hofstede et al., 2010, p. 10). Samovar, Porter, & McDaniel (2009) claimed that “values tell a member of a culture what is normal by identifying what things are good and bad, or right and wrong.” (p. 189). Thus, the way people behave in a particular cultural context reflects the values they hold. In other words, it reflects their perception of what is right and wrong or good and bad. Moreover, Values represent the non-observable or the non-material aspects of culture and they differ from one cultural system to another. Accordingly, culture and values are extremely integrated and cannot be discussed separately. With their evaluative nature, values play an essential role in the preservation of cultures.

2.2.3 Assumptions

Assumptions form the invisible part of culture; they are considered as unconscious determinants of the way people think, feel and perceive things in their social environment (Spencer-Oatey, 2012, p. 3). Understanding the basic assumptions of a particular culture leads to understanding that culture. Assumptions are learned in early phases of human lives. They are so powerful and hard to change because they are “so taken for granted” as Schein described in his book “Organizational Culture and Leadership”. Furthermore, he claimed that any person who belongs to a cultural group will be perceived as an outsider or even an odd if s/he does not hold the same assumptions as those of the group (2004, p. 25). People often feel uncomfortable in situations whereby assumptions are not shared or different and this may result in misperceiving, misunderstanding or misinterpreting others’ actions (p. 32).

2.2.4 Norms

Norms are laws, rules and other social regulations that function as guidelines for people’s behavior. Shaules (2007) defined norms as “expectations about what should be done or how

things should be done.” In other words, norms determine what is acceptable or unacceptable. They can be either explicit or implicit. Explicit norms are obvious and do not require interpretation. They come in form of formal laws, contracts and regulations. On the other hand, implicit norms refer to unspoken expectations which are hard to define. They regulate the way things should be done. Respecting time and leaving a distance between people while speaking are implicit form of norms (p. 182).

2.3 General Features of Culture

To clearly understand culture, it is desirable to distinguish its different features. Cultural features can be identified as follows:

2.3.1 Culture is Learned and Transmitted

Culture is learned from the social environment but not determined by genes. It is an acquired system that cannot be innate (Hofstede et al., 2010, p.6). Individuals acquire cultural knowledge from people they interact with during the process of socialization, and this allows them to create their own ways of interpretation and to form their own world views. Culture is featured by its transactional nature as some learned aspects can be passed from one generation to another. George and Louise Spindler (1990) claimed that “culture is a transactional process. It is during the cultural transmission from one generation to another that culture is being recreated, redefined and restructured by those involved.” (as cited in Su Kim, 2003, p, 2).

2.3.2 Culture is Shared

Hofstede et al. (2010) described culture as collective phenomenon (p. 6), which means that culture is a collection of shared behaviors, beliefs, and products that are common for one group but not for another. Trueba (1993), for instance, stated that culture is “still *composed* of socially shared elements, socially shared norms, codes of behavior, values, and assumptions about the world that clearly distinguish one sociocultural group from another” (as cited in Su

Kim, 2003, p, 2). This sense of collectivity enables individuals to appropriately behave and effectively communicate in several occasions.

2.3.3 Culture is Dynamic

Cultural traits are subject to change as culture may adapt to or interact with other cultures. What makes culture a dynamic system is the fact that it reflects real life experiences of mankind. Careful examination of cultures exhibits the different changes of their systems over time. These changes occur at different levels like the way people eat, dress, or interact which sustain the flexible nature of culture (Hofstede et al., 2009, pp.38-39).

2.3.4 Culture is Symbolic

Levi-Strauss defined cultures as “shared symbolic systems that are cumulative creations of mind” (as cited in Keesing, 1974, p. 78). Culture consists of a set of symbols that embraces several meanings. These meanings are common and recognized only by members of the same social group such as “the peace sign” which is used all over the world. It is made by holding the palm outward and forming a “V” with the index and middle fingers (Merriam-Webster, 1828). Although this sign is internationally recognized, but its meaning differ from one culture to another. In some culture it is used to represent the desire of peace. However, in other culture is used to represent victory or the end of war.

2.3.5 Culture is Integrated

For people of a given culture to function appropriately in certain situations, there must be a well-integrated cultural system to be followed. Hofstede et al. (2009) believe that “touching one part of a culture means touching all of that culture” (p. 39). The interconnectedness of cultural aspects such as morals, laws, customs and traditions guarantees the development and the preservation of culture.

To sum up, cultural characteristics are clearly demonstrated in Damen’s (1987) definition which asserted that “Culture: learned and shared human patterns or models for living; day- to-

day living patterns. These patterns and models pervade all aspects of human social interaction. Culture is mankind's primary adaptive mechanism.”(as cited in Taylor, 2001, p. 21)

2.4 Language and Culture

Recently, investigating the inseparability of language and culture is at the heart of the theoretical framework of cultural studies. Language and culture are considered as two inseparable entities. Kramsch believed that language is connected to culture in a numerous complicated ways (1998, p.3). As a system of signs, language is used to communicate thoughts, feelings, and experiences. It mirrors people’s way of life and plays an integral role in the preservation of their culture. For Kramsch, “culture is often seen as mere information conveyed by the language, not as a feature of language itself” (1993, p.8).

Language and culture can never be separated since people use language to express their cultures, so that language will always be viewed as a carrier of culture. No cultural system can be fully understood without understanding its language. Language is not always looked at as a tool of communication but also as “system of representation” of thoughts and perceptions (Bennett, 1993, p. 16). Individuals sharing the same culture perceive things and refer to them similarly as they share the same language. They use the language to express their beliefs, attitudes, assumptions, and worldviews.

Language is linked to culture in three ways: it expresses, embodies, and symbolizes cultural reality (Kramsch, 1998, p. 3). Both language and culture depend on each other, Sapir for instance emphasized that “the mere content of language is intimately related to culture”. It is the cultural knowledge that determines how to communicate appropriately and effectively in a given situation. Relatedly, it has been proved that people may face misunderstanding, even though they are linguistically competent in the target language, just because they are not culturally competent, which means that they have a limited knowledge concerning the target

culture norms. According to Jiang, “Language makes communication easier and faster; culture regulates, sometimes promotes and sometimes hinders communication.”(2000, p. 329).

2.5 The Importance of Teaching Culture

It has been a long time since linguists recognized that the language use depends greatly on the culture of the society. Jiang (2000) claimed that “every language form we use has meanings, carries meanings that are not in the same sense because it is associated with culture” (p. 329). Therefore, culture is a crucial component in the foreign language learning; no one can fully acquire a language without learning its culture. Foreign language learning is considered as foreign culture learning (Thanasoulas, 2001, p. 2). It is widely acknowledged that teaching the grammatical, phonological and lexical aspects of a language are not enough for learning a foreign language; cultural aspects must be present. Sapir (1921) stressed that “The linguistic student should never make the mistake of identifying a language with its dictionary.” On the other hand, culture is described as a “fifth skill” that should be taught in parallel with the other skills: speaking, listening, writing and reading (Kramsch, 1995, p. 87). Explicitly or implicitly, culture is always embedded in the linguistic forms inside the foreign language classes.

Culture is an important element in the process of foreign language education. It raises learners’ cultural awareness and develops a sense of cultural understanding in which they become more tolerant towards cultural diversities. Also, they realize that diversity does not mean that one culture is better than the other (Qu, 2010, p. 61). Being aware of the main characteristics of the target culture makes culture shock less troublesome (Samovar et al., 2012, p. 13). As learners’ cultural understanding develops, they will be more open to the differences existing between cultures. Moreover, teaching culture is important for successful and effective interaction since culture and communication are strongly connected to each

other (p. 57). Knowing norms of interaction of particular cultural system makes it easy for learners to avoid misunderstandings.

The traditional view of foreign language education was restricted only to the teaching of grammar and phonology in addition to the lexical and syntactical aspects of language and widely neglected the incorporation of cultural aspects. Kramersch (1993) proposed four lines of thought that look differently to the aim behind teaching culture:

- Establishing a sphere of interculturality. The need for establishing relation between the linguistic forms and the social structures as well as teaching the target culture in relation with one's own culture.
- Teaching culture as an interpersonal process. Take a step to understand foreignness (otherness) instead of presenting cultural facts about them.
- Teaching culture as difference. Aspects like age, race, gender and social class along with the national traits are important factors to view culture.
- Crossing disciplinary boundaries. Teachers need to widen their views concerning the subject matters to be taught and to include subjects like sociology, ethnography, and sociolinguistics (pp. 205-206).

2.6 Cultural Awareness

Cultural awareness is a fundamental skill in the process of culture teaching. It refers to the ability of recognizing, understanding, and appreciating cultural differences. Tomalin and Stempleski (2013) stated that "Cultural awareness is the term we have used to describe sensitivity to the impact of culturally-induced behaviour on language use and communication". Therefore, developing a sense of understanding and empathy towards others affects the way people use language. In the same vein, Baker (2013) defined cultural awareness as "a conscious understanding of the role culture plays in language learning and communication (in both first and foreign languages)" (p. 65). According to Smith and Otero

(1977) the ultimate goal of cultural awareness is to promote consciousness and understanding of the practices and the diversities existing within different societies and cultures (p. 8).

Developing cultural awareness requires approaching cultural elements from different perspectives. It emphasizes the need for learners to be knowledgeable of the basic norms, beliefs and behaviors of their cultural system as well as the target culture system (Baker, 2011, p. 65). Tomalin and Stempleski (2013) claimed that cultural awareness embraces three qualities: awareness of one's own culturally-induced behavior, awareness of the culturally-induced behavior of others and ability to explain one's own cultural standpoint (p.5). Accordingly, culturally aware learners should be able to identify cultural diversities and to voice their cultural worldviews appropriately.

In the educational setting, the most important thing is not how to develop cultural understanding but rather how to assess this development. Oxford (1994) designed a self-assessment framework to evaluate students' awareness. It involves five steps that are as follows:

- No understanding means that learners know only few facts about the target culture and its people.
- Superficial understanding indicates that learners know only some superficial facts and stereotypes about the target culture.
- Growing awareness and possible conflict means that learners are aware of more subtle traits but may experience cultural conflict in which they feel that their culture is superior and the target culture is inferior.
- Greater intellectual awareness means that the learners understand the culture intellectually but not emotionally, they cannot feel it.
- True empathy and respect when the learners understand the culture both intellectually and emotionally, this level cannot be reached unless they live in target culture country (p. 33).

Understanding cultural differences is very important for successful intercultural communication which is defined as “an exchange of meaning between cultures” (Mathur, 2001, p. 40). Therefore, showing respect and appreciation of cultural diversities and being able to adapt to different cultural situations are the main rules that govern successful intercultural communication (p. 40). This is to say that, on one hand, communication can be problematic in some cultural contexts if people are not aware of others’ basic values, beliefs and norms. On the other hand, cultural awareness eliminates ideas of superiority and inferiority between cultures and any stereotypes attached to some cultural groups.

2.7 Goals of Culture Teaching

In foreign language classes, the target culture is as important as the language itself. Therefore, scholars suggested several goals for teaching culture to emphasize its importance. Lafayette and Schulz (1975) argued that there are three goals behind teaching culture:

- 1) Knowledge: it refers to the ability to recognize cultural information or pattern. This goal focuses on factual information about selected patterns of the target culture, the student's ability to recall, recognize, and describe cultural information.
- 2) Understanding: it refers to the ability to explain cultural information or pattern. The student needs to comprehend a cultural pattern in terms of its meaning, origin, and interrelationships within the larger cultural context. This goal presupposes not only factual knowledge, but also implies reasoning ability. Students should see the "logic" of a pattern in its own cultural context.
- 3) Behavior: it refers to the ability to use cultural information or pattern. This objective refers to behavioral skills, such as the ability to act meaningfully, unobtrusively, and inoffensively in real or simulated cultural situations. (as cited in Morain, 1983, p. 405)

On the other hand, Tomalin and Stempleski (1993) proposed seven goals for teaching culture. These goals are a modified version of Seelye’s (1988) goals.

1. To help students to develop an understanding of the fact that all people exhibit culturally-conditioned behaviors.
2. To help students to develop an understanding that social variables such as age, sex, social class, and place of residence influence the way in which people speak and behave.
3. To help students to become more aware of conventional behavior in common situations in the target culture.
4. To help students to increase their awareness of the cultural connotations of words and phrases in the target language.
5. To help students to develop the ability to evaluate and refine generalization about the target culture, in terms of supporting evidence.
6. To help students to develop the necessary skills to locate and organize information about the target culture.
7. To stimulate students' intercultural curiosity about the target culture, and to encourage empathy towards its people.

2.8 Approaches to Teaching Culture

To teach culture, linguists and language educators suggested a set of approaches in which each approach highlights different aspects of the culture or the cultures being taught.

2.8.1 Mono-Cultural Approach

The mono-cultural approach or what Risager (1998) referred to as the *foreign cultural approach* is well-known of its emphasis on the target culture only (p. 243). This approach aims at developing a native –like cultural and communicative competences. However, it was harshly criticized as it does not give any account neither to the learners' native culture nor to its relation with the target culture.

2.8.2 Comparative Approach

The comparative approach based on the idea of comparison between the target culture and learners' own culture. Kramersch (1993) claimed that "understanding a foreign culture requires putting that culture in relation with one's own" (p. 205). As learners start to reflect on both cultures they will create clear insights about the similarities and the differences existing between their own culture and the target culture. The approach aims at highlighting the similarities and differences but not showing that one culture is better than the other.

