

**People's Democratic Republic of Algeria**  
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**Department of Foreign Languages**  
**Section of English**



**TEACHING LANGUAGE AND CULTURE WITH  
AUTHENTIC MATERIALS IN AN EFL SITUATION**

*The case of First Year Students of English at University of  
Mohamed Kheider, Biskra*

Dissertation submitted to the Department of Foreign Languages as a partial fulfillment of  
the requirements for the degree of **Master in "Sciences du Language"**

**SUBMITTED BY:**

FEZZAI Souhila

**SUPERVISED BY:**

Mr. TURQUI Djamel Barkat

**BOARD OF EXAMINERS:**

Ms. ZERIGUI Naima	(Chair)	(University of Biskra)
Mr. TURQUI Djamel Barkat	(Supervisor)	(University of Biskra)
Mrs. LADJALI Djamilia	(Examiner)	(University of Biskra)
Ms. HEBIRAT Sara	(Examiner)	(University of Biskra)

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## **Dedication**

*This dissertation is dedicated to all my family:*

*My beloved mother Zakia and my dear father Derradji.*

*My dear brothers and sisters: Ali, Mohammed Lamine and Wail  
Islam, Hafsa, Messaouda, and Nour El-Houda, and my closest  
friend Zoubida, for their support and encouragement.*

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## **Abstract**

This study is concerned with the importance of the teaching of culture in the foreign language classes. More specifically, consideration is given to the way of teaching culture by using authentic materials. Additionally, an attempt is made to investigate the teachers' understanding of culture and culture teaching, the way they actually handle it in their classes. The student' perceptions of cultural learning and their attitudes towards the target culture are also discussed. Another aspect of this study is to demonstrate the effective role of authentic materials in teaching English language and culture. The study is led through a descriptive research methodology and three data collection tools are used namely, students' questionnaire, a semi-structured interview for teachers, and non-participant classroom observation. The discussions and results revealed that culture is considered as a fifth language skill in terms of its importance in developing EFL students' cultural awareness and communicative competence in addition to the effectiveness of authentic materials in teaching language and culture. On the basis of these findings, a number of recommendations are proposed to EFL teachers and students to reform the way of teaching of culture and to enhance the use of authentic materials in the foreign language classes.

## **List of Abbreviations and Acronyms**

**ALM:** Audio Lingual Method

**CC:** Communicative Competence

**CLT:** Communicative Language Teaching

**DM:** Direct Method

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**FLT:** Foreign Language Teaching

**GTM:** Grammar Translation Method

**ICC:** Intercultural Communicative Competence

**ICTs:** Information Communication Technologies

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## **General Introduction**

Culture plays a significant and integrative part in learning and teaching English as a foreign language. Indeed, several researchers have found that culture and language are inseparable and its relationship to the learning or teaching language process is interrelated. Even though foreign language learners might be successfully bilingual, they need to be bicultural due to the fact that foreign language learning has consisted of linguistic competence, communicative competence, and cultural awareness.

Moreover, culture is an important part in EFL classes in respect of some scholars of 70's and 80's claim that culture is considered as the fifth language skill alongside the four traditional skills of English language (reading, writing, listening and speaking) so that culture helps learners to master foreign language efficiently and to communicate appropriately in social contexts, which probably lead them to encounter factors of cultural differences. The problem is that the mastery of grammar, vocabulary and pronunciation does not necessarily ensure foreign language learners' cultural awareness and communicative competence, so that they need to know about social and cultural components which exist differently in the foreign languages.

Regarding teaching culture in EFL classes in an explicit or implicit way, teachers use different methods and techniques to help learners to overcome the difficulties in language learning as well as culture learning. Hence, there are several language materials that could be used in teaching culture, among these are "authentic materials". These materials are produced by native speakers for non- teaching purposes and reflect the real world language. Consequently, using authentic materials in teaching culture is a great motivational factor for developing the cultural awareness and communicative competence of foreign language learners.