2.8.3 Intercultural Approach

The emergence of the intercultural approach dates back to the 1980s. The main idea behind this approach is that cultures are structured and related to each other. It focuses mainly on the target culture but does not neglect learners' own culture. Developing learners' intercultural and communicative competence is the ultimate goal of the intercultural approach. Despite the fact that the approach represents cultures as homogeneous entity, it has inadequacies as Risager (1998) claimed "it is blind to the actual multicultural character of almost all existing countries or states" (p. 246) and suggested the multicultural approach as an alternative.

2.8.4 Multicultural Approach

The multicultural approach based on the premise that one culture can be constituted of other subcultures and all together they may exist in one society. Through comparison and reflection on the cultural diversities existing within the target country culture as well as the native culture, this approach develops learners' cultural understanding in the sense that they become more tolerant towards these diversities. Risager (1998) believed that this way of teaching "may reflect wishes for a balanced and anti-racist view of the cultures involved." (p. 246)

2.8.5 Trans-Cultural Approach

The trans-cultural approach is based on the belief that tourism, migration, world-wide communication systems and globalization resulted in cultures' interconnectedness (Risager, 1998, p. 246). It approaches the foreign language as an international language that is not related to any specific culture and should be used as *lingua franca* for communicative purposes. The approach does not offer any type of comparison between cultures.

2.9 Techniques for Teaching Culture

2.9.1 Culture Capsules

One effective way to teach culture is through the use of culture capsules. This technique was developed by Taylor and Sorensen in 1961. Culture capsule is a brief oral presentation that sheds light on the differences between the target culture and the learners' own culture. After the presentation, learners with their teacher discuss and reflect on those differences. It aims at raising cultural awareness and cross-cultural understanding (Breninger & Kaltenbacher, 2012, p. 64). However, Meade and Morain (1973) argued that culture capsules' effectiveness is limited since ten- minutes presentation cannot be enough for presenting all aspects of the target culture (p. 331).

2.9.2 Culture Clusters

Culture clusters is regarded as a useful technique for teaching culture. It was developed by Meade and Morain, teachers at Georgia University, in 1973. Culture clusters is a combined culture capsules that tackle different cultural themes. Three to four culture capsules are presented four ten minutes in the class. Then, in form of role play, the students are asked to answer a set of summarized activities about the already presented topics (p.331).

2.9.3 Cultural Assimilators

Fiedler, Michell, and Triands (1970) defined culture assimilators as "a programed learning experience designed to expose members of one culture to some of the basic concepts,

attitudes, role perceptions, customs, and values of another culture.” (p. 1). By the use of this technique, students are asked to approach different cultural situations associated with target culture. Then, they imagine if they pass through the same situations in their home culture to see how they would react in these situations. The main aim of culture assimilators is to raise students’ cultural awareness through comparing and contrasting cultural behaviors of the target culture with one’s own (Tomalin & Stempleski, 1993, p. 89).

2.9.4 Cultural Asides

Cultural asides are one of the most recommended techniques for teaching culture. It aims at making foreign language learners familiar with aspects of the target culture. According to Stern (1992), cultural asides are “items of cultural information offered by the teacher as they present themselves in the course of language work.”(as cited in Breninger & Kaltenbacher, 2012, p. 63). In order to introduce learners to the target culture, teachers can use different cultural asides such as magazine pictures, maps and brochures (pp. 63-64).

2.9.5 Authentic Materials

Authentic material comes in different forms including photographs, websites, television shows, newspapers, magazines and travel brochures. The use of these materials enables foreign language learners and teachers to experience real cultural situations. Richards (2006) provided a set of arguments for which teachers should use authentic materials in their classrooms. He claimed that authentic materials can provide cultural information about the target language, offer an exposure to real language, relate more closely to learners’ needs and support a more creative approach to teaching (p. 20). However, the use of authentic materials can be problematic in lower-level classes as they may contain difficult language structures and unneeded vocabulary (p.21).

2.9.6 Quizzes

Since not all students can learn through discussion-based activities, quizzes can be an effective way to test their understanding and to provide them with new information about the target culture. Quizzes are considered as a useful way to get the students engaged in the learning process. They raise students' curiosity and interest in the target culture and enable them to reflect on their previous knowledge when they try to predict and find out the right answers (Clouet, 2006, p. 59).

2.10 Teachers' Role in Culture Classes

As culture becomes a crucial component in the foreign language education, it is argued that teachers take an important part in the process of integration. Foreign language teachers are in the demand of developing learners' cultural knowledge through developing their skills and raising their cultural awareness. Furthermore, teachers are expected to help learners recognize the relationships existing between their home culture and the foreign culture through reflecting on the similarities and the differences (Byram, Gribkova, & Starkey, 2002, p. 9). Sowden (2007) noted that FL teachers should be aware of not only the culture they teach but also the learners' native culture (p. 305). One of the most important teachers' tasks is to decide where culture should be placed in their classes in order to promote learners' cultural awareness and to develop their communicative competence (Gao, 2006, p. 59). This can be done only through a careful selection of activities that meet the course objectives and the learners' needs.

Teaching culture requires a strong relationship between teachers and their students. In the FL classroom, however, the flow of information usually goes in one direction, from teachers to learners. Usually, teachers are considered as the primary and the only source of the cultural knowledge, while learners often take a passive role. They expect that the teacher is always the leader of the class. Furthermore, the hierarchical relationship between teachers and learners does

not allow discussing certain cultural issues like taboos. Students most of the times feel uncomfortable to voice their thoughts freely (Kirkebæk, Du, & Jensen, 2013, pp. 7-8). Therefore, both teachers and learners, together, should work on their relationship to create a good learning atmosphere.

2.11 Difficulty of Integrating Culture in EFL classes

In EFL teaching, language educators are faced with a set of challenges and limitations that hinder the process of culture integration. Most teachers complain of the overcharged curriculum and the lack of time. For them, it is impossible to introduce learners to all aspects of the target culture in a limited period of time and restricted programs. The second obstacle is the teachers' limited knowledge concerning the target culture. Many teachers avoid introducing cultural aspects in their classes just because they think that their knowledge is insufficient to discuss cultural issues. Kramsh and Byram (2008) stated that the fear of stereotypes and teachers' lack of cultural knowledge are the main concerns voiced in culture classes (p. 31-32). Therefore, teachers should be trained in the target culture at least once in their career. Another problem is the unequipped classes. The lack of instructional materials can affect the way of teaching because culture is better understood through the variation of techniques and strategies like the use of videos....., films, etc. Another problematic issue is the learners' attitudes. As learners start to compare between cultures they may develop a negative attitude towards them and reject all what is associated with these cultures (Gonen & Saglam, 2012, p. 28-29).

Conclusion

In the educational sphere, language and culture cannot be treated separately. Culture has a significant role on the foreign language teaching/learning process and its integration has become a necessity. It is worth mentioning that understanding the target culture determines the way learners and teachers use of the foreign language. Therefore, recognizing the

importance and the interconnectedness of language and culture leads to an effective language use. Moreover, it develops cultural awareness and intercultural communication. Accordingly, teachers should adapt the best approaches and techniques for a successful integration.

Chapter Three

Field Investigation

Introduction

The third chapter is devoted to the practical phase of the study. It endeavors to discover teachers' and learners' perspectives towards the incorporation of culture in the EFL teaching/learning process. Additionally, it seeks to display the various reasons that make culture an essential aspect in the EFL teaching/learning process. For this aim, a questionnaire was administered to both learners and teachers at the University of Guelma. Therefore, the data obtained from learners and teachers' responses are represented in tables and sectors respectively.

3.1 Description of the Research Method

To reach the main aims behind this study, the descriptive quantitative method was selected. Best (1970) argued that the descriptive quantitative research is concerned with "conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing" (as cited in Cohen, Manion, & Morrison, 2000, p. 169). In this respect, the descriptive quantitative method allows investigating the existing relationship between language and culture. This method is selected, mainly, for collecting reliable data and reaching the main aims of the research. As a data collection tool, two questionnaires were designed for both teachers and learners.

3.2 Population of the Study

The population of this study has been selected purposively based on their experience with teaching/learning English as a foreign language and its relation with culture. It consists of first year Master students and teachers at the department of English, University of 8 Mai 1945 - Guelma. Therefore, the participants are chosen randomly. The selected sample is composed of

60 students and 17 teachers, to confirm the validity of the results. First year Master students are selected because at this level, four years of studying English, learners are more exposed and familiar with the different aspects of the target culture. Furthermore, teachers are selected to see whether they realize the importance of integrating culture in the EFL classes and if these teachers have ever received any training on teaching culture during their teaching career. The selection of teachers was not directed towards any particular major.

3.3 Learners' Questionnaire

3.3.1 Description of Learners' Questionnaire

Learners' questionnaire was divided into three sections. The first section is devoted to learning English as a foreign language. The questions at this section aimed at exploring learners' attitudes towards English as a world language, the methods they believe are effective for teaching English language, in addition to the encountered difficulties that may hinder the process of learning English. This section includes eight questions (Q1 to Q8). Moreover, the second section examined learners' knowledge about the concept of culture, its elements and aspects. It is composed of four questions (Q9 to Q12). The third section which includes twelve questions (Q13 to Q24) aimed at investigating learners' views and perspectives concerning the interconnectedness of language and culture, the importance of teaching the target culture in EFL, their attitudes towards the target culture, and the different sources they use to learn about it. In this questionnaire, questions varied between dichotomous, multiple-questions, and open ended questions. The variation of the questions aimed at collecting reliable data and confirming the validity of the research.

3.3.2 Administration of Learners' Questionnaire

The questionnaire was distributed to 60 of first year Master students at the department of English, University of 8 Mai 1945 –Guelma. The distribution took place during the second term of the academic year 2018/2019 and it lasted for two days; from 21/05/2019 to

22/05/2019. Learners were kindly asked to fill in the questionnaire and they took around 20 minutes to answer all the questions. They were very cooperative. They handled the questionnaire back at the same day they got it.

3.3.3 Data Analysis and Interpretations

Section One: Learning English as a foreign language

Question 1. Why have you chosen to study English?

- A. To communicate fluently
- B. You need it for your professional career
- C. You are interested to know about other people's cultures

Table 3.1

Reasons behind choosing to study English language

Option	Number	Percentage (%)
A	9	15
B	33	55
C	8	13, 33
All of them	3	5
A+B	2	3, 33
A+C	3	5
B+C	2	3, 33
Total	60	100

Table 3.1 demonstrates that the majority of learners (55%) chose to study English only for having a professional career. However, 15% of learners argued that they have chosen English to communicate fluently. So, they believe that English will allow them to interact with different people around the world who use English as means of communication. Only 13, 33% of learners responded that they learn English because they are interested to know about other peoples' culture. For the rest of students which they represent a total of 16, 66% from

the whole population, their answers varied between the three options and they opted for more than one option at the same time.

Question 2. How would you assess your level at English?

- A. Good
- B. Average
- C. Poor

Table 3.2

Learners' level

Option	Number	Percentage (%)
A	34	56, 66
B	26	43, 33
C	0	0
Total	60	100

Concerning learners' level, 56, 66% of learners claimed that they were good in English. Others (43, 33%) argued that their level was average. However, none them (0%) opted for a poor level.

Question 3. Is studying English

- A. Interesting
- B. Motivating
- C. Boring
- D. Easy
- E. Difficult

Why.....

Table 3.3*Studying English language*

Option	Number	Percentage (%)
A	34	56, 66
B	7	11, 66
C	2	3, 33
D	4	6, 66
E	5	8, 33
A+B+D	8	13, 33
Total	60	100

Table 3.3 shows that the majority of learners (56, 66%) argued that studying English language was interesting. 13, 33 % of learners reported that studying English is interesting, motivating, and easy. 11, 66% of learners stated that learning English is motivating. While 6, 66% of the students claimed that learning English is easy, others (8, 33%) argued that it is difficult. Only two students (3, 33%) out of sixty reported that learning English is boring. However, none of the students justify their answers.

Question 4. Do you think that English is recognized as a universal language?

- Yes
- No

Table 3.4*English is recognized as a Universal Language*

Option	Number	Percentage (%)
Yes	60	100
No	0	0
Total	60	100

It is clearly demonstrated in table 3.4 that all learners (100%) confirmed that English language is recognized as a universal language.

If yes, English is important because

- A. It is the language of science and technological advancement.
- B. It is the language of cross-cultural communication.
- C. It offers working and learning opportunities.
- D. It develops cognitive abilities.
- E. All the above

Table 3.5

The importance of English language

Option	Number	Percentage (%)
A	6	10
B	2	3, 33
C	3	5
D	0	0
E	33	55
A+B+C	5	8, 33
A+B	3	5
A+D	2	3, 33
B+C	6	10
Total	60	100

Concerning the importance of English language, the majority of learners (55%) opted for all of the above mentioned reasons. This indicates that the majority of learners attach the importance of the English language to a set of factors. A total of 26, 66% of learners opted for more than one choice. However, 10% of learners claimed that English was important only because it was the language of science and technological advancement. 5% of learners opted for the third option which indicates that English is important as it offers working and learning opportunities. Few learners (3, 33%) viewed that English is important because it is the language of cross-cultural communication.

Question 5. In your opinion, what is (are) the effective method (s) or approach (es) for teaching English as foreign language?

- A. The Grammar Translation Method
- B. The Direct Method
- C. The Audio-Lingual Method
- D. The Communicative Approach
- E. The Competency Based Approach

If others specify, please

Table 3.6

Effective Method (s) or Approach (es) for Teaching English as Foreign Language

Option	Number	Percentage (%)
A	5	8, 33
B	0	0
C	0	0
D	17	28, 33
E	6	10
All of them	3	5
A+B+C+D	4	6, 66
D+E	25	41, 66
Total	60	100

Table 3.6 indicates that a large number of learners (41, 66%) argued that the Communicative Approach and the Competency Based Approach are the effective methods for teaching English. This indicated that a great number of students give much importance to communication and developing language skills. 28, 33% of learners believed that the Communicative Approach is the effective approach for teaching English language. In addition, 10% of learners selected the Competency Based Approach. 8, 33% of the learners preferred the use of the Grammar Translation Method. Whereas 6, 66% of learners opted for

four methods to be used together: the Grammar Translation Method, the Direct Method, the Audio-Lingual Method, and the communicative approach. Moreover, 5% of learners viewed that all the above mentioned methods are effective for teaching English. This demonstrated that a large number of learners preferred the use of mixed methods and believed that it is more effective than the use of only one single method.

Question 6. Do you believe that teachers' attitudes (positive/negative) affect the process of teaching/learning English?

- Yes
- No

How

Table 3.7

The Effect of Teachers' Attitudes on the Process of Teaching/Learning English

Option	Number	Percentage (%)
Yes	59	98, 33
No	1	1, 66
Total	60	100

Table 3.7 shows that the overwhelming majority of learners (98%) believed that teachers' attitudes impact the process of teaching/learning English and most of them commented that "if teachers hold positive attitudes towards the language and the process of learning, I will be motivated to learn this language". Only one student denied it.

Question 7. As an EFL learner do you think that your attitude (positive/negative) towards the language affects your academic achievements?

- Yes
- No

How.....

Table 3.8***The Impact of Learners' Attitudes towards Language on the Academic Achievements***

Option	Number	Percentage (%)
Yes	57	95
No	3	5
Total	60	100

When asking learners about the impact of their attitudes towards the language on their academic achievements, the majority of them (95%) answered with “yes” and only three learners denied it. They argued that if they have positive attitudes towards the language they will achieve better results during the process of learning and vice versa.

Question 8. Which of the following factors affects teaching/ learning English?

- A. Learner's competence
- B. Age
- C. Motivation
- D. Interference of the mother tongue
- E. Teaching materials

Others

Table 3.9***Factors that affect the process of teaching/ learning English***

Option	Number	Percentage (%)
A	6	10
B	0	0
C	15	25
D	8	13, 33
E	0	0
A+B+C+D+E	31	51, 66
Total	60	100

Asking learners about the factors that can affect the process of teaching/learning English revealed the majority of them (51%) reported that all the above mentioned factors have an impact on the process of teaching/ learning English. Other learners (25%) argued that motivation can be one of the factors that impact factors in the process of learning. However, 13, 33% of learners opted for teaching materials. Only 10% of learners chose for the first choice.

Section Two: Culture

Question 9. According to your knowledge, how would you define the term culture?

- A. What a society does and thinks.
- B. A set of beliefs, attitudes, art, law, morals, customs, and norms.
- C. Collective programming of the mind that distinguishes the members of one group or category of people from others.
- D. All the above.

Table 3.10

Defining Culture

Option	Number	Percentage (%)
A	0	0
B	28	46, 66
C	0	0
D	32	53, 33
Total	60	100

Table 3.10 indicates that the majority of participants (53, 33%) reported that all the above mentioned statements can stand as definition for the term culture. A large number of learners (46, 66%) opted for the second option which is considered as the most clear or traditional definition of culture.

Question 10. Can you cite any element(s) you see important in discussing culture?

.....

.....

Table 3.11

Element(s) that are Important in Discussing Culture

Option	Number	Percentage (%)
Cited	29	48, 33
Did not cite	31	51, 66
Total	60	100

In this open question learners were asked to cite some cultural elements that are important when discussing culture. The majority of learners (51, 66%) did not cite anything. However, 48, 33% of learners cited a set of cultural elements in which some of these elements were correct and others were not.

Question 11. Do you know the difference(s) between big “high culture” and small “low culture”?

- Yes
- No

Table 3.12

The difference(s) between big “high culture” and small “low culture”

Option	Number	Percentage (%)
Yes	15	25
No	45	75
Total	60	100

As table 3.11 indicates that the majority of learners (75%) admitted that they do not know the difference. 25% of students stated that they do know the difference between big “high culture” and small “low culture”.

Question 12. How can you define both?

Table 3.13

Defining the Concepts big “high culture” and small “low culture”

Option	Number	Percentage (%)
Provided a correct definition	3	20
Defined it from different perspectives	12	80
Total	15	100

Question 12 was an open ended question. Only learners who responded with “yes” in the previous question gave a definition to the concepts big “high culture” and small “low culture”. Despite the fact that learners argued that they know the difference between the two concepts, the majority of them (80%) failed to define it from linguistic perspectives. Only three students (20%) out of 15 provided a correct definition. Through their answers, it is a clear that the majority of learners had a misconception of the terms big “C” and small “c” culture in linguistics. Most of learners defined the two concepts in relation to literature. They defined big “C” or high culture as the culture of the well-educated people or the culture of the upper class. However, they referred to small “c” or low culture as the culture of the less educated people or the culture of the lower class.

Section Three: Teaching Culture to EFL Classes

Question 13. Do you think that language and culture are related to each other?

- Yes
- No

Table 3.14***The Relation between Language and Culture***

Option	Number	Percentage (%)
Yes	59	98, 33
No	1	1, 66
Total	60	100

When learners were asked about the relationship between language and culture, the majority of them (98, 33%) confirmed that there is a relation between the two concepts. Only one learner (1, 66%) responded negatively. This indicates that the majority of learners are aware of the existing relationship between language and culture.

Question 14. Do you think culture should be integrated in EFL classes?

- Yes
- No

Table 3.15***The Integration of Culture in EFL Classes***

Option	Number	Percentage (%)
Yes	56	93, 33
No	4	6, 66
Total	60	100

As table 3.15 demonstrates that the majority of learners (93, 33%) believed that it is important to integrate culture in the EFL classes. However, 6, 66% of learners view that culture should not be integrated the EFL classes. This reveals that the majority of learners realize the importance of culture and they wanted it to be integrated in their EFL classes.

Question 15. Do you feel that culture is integrated in the curriculum?

- Yes
- No

Table 3.16

The Integration of Culture in the Curriculum

Option	Number	Percentage (%)
Yes	47	78, 33
No	13	21, 66
Total	60	100

Table 3.16 reveals that a great number of the students (78, 33%) believed that culture is integrated in the curriculum. While (21, 66%) of learners did not share the same view and they saw that culture is not integrated.

If yes, to what extent:

- A. Highly integrated
- B. Partially integrated
- C. Integrated
- D. Not integrated

Table 3.17

The extent of culture integration in the curriculum

Option	Number	Percentage (%)
A	10	16, 66
B	26	43, 33
C	21	35
D	7	11, 66
Total	60	100

A large number of the learners (43, 33%) stated that culture is partially integrated. In addition, 35% learners argued that culture is integrated. Only 16, 66% of learners viewed that culture is highly integrated in the curriculum. However, 11, 66% of learners claimed that culture is not integrated.

Question 16. What is (are) the module (s) which culture is better integrated in (please consider all modules from 1st year License till 1st year Master)?

Table 3.18

Module (s) which culture is better integrated in

Option	Number	Percentage (%)
Civilization	11	18, 33
Literature	9	15
Linguistics	8	13, 33
Oral expression	10	16, 66
Communication	5	8, 33
Translation	3	5
Civilization+ Linguistics+ Literature	14	23, 33
Total	60	100

Question 18 is an open question. Learners were asked to state the module (s) in which culture is better integrated in. 18, 33% of learners argued that culture is better integrated in civilization. 15% of learners opted for literature module. (13, 33%) claimed that linguistics is the module where culture is better integrated. Others learners (8, 33%) chose communication. Few learners (5%) selected translation. However, a large number of students (23, 33%) saw that culture is integrated in three modules civilization, linguistics, and literature.

Question 17. Do you believe that integrating cultural features (values, believes, norms, customs, and traditions) is important in EFL learning?

- Yes

- No

Why.....

Table 3.19

Integrating Cultural Features (values, beliefs, norms, customs, and traditions) is Important in EFL Learning

Option	Number	Percentage (%)
Yes	47	78, 33
No	13	21, 66
Total	60	100

As table 3.19 shows, a significant majority of learner (78, 33%) agreed that integrating cultural features is important in the EFL teaching/learning process. However, 21, 66% of learners believed that the integration of cultural features in the EFL teaching/learning process is not important.

Question 18. Do you think that learners' attitudes towards the target culture affect the process of learning?

- Yes
- No

Table 3.20

Learners' Attitudes towards the Target Culture

Option	Number	Percentage (%)
Yes	54	90
No	6	10
Total	60	100

Table 3.20 demonstrates that an overwhelming majority of learners (90%) argued that their attitudes affect the process of learning. However, few learners (10%) believed that their attitudes have no effects on the teaching/learning process.

Question 19. Inside the classroom, have you ever been informed about the importance of culture in the EFL teaching/learning process?

- Yes
- No

Table 3.21

The Importance of Culture in the EFL teaching/learning process

Option	Number	Percentage (%)
Yes	46	76, 33
No	14	23, 33
Total	60	100

It is clearly demonstrated in table 3.21 that the majority of learners (76, 33%) admitted that they were informed about the importance of culture in the EFL teaching/learning process. However, 23, 33% of learners reported that they were not informed about it.

Question 20. Do you believe that learning about the target culture affects the use of language?

- Yes
- No

How

Table 3.22

The Effect of Learning the Target Culture on the Use of Language

Option	Number	Percentage (%)
Yes	50	83, 33
No	10	16, 66

Total	60	100
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Concerning the effect of learning the target culture on the language use, the majority of learners (83, 33%) confirmed that learning about the target culture has an impact on the language use. Only few learners (16, 66%) answered with “no”.

Question 21. Are you interested in learning about the target culture?

- Yes
- No

Why.....

Table 3.23

Interest in Learning about the Target Culture

Option	Number	Percentage (%)
Yes	53	88, 33
No	7	11, 66
Total	60	100

The table (23) shows that a significant majority of students (88, 33%) are interested in learning about the target culture. This indicates that these learners have positive attitudes towards the target culture and want to know more about it. However, (11, 66%) of learners admitted that they are not interested in learning about it.

Question 22. Do you attempt to learn about the target culture outside the classroom?

- Yes
- No

Table 3.24*The Attempt to Learn about the Target Culture outside the Classroom*

Option	Number	Percentage (%)
Yes	44	73, 33
No	16	26, 66
Total	60	100

When asking learners whether they attempt to learn about the target culture outside the classroom, the majority of them (73, 33%) responded with “yes”. However, 26, 66% of learners admitted that they do not attempt to learn about the target culture outside the classroom.

Question 23. Which source (s) do you usually use?

- A. Magazines and newspapers
- B. Movies
- C. TV
- D. Internet
- E. Traveling

If other specify, please.....

Table 3.25*Sources used for learning about the target culture*

Option	Number	Percentage (%)
A	0	0
B	0	0
C	1	1, 66
D	14	23, 33
E	0	0
All of them	9	15

None of them	4	6, 66
B+C+D	18	30
B+D	14	23, 33
Total	60	100

As displayed in table 3.25 above, around one third of the whole sample (30%) claimed that they use movies, TV, and internet as sources to learn about the target culture. In addition, 23, 33% of learners argued that they use only internet. Another portion of learners (23, 33%) of learners chose movies and internet together. (15%) opted for all the above mentioned options. This indicates that a great number of learners use more than one source to learn about the target culture. One learner claimed that s/he use only TV to learn about of the target culture. However, (6, 66%) of learners chose not to answer this question. These are some of the learners who previously stated that they do not attempt to learn about the target culture outside the classroom.

Question 24. Do teachers help you to reflect in some cultural differences existing between your own culture and the target culture?

- Yes
- No

If yes, how.....

Table 3.26

Teachers' help in Reflecting on some Cultural Differences Existing between Learners' own Culture and the Target Culture

Option	Number	Percentage (%)
Yes	29	48, 33
No	31	51, 66
Total	60	100

As indicated in the table 3.26, the majority of learners (51, 66%) declared that teachers do not help them to reflect the cultural differences existing between their own culture and the target culture. However, 48, 33% learners acknowledged that their teachers help them to reflect on these differences.

3.3.4 Summary of Results and Findings from Learners' Questionnaire

The findings of this questionnaire, which are based on learners' answers, revealed that the majority of learners chose to study the English language to have a professional career, i.e.; to get a job and to have a stable life. However, this does not deny the fact that the majority of learners claimed that they are interested and motivated to learn the English language. When learners were asked to justify their answers, they stated that they are interested in learning English language because they love it, it is a world language, and they are interested to know about other cultures. Additionally, learners' answers to question (4) demonstrate that the majority of them realize the significant status of English in the world and its importance as a world-wide language of communication. This indicates that learners have positive attitudes towards the English language. Furthermore, almost all learners admitted that both their attitudes as well as teachers' attitudes towards the language have an effect on their academic achievements and the teaching/learning process. They argued that positive attitudes towards the language increase their willing and make them more motivated to learn this language.