The present study aims to describe the importance of teaching culture and its impacts giving a spotlight to the role of culture in teaching English as foreign language with the use of effective authentic materials in order to help EFL learners improve their cultural knowledge.

## **1. Statement of the Problem**

To understand what cultural awareness and communicative competence represent, it is useful to define culture for teaching purposes as a term and it is taught either implicitly or explicitly taken into account the linguistic and social aspects that students are learning in their EFL classes.

Most of modern approaches and methods of foreign language teaching indicate that language proficiency and communicative competence require more than the ability of to manipulate the structural and linguistic components of language. As a consequence, neglecting the importance of culture in the teaching process would affect the learning of foreign or second language, because teaching the structural and linguistic forms seem insufficient.

Besides, EFL learners need to develop their cultural background knowledge, they need to develop their competencies through the use of language in real situations as well.

Foreign language teachers deal with teaching culture in different ways: through culture and civilization courses or through classroom activities. This requires the use of language teaching materials along with “authentic materials”. In this respect, the current study describes the authentic materials as a technique to develop learners’ competencies.

## **2. Research Questions**

Thus, through this research, we will try to answer the following questions:

**Q1:** How do EFL teachers and learners view teaching culture along with the foreign language, and how do they describe their work with culture in EFL classes?

**Q2:** Are authentic materials the most effective means in improving EFL learners’ cultural competence?

**Q3:** What is the most appropriate type of authentic materials that can be selected in teaching culture?

**Q4:** What are the advantages and disadvantages of authentic materials in cultural courses?

### **3. Hypotheses**

The present research is based on two major hypotheses as follows:

**H1:** We hypothesize that if EFL teachers integrate cultural aspects appropriately, learners would enhance their competencies.

**H2:** We advance that the use of authentic materials in EFL situations can significantly better the teaching cultural components.

### **4. Aims of the Study**

The main objectives of this study are:

- To describe the role of teaching culture in foreign language education.
- To assess the impact of teaching culture in EFL classes (as a fifth skill) so as to enable learners to perceive, recognize, accept, appreciate and value cultural differences.
- To describe the use of authentic materials as a technique to teaching culture would probably motivate learners in learning foreign or second language.

### **5. Research Methodology and Sample Design**

Since the main aim of the current study is to identify the importance of teaching culture with the use of authentic materials in EFL classrooms, a descriptive research methodology has been adopted. The sample will consist of (120) students that will be chosen randomly from 800 total populations of first year students of English at Mohamed Kheider University of Biskra. In order to gather data from the English language teachers and students, three data collection tools are used:

**Students' questionnaire**, in order to collect information from students' responses about the concept of teaching culture and the effectiveness of authentic materials in the teaching process, close-ended questionnaire was administered to First Year students.

**Teachers' interviews**, semi-structured interview questions were conducted with the available English language teachers to collect information about their attitudes defining the concept of teaching culture, incorporating cultural components into their teaching process as well.

In addition to their comments on the use of authentic materials, the sources, the availability of these materials in the university and how they select and use them in their instruction.

**The classroom observation**, in order to gather relevant data for the study, observations are based on the attendance of two different sessions: Culture of the Language and Oral Expression with different teachers from the first year students to identify teachers' methods and techniques of teaching culture, to observe whether they used appropriate authentic materials in their teaching instruction as well, and if EFL learners need to be familiar with the culture of the foreign language they are learning.

## **6. Literature Review**

In this study, one of the aims is to find out how EFL teachers and students are aware of the relation between language teaching and culture and moreover, whether they think that culture is important. Therefore, the purpose of this literature review is to provide an overview of the more significant assumptions about the relationship between language and culture, in addition to the concept of using authentic materials in the teaching process.

Although there are numerous authors in the field of culture and language, we have chosen to take a closer look at two main studies: Kramsch, C. (1993) and Seelye, H. N. (1997) due to the fact that most recent studies (especially between 1980's and 1990's) focus on the relationship between second language teaching and second culture teaching and the need of teaching culture in foreign language classes. Whereas the notion of using authentic materials we have dealt with Mishan, F. (2005)'s work given an overview about the authenticity whether as a term or as a concept in teaching language and culture process.