In section two, the majority of learners failed to cite some key cultural elements and to state the distinction between two essential aspects that are important when discussing culture in the EFL teaching/learning process which are big "C" and small "c" cultures. Section three showed that the overwhelming majority of learners were interested in the target culture and they have positive attitudes towards it. They confirmed the interconnectedness of language and culture and stressed the importance of integrating cultural features in EFL teaching/learning process. Moreover, they argued that culture is integrated in their program

but not to high extent. In addition, the majority of the participated learners stated that learning language entails learning its culture claiming that learning culture has a strong effect on the language use. Also, a large part of learners declared that they attempt to learn about the target culture not only in the classroom, but outside it via the use of several sources.

3.4 Teachers' Questionnaire

3.4.1 Description of Teachers' Questionnaire

Teachers' questionnaire is composed of a twenty six questions that aimed at exploring teachers' views regarding the task of teaching English as a foreign language, the inseparable relationship between language and culture, and the inevitability of incorporating culture in the EFL classes. These questions are divided into three sections and varied between multiple choice questions in addition to closed-ended and open-ended questions. This questionnaire includes some modified questions that are taken from other studies (Khemies 2014, Berramdane, 2016).

The first section is entitled "learning English as a Foreign Language". It includes six questions (from Q 1 to Q 6) and aimed at gathering information about teachers' perception and attitudes towards the process of teaching/learning English as Foreign Language. Section two "culture" consists of three questions (from Q 7 to Q 9). It seeks to check teachers' general cultural background. However, section three "teaching culture to EFL classes" aimed at discovering teachers' awareness about the importance of integrating culture in the EFL classes, the extent of culture integration in the current curriculum, methods and techniques teachers do usually use, and the main difficulties teachers encounter during the process of incorporating culture.

3.4.2 Administration of Teachers' Questionnaire

The questionnaire was administered to 17 teachers at the department of English, University of 8 Mai 1945 –Guelma. The distribution of teachers' questionnaire lasted for two days, from

May, 26th to May 27th, 2019 during the second term of the academic year. As a result to the lack of time, the majority of teachers could not handle the questionnaire back the same day they took it. Also, one teacher preferred to answer the questionnaire via email. Teachers were very helpful and cooperative in which they commented on the topic being investigated and provided me with very constructive ideas.

3.4.3 Data Analysis and Interpretations

Section One: Learning English as a foreign language

Question 1. How long have you been teaching at the department of English?

..... years.

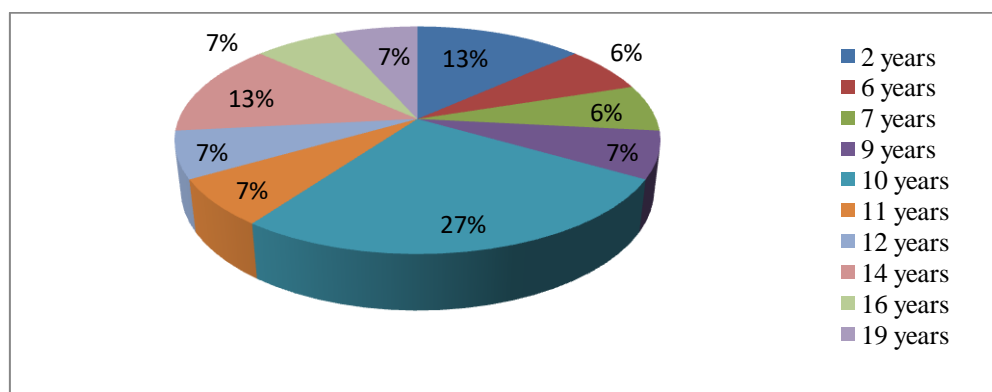


Figure 3.1 Years of Teaching English

Figure 3.1 shows that the overwhelming majority of teachers (96%) have taught English for more than 6 years. Only two teachers (12%) stated they have taught English for two years. This indicates that the majority of teachers are experienced in teaching English language.

Question 2. Have you ever visited an English speaking country?

- Yes
- No

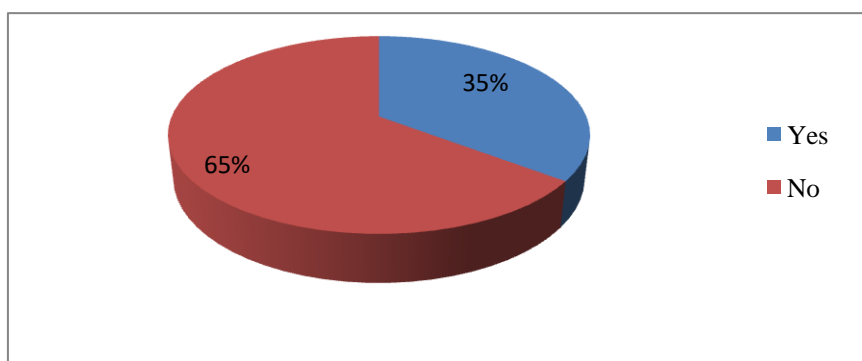


Figure 3.2 Visited an English Speaking Country

It is clearly demonstrated in figure 3.2 that the majority of teachers (65%) have never visited an English speaking country. Only 35% of teachers argued that they have been in an English speaking country. This indicates that only few teachers have been in a real contact with the English culture, the thing that makes them more familiar with its aspects.

Question 3. In your opinion, what is (are) the main aim (s) behind teaching English as a foreign language?

- A. To develop learners' linguistic competency
- B. To developing learners' communicative competency
- C. To promote learners' understanding and appreciation of other people's cultures
- D. All the previous answers

Others

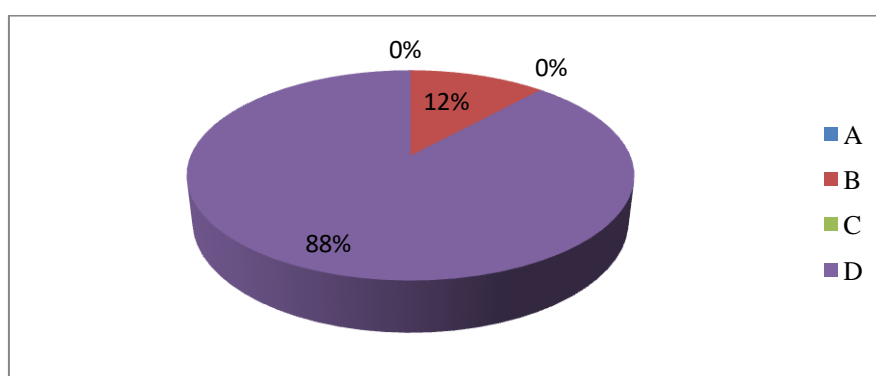


Figure 3.3 Aim (s) behind Teaching English as a Foreign Language

Asking teachers about the main aims behind teaching English language revealed that the highest percentage of teachers (88%) claimed that all the previous mentioned answers are aims behind teaching English. However, 12% of teachers stated that the main aim behind teaching English is to develop learners' communicative competency.

Question 4. In your opinion, what is (are) the most effective method (s) or approach (es) to achieve the main aims behind TEFL?

- A. The Grammar Translation Method
- B. The Direct Method
- C. The Audio-Lingual Method
- D. The Communicative Approach
- E. The Competency Based Approach

If others specify, please

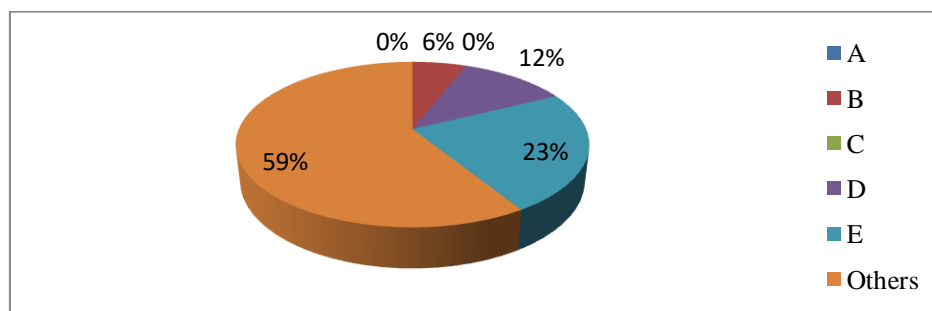


Figure 3.4 The most Effective Method (s) or Approach (es) to achieve the main Aims behind TEFL

Figure 3.4 demonstrates that a large number of teachers (59%) chose to suggest another method which is the eclectic method. This entails that the majority of teachers believed that effective language teaching requires the use of more than one method or what is known as “mixed methods”. 23% of teachers chose the competency based approach as the main effective approach for teaching English. Moreover, 12% of teachers selected the communicative approach. However, few teachers (6%) opted for the direct method. However, none of the teachers chose the grammar translation method and the audio-lingual method.

Question 5. As an EFL teacher do you believe that your attitudes (positive/negative) affect the process of teaching/learning English?

- Yes
- No

How

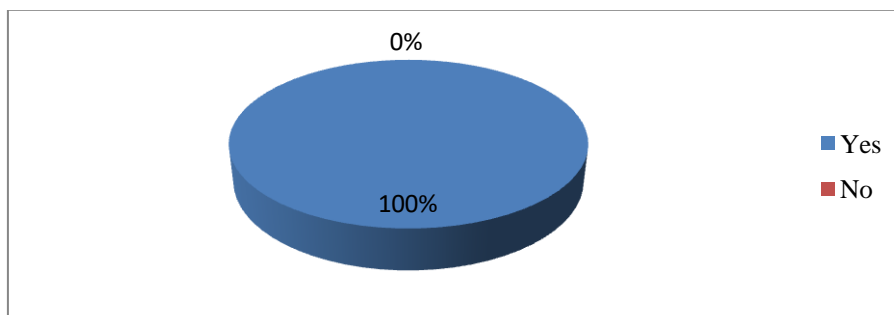


Figure 3.5 Teachers' Attitudes

As shown in Figure 3.5 all teachers (100%) agreed that their attitudes, whether they were positive or negative, affect the process of teaching/learning English language.

Question 6. Can you cite some of the encountered difficulties that hinder the process of teaching English as Foreign Language?

.....

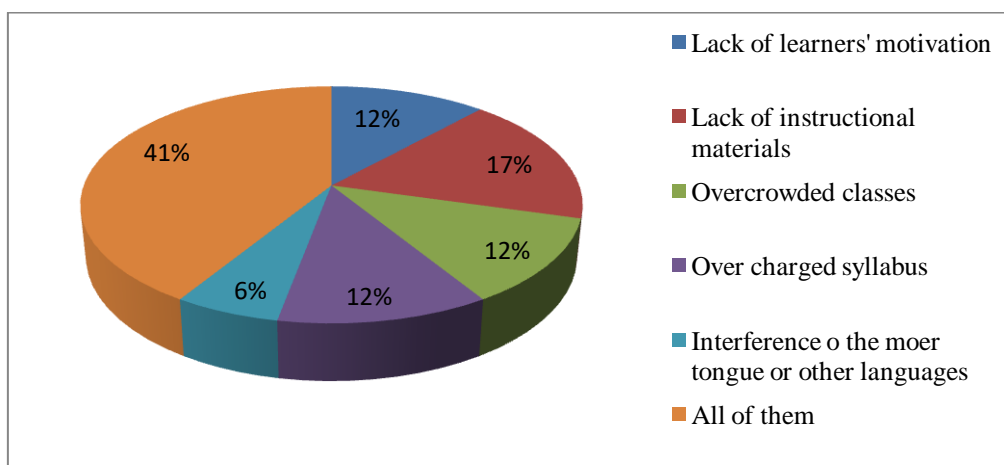


Figure 3.6 Encountered Difficulties that Hinder the Process of Teaching English as Foreign Language

Concerning the difficulties teachers face during the process of teaching English a large number of teachers (41%) opted for all the already mentioned difficulties. 17% of teachers complained from the lack of instructional materials and unequipped classes. 12% of teachers answered with learners' lack of motivation. Some other 12% of teachers argued that they face a problem with overcrowded classes. The same portion of teachers (12%) selected the overcharged syllabus. However, only one teacher mentioned the interference of the mother tongue.

Section Two: Culture

Question 7. How would you define the term culture?

- A. What a society does and thinks
- B. A set of beliefs, attitudes, art, law, morals, customs, and norms
- C. It is the collective programming of the mind that distinguishes the members of one group or category of people from others
- D. All the above

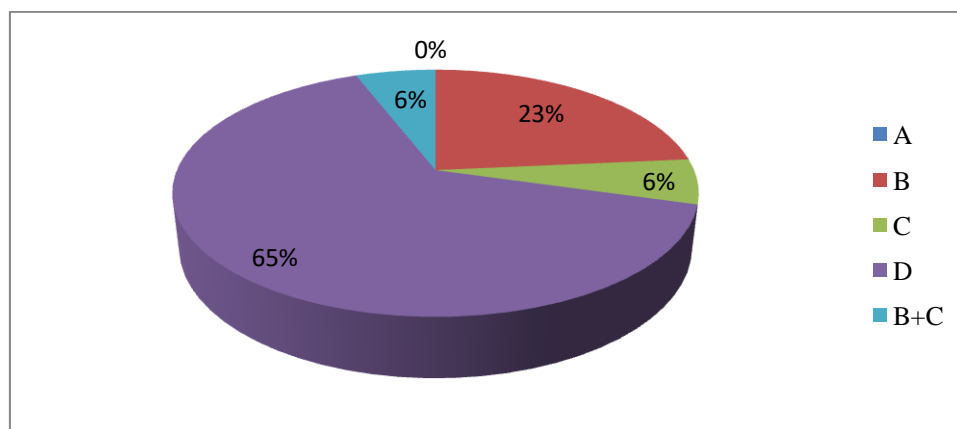


Figure 3.7 Defining Culture

The majority of teachers (65%) was able to recognize that all the previous statements are definitions of the term culture. However, 23% of teachers opted for the second statement. While one teacher (6%) selected only the third statement, another teacher selected both the second and the third statements.

Question 8. What is the difference between big “high culture” and small “low culture”?

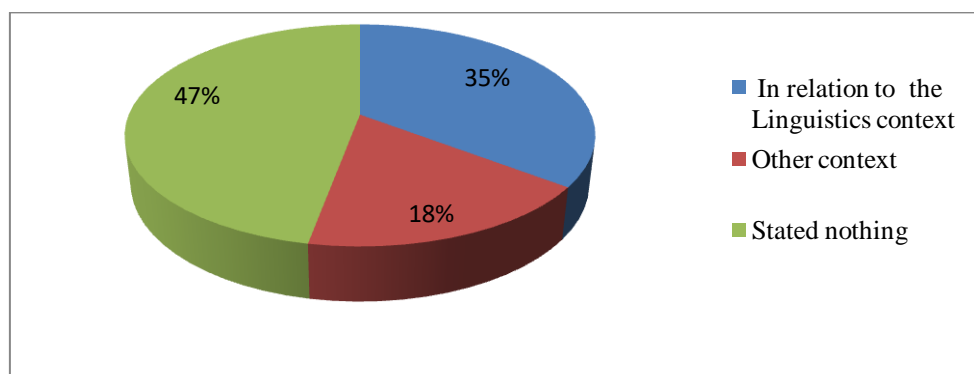


Figure 3.8 The Difference between Big “high culture” and Small “low culture”

When asked to state the difference between big “high culture” and small “low culture”, 45% of teachers fail to identify the difference and they clearly stated that they do not know it. Only 35% of the participated teachers provided the correct distinction between the two concepts i.e. succeeded to define it from a linguistic perspective. However, 18% of teachers defined the two aspects but from a literary perspective.

Question 9. As an EFL teacher, do you emphasize the importance of:

- Big “C” culture”
- Small “c” culture
- Both

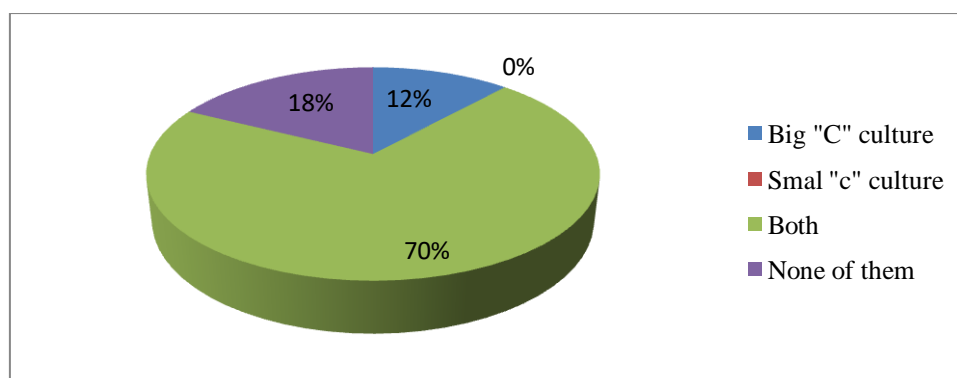


Figure 3.9 Which Aspect do Teacher’s Emphasize

Despite the fact that the previous question indicated that a large number of teachers could not identify the difference between big “high culture” and small “low culture”, figure 3.9 demonstrates that a significant majority (70%) of this teachers stated that they emphasize the importance of both aspects. However, (18%) of teachers did not opt for any of the options. 12% of teachers argued that they only emphasize one aspect which is the big “C” culture.

Section Three: Teaching Culture to EFL classes

Question 10. Do you think that teaching English entails teaching its culture?

- Yes
- No

Please, justify your answer

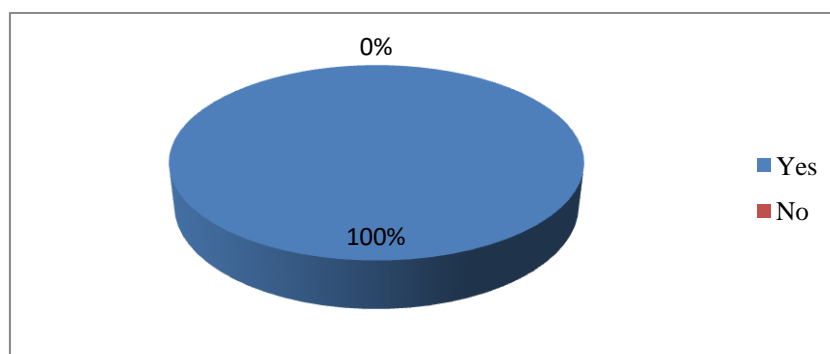


Figure 3.10 The Relation between Language and Culture

All teachers (100%) agreed that teaching language entails teaching its culture. This indicates that all teachers are aware of the inseparable relationship between language and culture.

Question 11. Do you think it is important to include features of the target culture in EFL classes?

- Yes
- No

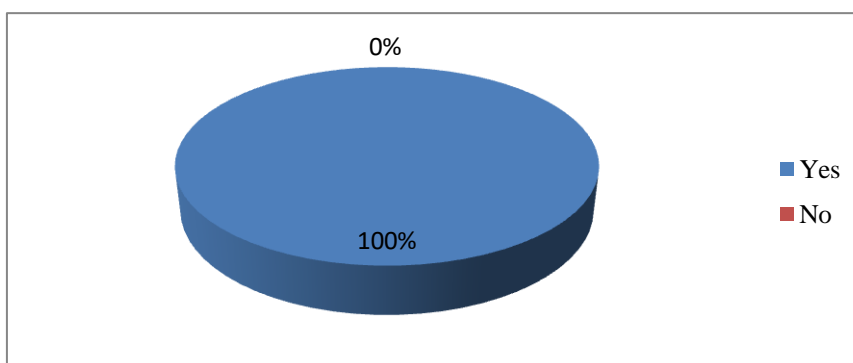


Figure 3.11 The importance of Integrating Cultural Features in the EFL Classes

As demonstrated in figure 3.11, all the teachers (100%) confirmed the importance of integrating cultural features in EFL Classes.

Question 12. If your answer is yes, what is (are) the main aim (s) of teaching culture to EFL classes?

- A. To help learners recognize cultural patterns
- B. To help learners explain cultural patterns
- C. To help learners use cultural patterns
- D. All the above

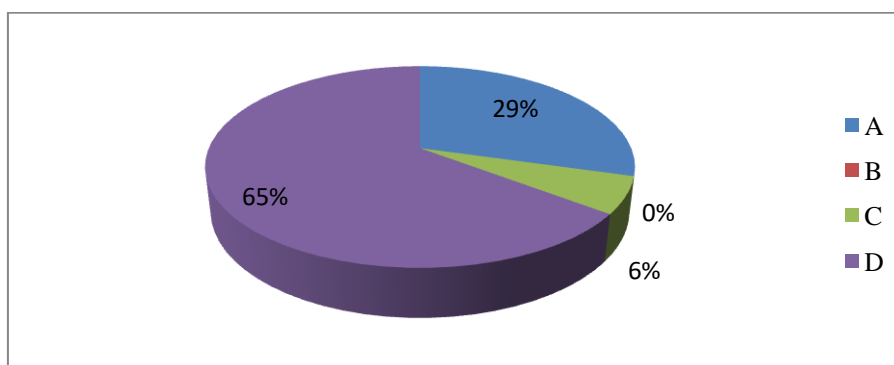


Figure 3.12 The main Aim (s) of Teaching Culture to EFL Classes

Figure 3.12 shows that 65% of teachers argued that the main aims behind teaching culture is to help the learners recognize, explain, and use cultural patterns i.e. they opted for “all of them”. However, 29% of teachers claimed that the main aim is to help learners recognize the cultural patterns. Few teachers (6%) opted for the third statement.

Question 13. What is (are) the module (s) you consider more related to culture?

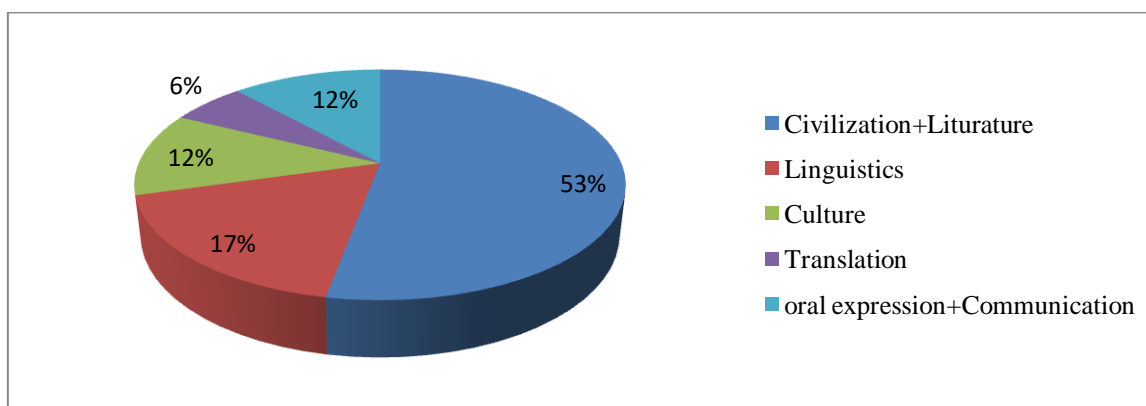


Figure 3.13 Modules that are Related to Culture

In this open-ended question teachers were asked to state the modules they consider are more related to culture. The majority of teachers (53%) mentioned Civilization and Literature. 17% of teachers opted for Linguistics. 12% of teachers cited Culture module. The same portion of teachers argued that Oral Expression and Communication are the modules where culture is better integrated. However, one teacher (6%) selected Translation.

Question 14. Have you ever been trained during your career on how to integrate or teach culture to your classes?

- Yes
- No

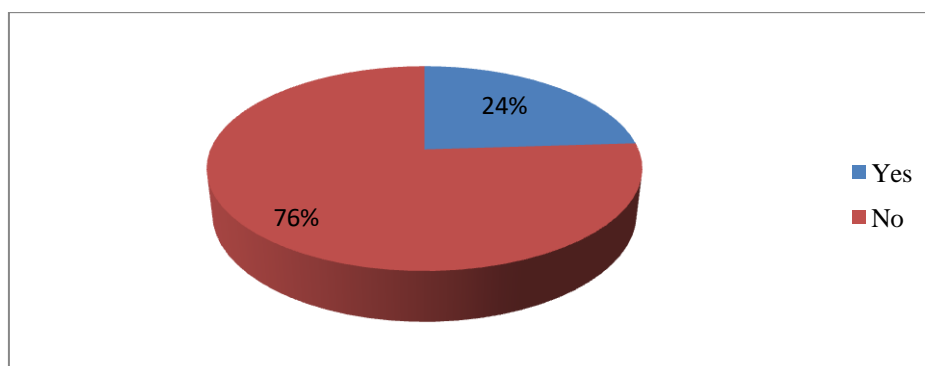


Figure 3.14 Teachers' Training in Teaching Culture

In this question, teachers were asked if they have received any training during their teaching career on how to integrate and teach culture to their classes. A significant majority of teachers (76%) answered with “no”. This indicates that there is a lack of teachers’ cultural training. Only few teachers (24%) reported that they have been trained, at least once in their teaching career, on how to teach and integrate culture in EFL classes.

Question 15. Have you attended workshops, study days or seminars about culture integration, cultural awareness, and intercultural communication?

- Yes
- No

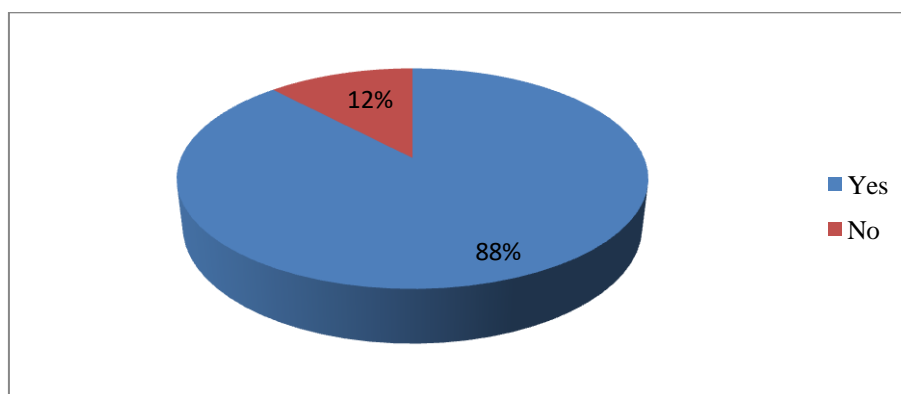


Figure 3.15 Teachers’ Attendance of Workshops, Study Days or Seminars about Culture Integration, Cultural awareness, and Intercultural Communication

In response to the question whether teachers have attended workshops, study days or seminars about culture integration, cultural awareness, and intercultural communication, the great majority of teachers confirmed that they have attended these seminars and study days. However, (12%) of teachers denied that.

Question 16. How do you measure culture integration in the current curriculum?