Regarding the view that language and culture are interrelated, Kramsch (1993) claims that:

“Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them” (p. 1)

Furthermore, Kramsch (1993) identifies the main definitions of culture which comes from humanities. It focuses on “The way a social group represents itself and others through

its material productions, be they works of art, literature, social institutions, or artifacts of everyday life” (p16).

In this view, culture describes as a membership in a discourse community that shares a common social space and history, and common thoughts entered the field of applied linguistics through the study of language in its socio-cultural context, i.e. discourse.

Seelye’s work (1997) addresses the growing need for incorporating culture in the curriculum and represents the addition to the increasingly significant field of acculturation studies. The first two chapters deal with defining culture, then putting it into a natural context.

The teaching goals encompassed in chapters four through ten deal with: ways of generating student interest, probing the relevance of social variables (age, sex, social class, religion, race or ethnicity), exploring the connotations or reactions of the target culture, the situational variables and conventions that shapes behaviour, understanding that people act the way they do because they are using options of behaviour allowed by society, and lastly, how to evaluate a generalization about a culture in terms of evidence that sustains it.

Seelye’s findings provide educators particular teachers of foreign languages, social studies, literature, and cut with tools for developing intercultural skills as well as concrete, creative ideas for helping students understand other cultures. According to Seelye (1997), “Culture provides the software of the mind without which most behaviour would be random, unpredictable, and meaningless to other people; it tells us how to behave within our in group” (p.23).

It is clear that the understanding of culture enable individuals to relate to other people from different places. Culture is proscriptive: it tells us how to behave within our in-group. The expression of culture can be seen from the behavior, the norms, values, and belief of the people.

The teaching materials have a significant role in communicative language teaching. They have been designed to enhance communicative use of language in the classroom. In the traditional methods, the materials are prepared in terms of forms and structures, but these materials do not motivate and encourage students to learn language use rather than forms and join in classroom interactions. Therefore, CLT has designed authentic materials to provide a real life situation in the classroom and to practise the language for communication. Authentic materials are taken from the real life for example, newspapers or magazines articles, radio reports/ talks, advertisements, and film reviews... etc.

Widdowson (as cited in Kramsch, 1993, p. 178) points out that “authenticity does not lay in the text, but in the uses speakers and readers make of it. Authenticity in this view is a function of the interaction between the reader/hearer and the texts which incorporate the intentions of the writer/speaker. Authenticity has to do with appropriate response”.

Concerning with the issue of authentic materials, Mishan, F. (2005)’s work gives the historical background to the concept of authenticity in language teaching, and the term “authenticity” is related to texts, learners, activities and language classroom. Her book ‘s chapters cover seven different ‘cultural products’: literature, newspapers, the broadcast media, film, song advertisements and ICT respectively in order to indicate to types and sources of authentic materials.

Moreover, authentic materials effectively expose students not only to the language, but also the culture of the target language.

In line with these views, this study attempts to define the role of culture in EFL classrooms and the effectiveness of authentic materials to improve learners’ communicative competence, sociolinguistic competence, and cultural competence.

## **7. Significance of the Study**

In EFL classes, great attention should be given to teach the target culture as well as to teach structural and linguistic components, so that EFL learners’ cultural awareness and communicative competence can be developed.

Therefore, the main purpose of this study is to reveal whether EFL teachers and learners are more familiar with the target culture.

This study is to support that EFL learners need to learn the foreign or second culture while they are learning its language. Namely, what they really need is to be taught what people say, think, and behave in particular cultural situations.

Furthermore, this study focuses on the need for exposing EFL learners to authentic materials in order to prepare them to encounter real life English outside of the classroom due to the fact that exposure to authentic natural language plays a vital part in the language learning process. These materials that are derived from the target culture give a positive attitude towards the foreign language learning rather than those specially designed for language learning.

### **Research Limitations**

- 1/ The study deals with a limited number of respondents which are only two groups including nearly 120 students.
- 2/ The study also deals only with Culture of the Language and Oral Expression subjects in order to describe the cultural content and different ways of teaching culture.
- 3/ Concerning the issue of authentic materials, the study would highlight the effectiveness of these materials for theoretical and pedagogical needs in a descriptive way.
- 4/ Due to the limited access to the respondents (especially teachers), the analysis was based primarily on self-report assessment and the generalizability is limited.

# **CHAPTER ONE:**

## ***CULTURE IN FOREIGN LANGUAGE TEACHING***

## **Introduction**

The growing interest in the development of learners' communicative competence has promoted the need to make culture an important element in the foreign language teaching.

This chapter attempts to provide an overview of the concept of culture in terms of definitions and components. In addition the importance of teaching culture as an inseparable part of language given to the relationship between culture, verbal and non-verbal communication, and foreign language teaching.

Besides the chapter illustrates different methods and approaches that claim to teach culture in EFL classrooms is important, followed by various techniques. Furthermore, this chapter sheds light on the impact of culture on FLT including vocabulary, listening, speaking, reading, and translating.

### **1.1 Towards Definitions of Culture**

Culture is obviously regarded as a fundamental element in foreign language teaching. However, it has proved to be particularly difficult to define. By reviewing previous literature and research it is apparent that there are several definitions to indicate the level of importance of "culture" are given in historical and contemporary perspectives (Byram & Buttjes, 1991).

#### **1.1.1 The Concept of Culture**

Culture is a broader concept that is essentially related to many linguistic and sociolinguistic concepts taught in foreign or second language classrooms. According to Duranti (1997), the different perspectives may be neither possible nor desirable to arrive at an all encompassing definition of culture. Instead, current views of culture tend to relate to specific contexts and fields of study. The most classic definition of culture was provided by Tylor (1871): "Culture is... the complex whole which includes knowledge, beliefs, arts, morals, law, custom and any other capabilities and habits acquired by man as a member of a society" (p. 1). This anthropologist view has shown that culture is possessed by man alone because of its components, which might acquire within his society. Indeed, this definition of culture served anthropologists' perspectives for many years. With the development of anthropological science, further views led to a variety of definitions of culture. For instance, Brooks (1975) refers to culture as "everything in human life" and "the best of everything in human life" (as cited in Lange & Paige, 2003, p. 213). His

definition was to clarify the role of culture in foreign language teaching depending on the distinction between two senses. The first sense refers to Culture BBV: belief, behavior, and value; and the second sense is about Culture MLA: music, letters, and arts.

Seelye (1993) defines culture “as knowledge and behavior patterns provided by differing traditions to enable their culture bearers to satisfy basic physical and psychological needs” (p.23).

Hinkel (1999) also defines culture “... the way of life of people, the social constructs that evolve within a group, the ways of thinking, feeling, believing and behaving that are imparted to members of a group in the socialization process” (p.3).

Brown (2007) defines culture as “the ideas, customs, skills, arts and tools that characterize a given group of people in a given period of time” (p. 177).

Concerning these definitions, culture is related to all social aspects representing different patterns and ways of daily life, behaviors, thoughts, beliefs, values, and customs. Hence, culture is in fact the way people live, think and behave within certain social groups. Therefore, the presence of culture in EFL classes is very important for students to gain insights into their own culture and understand the culture of the foreign language.

Another way of defining culture is to distinguish between a big “C” culture and a small “c” culture. From different perspectives, Chastain (1988) differentiates between a big “C” culture which refers to products and contributions of a society, and small “c” culture which refers to the total way of life of a group of people.

In the same view, Lee (2009) also distinguishes between two types of culture: a big “C” culture represents a set of facts and statistics relating to the arts, history, geography, business, education, festivals and customs of a target speech society. On the contrary, the little “c” refers the invisible and deeper sense of the target culture; for example: norms, beliefs, sociocultural variables like age, sex, and social position (Lee, 2009).