- Culture is highly integrated
- Culture is partially integrated
- Culture is integrated

- Culture is not integrated

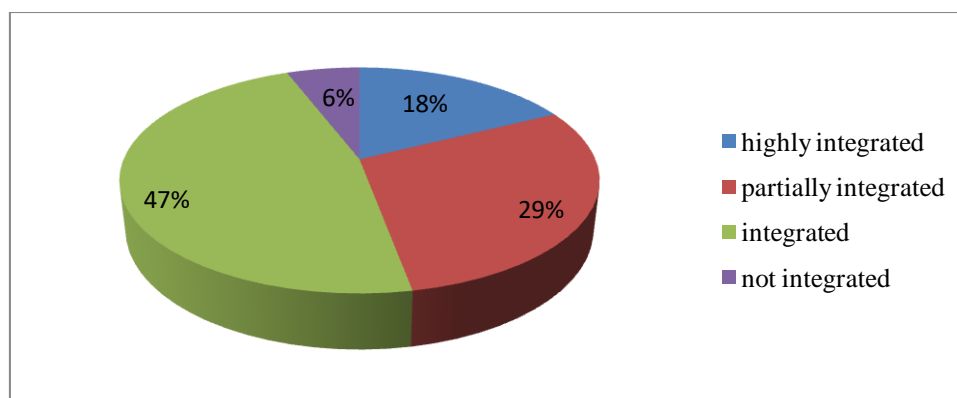


Figure 3.16 Measurement of Culture Integration in the Current Curriculum

Figure 3.16 indicated that 47% of teachers claimed that culture is integrated in the current curriculum. 29% of teachers argued that culture is partially integrated. Moreover, 18% of teachers stated that culture is highly integrated. However, 6% of teachers reported that culture is not integrated.

Question 17. What type of method (s) do you usually use to teach the target culture?

- Mono Cultural Approach
- Comparative Approach
- The Intercultural Approach
- Multicultural Approach
- Transcultural Approach

Others.....

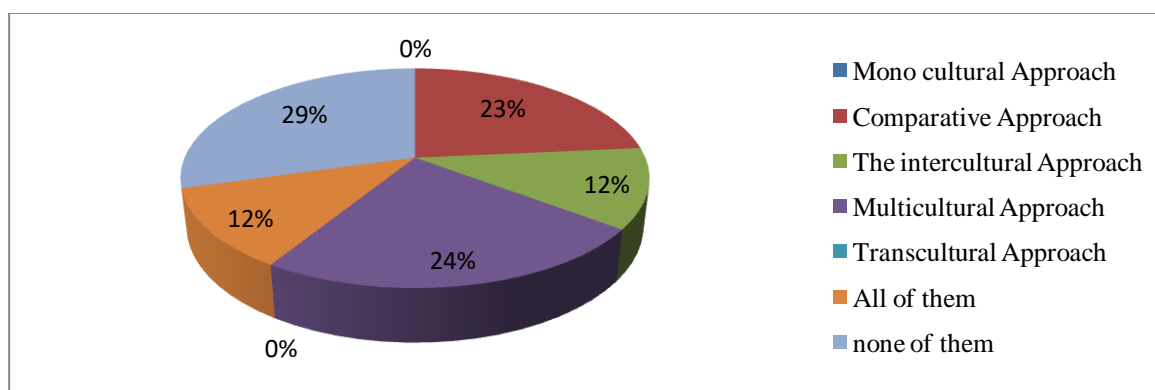


Figure 3.17 Method (s) used to teach the Target Culture

Figure 3.17 indicates that 29% of teachers admitted that they do not use any one of these method. 23% of teachers use the comparative approach to teach culture. 12% of teachers claimed that they use the intercultural approach. Two teachers (12%) argued that they use all the above mentioned methods.

Question 18. What type of techniques do you practice the most in your classroom while teaching culture?

- Culture Capsules
- Culture Clusters
- Genuine Materials
- Cultural Asides
- Cultural Assimilators
- Quizzes

If others specify, please.....

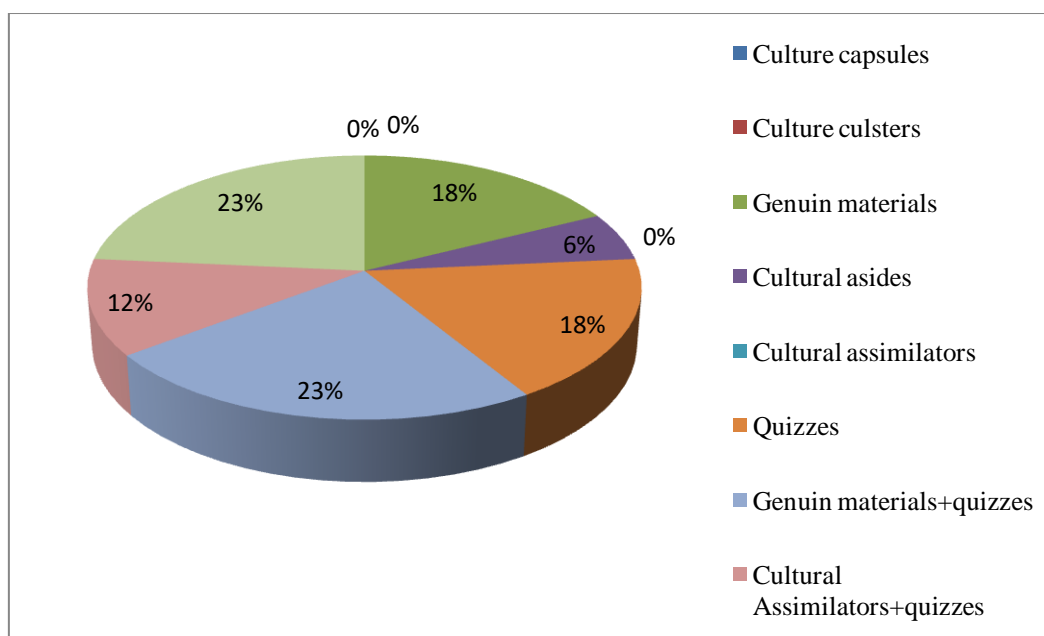


Figure 3.18 Techniques the Teacher Practice the most in Classroom in Teaching Culture

Figure 3.18 indicates that teachers' answers concerning the techniques they mostly practice in the classroom for teaching culture are varied. Accordingly, 23% of teachers

claimed that they use more than one technique such as genuine materials and quizzes. The same portion of teachers (23%) admitted that they do not use any of these techniques. 18% of teachers argued that quizzes are the technique they mostly practice. Other 18% of participants opted for genuine materials. In addition, 12% of teachers stated that they use cultural assimilators and quizzes. However, one teacher (6%) selected cultural asides.

Question 19. Do you believe that learning about the target culture should take place:

- Outside the classroom
- In the classroom
- both

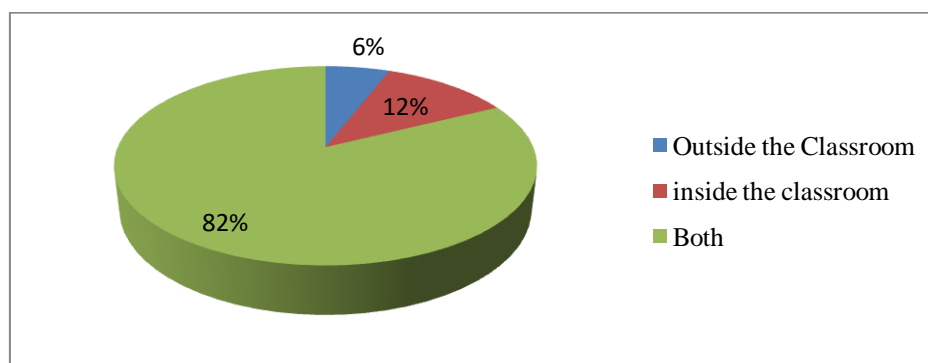


Figure 3.19 Teachers' Views Concerning the Place of Learning about the Target Culture

Figure 3.19 shows that the majority of teachers (82%) admitted that learning about the target culture should take place inside the classroom and outside the classroom. 12% of teachers believed that learning about culture should take place inside the classroom. However, one teacher pointed that learning about culture should take place outside the classroom.

Question 20. How often do you integrate and discuss cultural issues in your class?

- Always
- Often
- sometimes
- Rarely
- Never

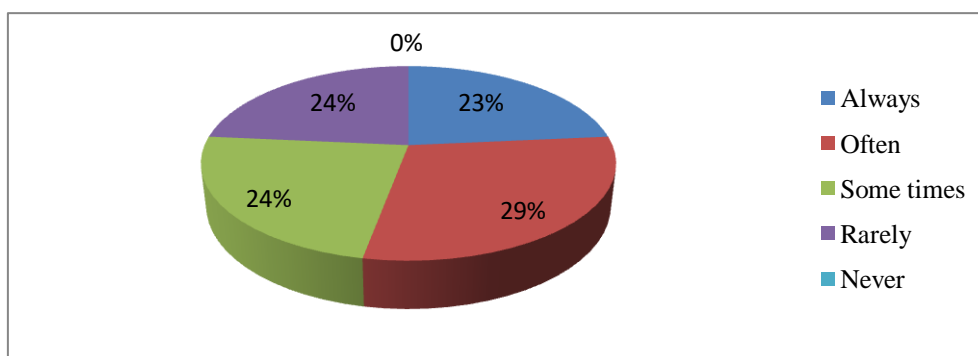


Figure 3.20 Integration and Discussion of Cultural Issues in Classroom

Figure 3.20 demonstrates that 29% of teachers stated that they often integrate and discuss cultural issues with their classes. 24% of teachers argued that they sometimes do that. In addition, other 24% of teachers admitted that they rarely discuss and integrate cultural issues in their classes. However, 23% of teachers stated that they always integrate and discuss them with their classes.

Question 21. In your opinion, how could you develop your students' cultural awareness?

- Through promoting consciousness and understanding of the practices and the diversities existing within different cultures
- Through approaching cultural elements from different perspectives
- Through comparing the target culture to learners' own culture

Others

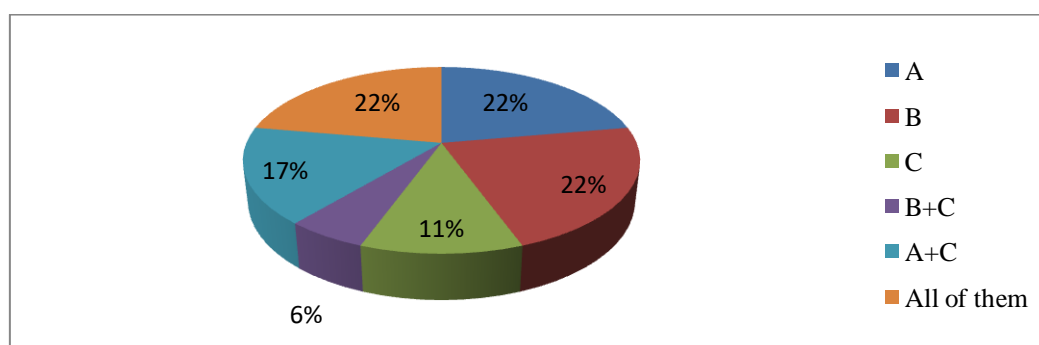


Figure 3.21 Developing Learners' Cultural Awareness

In response to the question on how teachers could develop their learners' cultural awareness, (22%) of teachers believed that learners' cultural awareness could be developed

through promoting consciousness and understanding of the practices and the diversities existing within different cultures. The same portion of teachers (22%) argued that they develop their learners' cultural awareness through approaching cultural elements from different perspectives. However, other (22%) of teachers reported that all the above mentioned statements can be a way for developing learners' cultural awareness. Furthermore, (11%) of teachers stated that only through comparing the target culture to learners' own culture, learners' cultural awareness would be developed. (17%) of teachers selected the third and the last statements as an answer to the question. In addition, one teacher (6%) opted for the second and the third options.

Question 22. In your opinion, when can we say that a learner is culturally aware?

- A. When s/he develops awareness of one's own culturally-induced behavior
- B. When s/he develops awareness of culturally-induced behavior of others
- C. When s/he becomes able to explain his/her cultural standpoint
- D. All the above

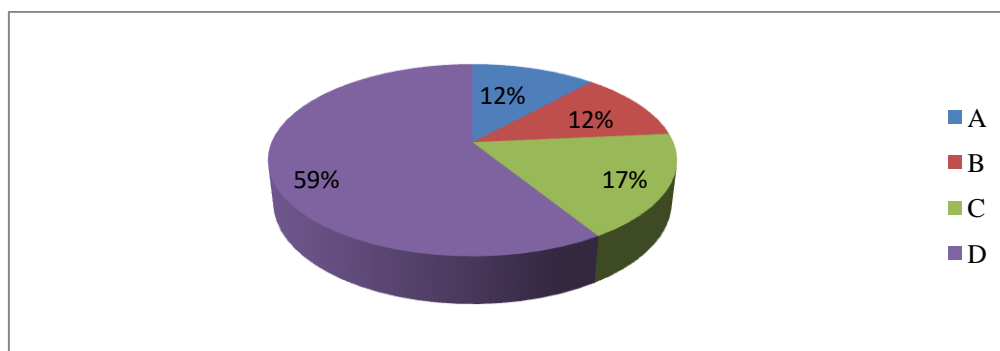


Figure 3.22 Teachers' Measurement of Learners' Cultural Awareness

Concerning the measurement of learners' cultural awareness, figure 3.22 demonstrated that the majority of teachers (59%) argued that all the above mentioned statements are measurements of learners' cultural awareness. 12% of teachers claimed that the learner is culturally aware when s/he develops awareness of one's own culturally-induced behavior. However, other 12% of teachers stated that the learner is culturally aware when s/he develops

awareness of culturally-induced behavior of others. 17% of teachers argued that they measure their learners' cultural awareness through learners' ability to explain their cultural standpoint.