Therefore, culture was categorized into two general types: “Big C” culture and “Small c” culture. Students have to learn at least some big “C” culture in their foreign language classrooms including literature, art, music, holidays, popular culture, and food. While a small /little “c” culture is associated with the features of daily life and social mores

in terms of communication styles, verbal and non-verbal language symbols, cultural norms and values.

### **1.1.2 Cultural Components**

Culture, as it has been defined above, is what a particular group of people share as a common background. This is reflected in essential components as cultural norms, values, assumptions, rituals, taboos and stereotypes which are also included under the concept of culture. Furthermore, there is no one consistent definition of a cultural component in foreign language teaching since the scope of the term culture is wide (as cited in Arabski & Wojtaszek, 2011).

#### **1.1.2.1 Norms**

Cultural norms refer to agreed-upon expectations and rules by which culture guides the behavior of its members in any situation. Namely, how they are supposed to act, think and feel in a specific situation. These norms specify appropriate or inappropriate behaviors. As Shaules (2007) points out these norms described as guidelines for human behavior whether they are formal or informal. For example, *laws* in respecting traffic rules, and *folkways* which are popular habits and traditions, as in respecting time arriving late in a social event might be considered as impolite in some cultures, and *mores*, as showing respect by bowing to elders especially in Asian communities.

#### **1.1.2.2 Values**

Values are described as ideas shared by people in a society about what is good and bad, right and wrong, or desirable and undesirable. Shaules (2007) reports that cultural values reflect “a cultural group’s definition of good or bad and serve as criteria to choose between alternatives (p.57-58)”. This characterizes values as an evaluative aspect which indicates what is good or bad behavior for example, being honest or respectful for older people in particular communities. Whereas norms define how a member should behave, values define how one wants to behave in the society (Shaules, 2007). If you ask Japanese why they bow, they might say that they do because everyone does it (as a norm) or because it is important as a show of respect (as a value).

#### **1.1.2.3 Assumptions**

Assumptions are either right or wrong beliefs which form the basic aspects of cultural norms and values of a social group who are rarely questioned. Shaules (2007)

claims these assumptions include the social hierarchy and equality, and the importance of independence.

Indeed, “Cultural assumptions are described as abstract, organised and general concepts which pervade a person’ outlook and behavior” (as cited in Hinkel, 1999, p. 5). Cultural assumptions reflect how a particular social group demonstrate their views and thoughts in different subjects.

#### **1.1.2.4 Rituals**

Rituals refer to religious or solemn ceremony consisting of a series of actions performed according to a prescribed order, and they vary from one culture to another (Shaules, 2007). Namely, rituals are generally described people’s behaviors and customs at the individual level or social one. For instance, the way of greeting, each society has its meanings and symbolisms. Some rituals are used in weddings, funerals, healing, and even in childbirth, and some of them might be conducted in public or in private.

#### **1.1.2.5 Taboos**

Taboos refer to the forbidden behavior and utterance both verbal and nonverbal that should be avoided in a society (Shaules, 2007). People usually find it offensive because these taboos can cause sickness, legal punishment, death, social disapproval. For example, nose blowing in public, spitting, or insulting a king or a president in some countries can be considered an offense and may result in jail time.

#### **1.1.2.6 Artifacts**

Artifacts as “the material culture” refer to the visible objects and techniques of their use. They consist of architectural achievements, literature, dress, food, music, painting, and art especially burial coins and painted pottery that evidence the social, political, economic or religious organization.

#### **1.1.2.7 Stereotypes**

A stereotype is a belief or a thought about a group of people in a particular society who share the same characteristics, in race, religion, age and gender. As Seelye (1993) explains “Stereotypes pose an interesting paradox..., they often capture characteristics that are common in the target society (p.64)”. Cultural stereotypes refer to an oversimplified system where grouping races or individuals together and making a judgment about their status, society and cultural norms. Nevertheless, cultural stereotypes often have negative

impacts in terms of discrimination, generalizations, poor self –image, zero-tolerance policies, and individual violence.

## **1.2 Culture and Communication**

According to Seelye (1976), culture is present in the social environment or context in which the communicative interaction takes place. Hence, the social communication between individuals takes place at a particular time and place, and their behaviors are characterized by a particular situation. As Corder (1993) explains that all our behaviour has a conventional element in it because it is learned in society and for that very reason, the form it takes will be specific to the social group in which it is learned. Hall (2002) further suggests that language is a social action and she describes it as a sociocultural resource to indicate individual identities, their interpersonal relationships, and memberships in their social groups and communities. Thus, communication without cultural content can result in particular incidents of misunderstanding between individuals.

In foreign language classrooms, communication and cultural aspects are the main elements in successful learning or teaching process. Thus, culture and communication are created through the dialogue between students and between teacher and students (Kramsch, 1993).

Communicating effectively in the foreign language requires the learner's good understanding of linguistic, sociolinguistic and sociocultural aspects of that language. These aspects will enable him to use that language in the appropriate context for the appropriate purpose, and the learner can be referred to as communicatively competent.

### **1.2.1 Models of Communicative Competence**

The term '*Communicative Competence*' was firstly introduced by Hymes (1972) as a sociolinguistic concept in response to Chomsky's view (1965) about the concept of "linguistic competence". Indeed, communicative competence is defined as the ability to use grammatical competence in a variety of communicative situations.

Moreover, the notion of communicative competence has been further developed by researchers for example, Canale and Swain (1980) and Canale (1983) "they were among the first in applied linguistics to use Hymes's notion of communicative competence to design a framework for second and foreign language curriculum and evaluation (Hall, 2002, p. 112)", in addition to Bachman (1990), and Celce- Murcia et al. (1995), who attempted to define the specific components of communicative competence.

According to the framework or model which was proposed by Canale and Swain (1980), communicative competence had at first these components relating fields of knowledge and skills:

*Grammatical Competence* includes the knowledge of the correct grammatical rules, linguistic code (verbal and non-verbal), syntax, phonology and semantics, in addition to use the knowledge for understanding the meaning. Thus, this competence enables the speaker to use words or utterances in meaningful phrases and sentences.

*Sociolinguistic Competence* includes the knowledge of rules and conventions which control the appropriate language use in different sociolinguistic and sociocultural contexts. This competence is linked to Hymes's (1972) concept about the appropriateness of language use in a variety of social situations.

Therefore, sociolinguistic competence enables the speaker to express a specific attitude for example, courtesy, authority, friendliness, or respect.

*Strategic Competence* includes the ability to master the verbal and non-verbal communication strategies. According to Canale (1983), this competence enables the speaker to enhance the efficiency of communication and to overcome misunderstandings in communication by using such strategies: to repeat, to paraphrase, to change the register and style, or to modify messages.

In 1983, Canale and Swain have been added a fourth component to their model which is *Discourse Competence*. This competence refers to the knowledge needed to participate in literary activities and tasks namely, *cohesion* and *coherence*. The first refers to the structure of utterances including reference (anaphora, cataphora), substitution/ellipsis, conjunction, lexical chains (related to content schemata), and parallel structure, whereas coherence refers to the meanings in the text and the connection between them in terms of organized expression and interpretation of content and purpose, management of old and new information, propositional structures and their organizational sequences, temporal, spatial, cause-effect, condition-result, etc (Celce-Murcia et al. (1995).

Therefore, discourse competence enables the speaker to combine language structures to different types of cohesive texts.

Concerning this competence, Celce-Murcia et al. (1995) suggest components of discourse competence, among these cohesion and coherence claiming that “there are many sub-areas that contribute to discourse competence: cohesion, deixis, coherence, generic structure, and the conversational structure inherent to the turn-taking system in conversation (p.13)”.

According to Canale and Swain (1980) and (1983)'s model, the major goal of the communicative competence is to provide learners with meaningful interactions in real life situations, and learners themselves need to master the appropriate use of the target language and to foster a sufficient knowledge of sociolinguistic and sociocultural rules.

Besides, Celce- Murcia's (1995) Model which combines six interrelated dimensions: *sociocultural, discourse, linguistic, formulaic, interactional, and strategic competence*. (as cited in Hall, 2002).