Question 23. Do you think that EFL students are curious and interested in learning about the target culture?

- Yes
- No
- Somehow

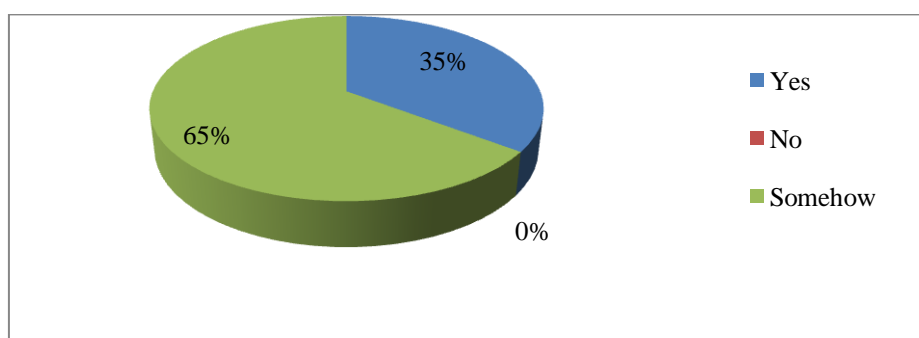


Figure 3.23 Learners Curiosity and Interest in Learning about the Target Culture

Figure 3.23 demonstrates that the majority of teachers (65%) stated that learners are somehow curious about the target culture. 35% of teachers agreed that EFL learners are curious and interested in learning about the target culture. However, No one of the teachers claimed that learners are not interested in learning about the target culture.

Question 24. How would you consider the task of teaching culture?

- Very difficult
- Difficult
- Easy
- Very easy

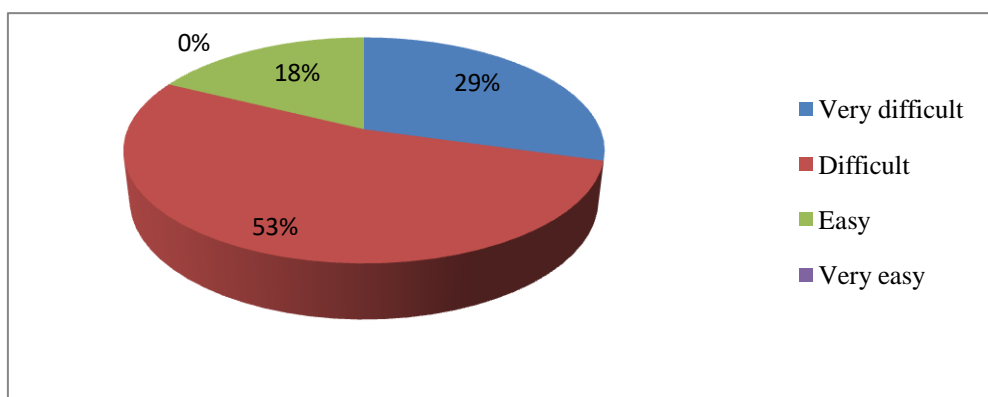


Figure 3.24 Teachers' Opinion Concerning the Task of Teaching Culture

It is clearly demonstrates that the majority of teachers (53%) considered the task of teaching culture as a difficult task. (29%) of teachers argued that teaching culture is a difficult task to do. However, (18%) of teachers claimed that teaching culture is easy.

Question 25. What are the main difficulties encountered?

- A. Overcharged curriculum
- B. Unequipped classes
- C. Learners' limited knowledge about the target culture
- D. Learners' negative attitudes towards the target culture

Others.....

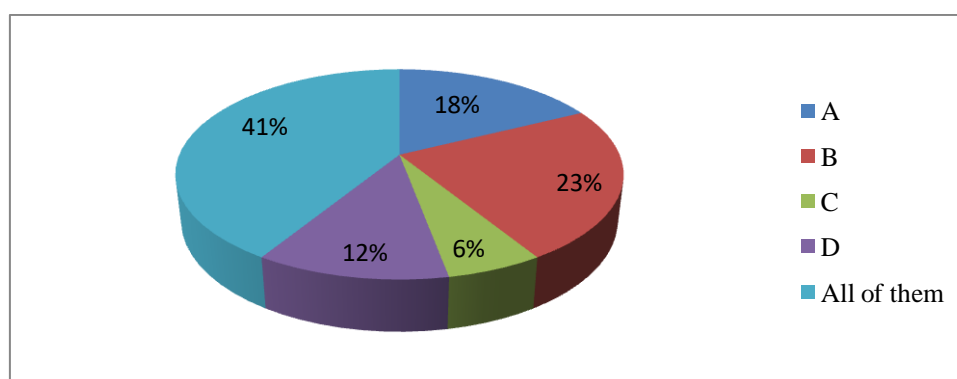


Figure 3.25 The main Difficulties Encountered when Teaching Culture

Asking teachers about the main encountered difficulties during the task of teaching culture revealed that a large number of teachers (41%) viewed that all the above mentioned

statements are difficulties that can hinder the task of teaching culture. 23% opted for unequipped classes. 18% of teachers selected the overcharged curriculum. However, 12% of teachers claimed that the main difficulty that can be faced during the process of teaching culture is learners' negative attitudes towards the target culture. One teacher believed that learners' limited knowledge about the target culture is the main problem that can hinder the process of teaching culture.

Question 26. What is the teacher's role in culture classes?

- A. The teacher is the source of the target culture
- B. The teacher is responsible for developing learners' cultural knowledge and raising their awareness
- C. The teacher is the one who decides where culture should be placed in his/her classes
- D. All the above

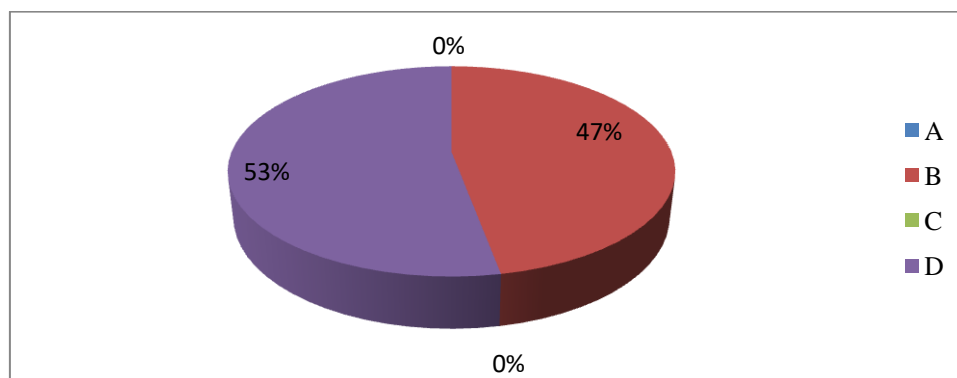


Figure 3.26 Teacher's Role in Culture Classes

As indicated in figure 3.26, the majority of teachers (53%) opted for "all the above"; they believed that teaching culture requires teachers to perform more than one role. However, 47% of teachers believed that in culture classes the teacher is responsible for developing learners' cultural knowledge and raising their awareness.

3.4.4 Summary of Results and Findings from Teachers Questionnaire

The analysis of the questionnaire's data reveals that the overwhelming majority of teachers claimed that the main aims behind teaching English are to develop learners' linguistic and

communicative competences in addition to promoting learners' understanding and appreciation of other people's cultures. Therefore, asking teachers about the most effective method used to achieve these aims indicated the majority of teachers (59%) use the eclectic method. This implies that the majority of teachers aim at developing several language skills at one time and not only one skill. Moreover, a significant proportion of the teachers claimed that their attitudes as teachers whether positive or negative are very effective in the EFL teaching/learning process.

The findings also demonstrate that there is a lack of awareness among teachers concerning the importance of big "C" and small "c" cultures in which the majority of them fail to state the distinction between the two aspects. However, this does not deny the fact that these teachers do recognize the significance status of culture in EFL teaching/learning process in which almost all teachers confirmed that teaching language entails teaching its culture. Also, the majority of teachers (65%) claimed that the main aims behind teaching culture are to help learners recognize, explain, and use cultural patterns. However, most teachers argued that they have never been to an English speaking country or received any training in teaching culture. This indicates that there is a lack of experience in teaching culture. A large number of teachers (48%) admitted that they discuss cultural issues with their classes either sometimes or rarely. This shows that both teachers and learners do not have the opportunity to discuss such kind of themes and teachers have to stick to the syllabus they were given and to the time allotted for the module. For teaching culture, teachers argued that they use a set of different approaches and techniques. It is clearly demonstrated that the majority of teachers consider teaching culture as a difficult task to do as a result to the different encountered difficulties and learners' little interest in the target culture.

Conclusion

This study investigates teachers and learners' perspectives towards the incorporation of culture in EFL teaching/learning process. Therefore, the findings of learners and teachers' questionnaires demonstrate that both learners and teachers at the department of English, University of 8 Mai 1945 –Guelma realize the significant role culture plays in EFL classes and appreciate the inseparable relationship between language and culture. However, the majority of teachers claim that culture is not highly integrated even in the modules where it is supposed to be given much more attention (Civilization). They also state that learners are not really interested in learning about the target culture. Findings reveal teachers' lack of focus on integrating and discussing cultural features with their classes, and show that there is a lack of teachers' training on how to teach culture. Therefore, this requires teachers to rely on their own researches and previous experiences to teach cultural subjects and to treat culture as an additional issue rather than treating it as an essential subject matter. Accordingly, the above stated hypothesis that suggests that teachers' awareness regarding culture integration in EFL classes would make culture better incorporated in the curriculum is confirmed culture is almost marginalized in the current curriculum. Thus, raising teachers' awareness about the importance of integrating culture in EFL classes is highly required for better incorporating it in the curriculum.

General Conclusion

This research work endeavors to shed lights on teachers and learners' perspectives towards the incorporation of culture in TEFL. It focuses on the inseparable relationship between two essential unites; language and culture. This relationship has always been an area of interest for many language educators. They have realized the significant impact of culture on the language use and the inevitability of incorporating cultural content in the EFL classes. Also, it aims at examining learners' and teachers' attitudes towards culture teaching and their awareness about the importance of integrating cultural features in EFL classes, as well as their benefits and limitations. Additionally, it seeks to identify the status of culture in current EFL curriculum.

This research is divided into three chapters. The first two chapters represent the theoretical part of the research. Accordingly, the first chapter is primarily concerned with the process of teaching/learning English as a foreign language. First, it provides a historical overview about teaching/learning English as a foreign language. Then, it investigates the status of English language in today's' world as an international, second, and foreign language. Also, it highlights its importance and the different methods and approaches to its teaching. In addition, it discusses both learners and teachers' attitudes towards English and the main encountered difficulties during the process of learning.

The second chapter is devoted to culture. It starts with approaching the concept of culture form different perspectives. Also, it discusses the differences between two crucial aspects in the process of culture teaching which are big "C" and small "c" cultures. Moreover, it investigates the different elements of culture, its characteristics, and its tight relationship with language. Furthermore, it highlights the importance of teaching culture and cultural awareness as an essential skill to be developed during the process of culture integration. Besides, it discusses some of the approaches and techniques used to teach culture and focuses on

teachers' and learners' relationship in culture classes in addition to the main difficulties they may face.

The third chapter, which represents the practical part of the research, reveals that a significant majority of EFL learners realize the importance of culture in the process of teaching/learning English as a foreign language. The majority of learners stated that they are interested in learning about the target culture. Findings show that teachers and learners know the importance of incorporating culture in the EFL classes but they are not really aware of this fact. Therefore, it is clearly obvious that culture does not play an integral part in the educational curriculum and there is a lack of teachers' cultural training which makes culture teaching a difficult task for these teachers. Both teachers and learners attach the difficulty of integrating culture in EFL classes to a set of factors including the lack of instructional materials, overcharged programs, and overcrowded classes.

1. Concluding Remarks

Through the conduction of the present research work, which aimed at investigating teachers and learners' perspectives towards the integration of culture in the EFL teaching/learning process, a set of results could be concluded. Although it is clearly demonstrated that both teachers and learners realize the importance of integrating culture in EFL classes, teachers believe that EFL learners are not really interested in learning about the target culture. Additionally, the consultation of civilization syllabus revealed that the integration of cultural content is not really appreciated and cultural elements are not explicitly implemented which drives teachers to rely only on their own experiences and the materials they prepare themselves to teach the target culture. Despite teachers' claim that they attend and organize study days and seminars about teaching culture, it is clear enough that culture is not really implemented in the curriculum since teaching culture needs an authentic cultural training which is not available in our context. In fact, the impact of lack of cultural training

was clearly evident in teachers' limited knowledge concerning culture as most of them failed to distinguish between two essential aspects in culture teaching, big "C" and small "c" cultures. In addition, this lack of training affected teachers' selection of culture teaching approaches and techniques since most of them adopted no more than two approaches or techniques that are very familiar such as quizzes and genuine materials. Similarly, this lack made them less willing to discuss cultural issues with their classes. Relatedly, investigating the way teachers promote their learners' cultural awareness revealed that there is no exact way for raising cultural awareness but through promoting consciousness and understanding of the practices and the diversities existing within different cultures, approaching cultural elements from different perspectives, and comparing the target culture to learners' own culture. All these restrictions resulted in teachers confessing that teaching culture is hard task.

2. Pedagogical Recommendations

In the light of the obtained data of the current study which revealed that even though teachers' and learners' develop positive attitudes towards the importance of implementing cultural content in EFL classes, this would not deny the fact that culture is not highly valued in the current educational curriculum. In this regard, this section is allocated to provide some of the pedagogical recommendations and implications for learners, teachers, and even administrators to give more attention to the issue of culture teaching in EFL context.

- ✓ Learners should develop more interest in learning about the target culture either inside or outside the classroom through the use of several sources and not limiting themselves to only what teachers introduce in the classroom.
- ✓ Learners should develop a sense of cultural understanding and appreciation towards cultural diversities.
- ✓ Teachers have to avoid the overemphasis on the linguistic structures and always try to associate them with the cultural context.

- ✓ Teachers should devote more time and efforts for the implementation of cultural elements in their classes.
- ✓ Teachers should introduce learners to the different aspects of the target culture and give them the opportunity to reflect and discuss cultural issues in their classes whenever possible.
- ✓ Teachers should promote learners' awareness regarding the specificity of culture teaching and its impact on the process of learning.
- ✓ Teachers should be up-to-date concerning the use of culture teaching approaches and techniques.
- ✓ Teachers should be trained on how to teach culture.
- ✓ Administrative staff and decision makers have to reconsider the cultural content in the EFL curriculum, its quality and quantity.
- ✓ Stemming from the fact that the Master diploma is entitled "Language and Culture", decision makers and scientific entities have to reconsider the first year Master syllabi so they include modules clearly related to teaching culture.
- ✓ Learners should be exposed to the target culture from the very beginning of the process of teaching/learning English as a foreign language.

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Appendices

Appendix I

Teachers' Questionnaires

Dear teachers,

The research is carried out to investigate the impact of teaching culture on the EFL teaching/learning process. Accordingly, the questionnaire findings, which are based on your feedback, would be very helpful for the validity of the research. Therefore, I would be very grateful if you answer the questions. I would like to assure that the questionnaire is anonymous and confidential.

You are kindly asked to tick the appropriate answer and write full statements whenever necessary.

Sarra HADDAD

Department of letters and English language

University of 8 Mai 1954, Guelma

Section One: Learning English as a foreign language

1. How long have you been teaching at the department of English?

..... years.

2. Have you ever visited an English speaking country?

• Yes

• No

3. In your opinion, what is (are) the main aim (s) behind teaching English as a foreign language?

A. To develop learners' linguistic competency

B. To developing learners' communicative competency

C. To promote learners' understanding and appreciation of other people's cultures

D. All the previous answers

Others

4. In your opinion, what is (are) the most effective method (s) or approach (es) to achieve the main aims behind TEFL?

A. The Grammar Translation Method

B. The Direct Method

C. The Audio-Lingual Method

D. The Communicative Approach

E. The Competency Based Approach

If others specify, please

.....

5. As an EFL teacher do you believe that your attitudes (positive/negative) affect the process of teaching/learning English?

- Yes
- No

How

.....

6. Can you cite some of the encountered difficulties that hinder the process of teaching English as foreign language?

.....

.....

Section Two: Culture

7. How would you define the term culture?

- A. What a society does and thinks.
- B. A set of beliefs, attitudes, art, law, morals, customs, and norms.
- C. It is the collective programming of the mind that distinguishes the members of one group or category of people from others.
- D. All the above.

8. What is the difference between big “high culture” and small “low culture”?

.....

.....

9. As an EFL teacher, do you emphasize the importance of:

- Big “C” culture
- Small “c” culture
- Both

Section Three: Teaching Culture to EFL classes

10. Do you think that teaching English entails teaching its culture?

- Yes
- No

Please, justify your answer

.....

11. Do you think it is important to include features of the target culture in EFL classes?

- Yes
- No

12. If your answer is yes, what is (are) the main aim (s) of teaching culture to EFL classes?

- A. To help learners recognize cultural patterns
- B. To help learners explain cultural patterns
- C. To help learners use cultural patterns
- D. All the above

13. What is (are) the module (s) you consider more related to culture?

.....

.....

14. Have you ever been trained during your career on how to integrate or teach culture to your classes?

- Yes
- No

15. Have you attended workshops, study days or seminars about culture integration, cultural awareness, and intercultural communication?

- Yes

- No

16. How do you measure culture integration in the current curriculum?

- A. Culture is highly integrated
- B. Culture is partially integrated
- C. Culture is integrated
- D. Culture is not integrated

17. What type of method (s) do you usually use to teach the target culture?

- A. Mono Cultural Approach
- B. Comparative Approach
- C. The Intercultural Approach
- D. Multicultural Approach
- E. Transcultural Approach

Others.....
.....

18. What type of techniques do you practice the most in your classroom in teaching culture?

- A. Culture Capsules
- B. Culture Clusters
- C. Genuine Materials
- D. Cultural Asides
- E. Cultural Assimilators
- F. Quizzes

If others specify, please.....
.....

19. Do you believe that learning about the target culture should take place:

- Outside the classroom
- In the classroom
- Both

20. How often do you integrate and discuss cultural issues in your class?

- Always
- Often
- sometimes
- Rarely
- Never

21. In your opinion, how could you develop your students' cultural awareness?

- A. Through promoting consciousness and understanding of the practices and the diversities existing within different cultures
- B. Through approaching cultural elements from different perspectives
- C. Through comparing the target culture to learners' own culture

Others

.....

22. In your opinion, when can we say that a learner is culturally aware?

- A. When he/she develops awareness of one's own culturally-induced behavior
- B. When he/she develops awareness of culturally-induced behavior of others
- C. When he/she became able to explain his/her cultural standpoint
- D. All the above

23. Do you think that EFL students are curious and interested in learning about the target culture?

- Yes
- No
- Somehow

24. How would you consider the task of teaching culture?

- Very difficult
- Difficult
- Easy
- Very easy

25. What are the main difficulties encountered?

- A. Overcharged curriculum
- B. Unequipped classes
- C. Learners' limited knowledge about the target culture
- D. Learners' negative attitudes towards the target culture

Others.....
.....

26. What is the teacher's role in culture classes?

- A. The teacher is the source of the target culture
- B. The teacher is responsible for developing learners' cultural knowledge and raising their awareness
- C. The teacher is the one who decides where culture should be placed in his/her classes
- D. All the above

Any other suggestions or comments are most welcome

.....

.....

.....

.....

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Thank you for your collaboration.

Appendix II

Learners' Questionnaires

Dear learners,

The research is carried out to investigate the impact of culture on the EFL teaching/learning process. Accordingly, the questionnaire findings which are based on your feedback would be very helpful for the validity of the research. Therefore, I would be very grateful if you take your time to answer the questions. I would like to assure that the questionnaire is anonymous and confidential.

You are kindly asked to tick the appropriate answer, and to write a full statement whenever it is necessary.

Thank you for your cooperation.

Sarra HADDAD

Department of letters and English language

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Section One: Learning English as a Foreign Language

1. Why have you chosen to study English?

- A. To communicate fluently.
- B. You need it for your professional career.
- C. You are interested to know about other people's cultures.

2. How would you assess your level at English?

- Good
- Average
- Poor

3. Is studying English:

- A. Interesting
- B. Motivating
- C. Boring
- D. Easy
- E. Difficult

Why.....

4. Do you think that English is recognized as a universal language?

- Yes
- No

If yes, English is important because:

- A. It is the language of science and technological advancement.
- B. It is the language of cross-cultural communication.
- C. It offers working and learning opportunities.
- D. It develops cognitive abilities.

E. All the above

5. In your opinion, what is (are) the effective method (s) or approach (es) for teaching English as foreign language?

A. The Grammar Translation Method

B. The Direct Method

C. The Audio-Lingual Method

D. The Communicative Approach

E. The Competency Based Approach

If others specify, please
.....

6. Do you believe that teachers' attitudes (positive/negative) affect the process of teaching/learning English?

• Yes

• No

How.....
.....

7. As an EFL learner do you think that your attitude (positive/negative) towards the language affects your academic achievements?

• Yes

• No

How.....
.....

8. Which of the following factors affects teaching/learning English?

A. Learner's competence

- B. Age
- C. Motivation
- D. Interference of the mother tongue
- Teaching materials

Others.....

Section Two: Culture

9. According to your knowledge, how would you define the term culture?

- A. What a society does and thinks.
- B. A set of beliefs, attitudes, art, law, morals, customs, and norms.
- C. It is the collective programming of the mind that distinguishes the members of one group or category of people from others.
- D. All the above.

10. Can you cite any element(s) you see important in discussing culture?

.....

11. Do you know the difference(s) between big “high culture” and small “low culture”?

- Yes
- No

12. How can you define both?

.....

Section Three: Teaching Culture to EFL Classes

13. Do you think that language and culture are related to each other?

- Yes
- No

14. Do you think culture should be integrated in TEFL?

- Yes
- No

15. Do you feel that culture is integrated in the present curriculum?

- Yes
- No

If yes, to what extent:

- A. Highly integrated
- B. Partially integrated
- C. Integrated
- D. Not integrated

16. What is (are) the module (s) which culture is better integrated in (please consider all modules from 1st year License till 1st year Master)?

.....

17. Do you believe that integrating cultural features (values, beliefs, norms, customs, and traditions) are important in EFL learning?

- Yes
- No

Why.....

18. Do you think that learners' attitudes towards the target culture affect the process of learning?

- Yes
- No

19. Inside the classroom, have you ever been informed about the importance of culture in the EFL language teaching/learning process?

- Yes
- No

20. Do you believe that learning about the target culture affect the use of language?

- Yes
- No

How

21. Are you interested in learning about the target culture?

- Yes
- No

Why.....

22. Do you attempt to learn about the target culture outside the classroom?

- Yes
- No

23. Which source (s) do you usually use?

- A. Magazines and newspapers
- B. Movies
- C. TV
- D. Internet
- E. Traveling

If other specify, please.....

24. Do teachers help you to reflect in some cultural differences existing between your own culture and the target culture?

• Yes

• No

If yes, how.....

.....

Any other suggestions or comments are most welcome.....

.....

.....

.....

.....

.....

Thank you for your collaboration

Appendix III

Syllabus of Civilization Module

University of 08 May 1945 Guelma

Department of letters and English language

Level: 1st year Master

Contenu de la matière: American Civilisation (Semestre 1)

- 1- American political culture
- 2- The US constitution
- 3- The federal system
- 4- US civil liberties
- 5- US civil rights
- 6- The institutions of US government
 - 6-1 Congress
 - 6-2 Presidency
 - 6-3 Judiciary
 - 6-4 Bureaucracy
- 7- Public opinion
- 8- Political parties
- 9- Voting and election
- 10- The compain process
- 11- Mass media
- 12- Interest group

Contenu de la matière : British civilisation (Semestre 2)

- 1- The rise and decline of the British empire
- 2- Decolonization and immigration

- 3- Thatcherism and its legacy
- 4- Thatcher, Blair and the return of liberalism
- 5- The growth of the welfare state
- 6- From enemy to ally: why Britain supports America in its 20th- century wars
- 7- British foreign policy in the post- 9/11 period

المخلص

يهدف هذا البحث إلى استقصاء وجهات نظر المعلمين والمتعلمين تجاه دمج الثقافة في عملية تعليم/تعلم اللغة الإنجليزية كلغة أجنبية. بما أن أساتذة اللغة الإنجليزية كلغة أجنبية يميلون إلى التركيز أكثر على الجوانب اللغوية على حساب المحتوى الثقافي، فقد أصبحت الثقافة موضوعًا ثانويًا في المنهج الدراسي. لذلك، كانت فرضية البحث تقتضي أن وعي المعلمين بأهمية الثقافة في تدريس اللغة الإنجليزية كلغة أجنبية من شأنه أن يجعل الثقافة تدمج بشكل أفضل في المناهج التعليمية .

ينقسم هذا العمل إلى ثلاثة فصول رئيسية بالإضافة إلى مقدمة وخاتمة . يمثل الفصل الأول نظرة عامة لتاريخ و مكانة تعليم/تعلم اللغة الإنجليزية كلغة أجنبية ، فيما يناقش الفصل الثاني الثقافة ؛ عناصرها و خصائصها والمناهج المتبعة في تدريسها وعلاقتها بتدريس اللغة . بينما كُرس الفصل الثالث للتحقيق الميداني . من أجل تحقيق أهداف هذا البحث و التحقق من الفرضية تم إتباع منهجية وصفية كمية تم من خلالها توزيع استبيانين، أحدهما موجه إلى طلاب السنة الأولى ماستر وآخر موجه إلى أساتذة اللغة الإنجليزية في قسم الآداب واللغة الإنجليزية بجامعة 8 ماي 1945-قالمة. وفقاً للبيانات التي تم الحصول، تبين أنه على الرغم من وعي المعلمين والمتعلمين بأهمية تدريس الثقافة ، يبدو أن إدماج العناصر الثقافية في المنهج الدراسي لتخصص اللغة الإنجليزية كلغة أجنبية لا يحظى بالاهتمام الكافي الذي يستحقه . كما خلص البحث إلى أن معرفة الأساتذة المحدودة بالثقافة المستهدفة وافتقارهم إلى التدريب الثقافي ، من أكبر ما يعيق دمج الثقافة في عملية تعليم/تعلم اللغة الإنجليزية كلغة أجنبية. في نهاية هذا العمل، تم اقتراح بعض التوصيات البيداغوجية من أجل دمج أفضل للثقافة في برامج ومناهج اللغة الإنجليزية.