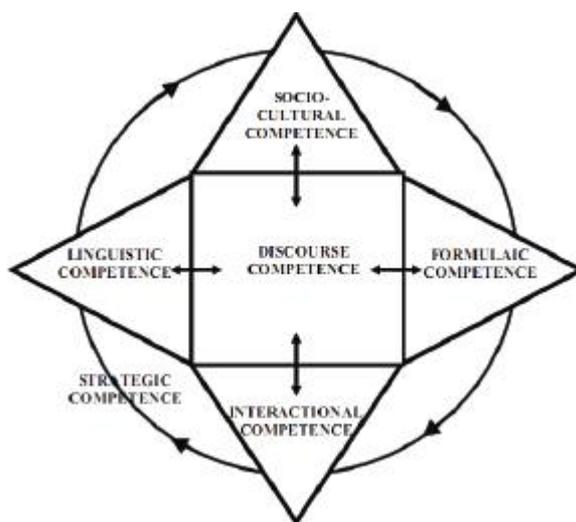


Figure 01: Celce- Murcia's Model of communicative competence (as cited in Hall, 2002, p. 114)

In addition to discourse, linguistic, and strategic competence which include learning and communication strategies, Celce-Murcia (1995) added the subsequent components. The first is "*formulaic competence*" which includes the knowledge of fixed phrases, various types of collocations, idioms, and lexical (Hall, 2002). The other component is "*interactional competence*" which combines the *actional competence*, *conversational competence*, and *paralinguistic competence* in order to help the speaker to perform speech acts, to open and close conversations, to establish or change topics, in addition to know about kinesics, proxemics, haptics, and non-linguistic resources.

On the other hand, *sociocultural competence* enables the speaker to express messages appropriately within social and cultural contexts. Celce- Murcia et al. (1995) have classified sociocultural factors into four main categories:

**SOCIAL CONTEXTUAL FACTORS**

- Participant variables: age, gender, office and status, social distance, relations (power and affective)

- Situational variables: time, place, social situation

**STYLISTIC APPROPRIATENESS FACTORS**

- Politeness conventions and strategies

- Stylistic variation: degrees of formality and field-specific registers

**CULTURAL FACTORS**

- Sociocultural background knowledge of the target language community living conditions (way of living, living standards); social and institutional structure; social conventions and rituals; major values, beliefs, and norms; taboo topics; historical background; cultural aspects including literature and arts

- Awareness of major dialect or regional differences

- Cross-cultural awareness: differences; similarities; strategies for cross-cultural communication

**NON-VERBAL COMMUNICATIVE FACTORS**

-Kinesic factors (body language), discourse controlling behaviors (non-verbal turn-taking signals), backchannel behaviors, affective markers (facial expressions), gestures, eye contact

- Proxemic factors (use of space)

- Haptic factors (touching)

- Paralinguistic factors: acoustical sounds, non-vocal *noises*

- Silence

Figure 02: Suggested Components of Sociocultural Competence (Celce-Murcia et al. 1995, p. 24)

### 1.2.2 Intercultural Communicative Competence

The concept of *Intercultural Communicative Competence* appears as an extension of communicative competence's notion and refers to the appropriate ways of how the foreign language learner behaves linguistically, socio-linguistically and pragmatically. Byram (1997) claims that Intercultural Communicative Competence "(ICC) ...expands the concept of 'communicative competence' in significant ways (p. 3)".

Moreover, intercultural communicative competence includes the knowledge, skills, the learners' personal identity, social abilities, and attitudes for example, risk-taking, tolerance, and respect for cultural and individual differences. As Byram (1997) asserts "ICC depends on the ability to decentre and take up the perspective of the listener or reader. But successful communication is not judged solely in terms of the efficiency of information exchange (p. 3)".

The question of how ICC can be integrated in the foreign language learning and teaching, Byram (1997) has been developed the framework of intercultural communicative competence which defines a set of skills and abilities for intercultural communication.

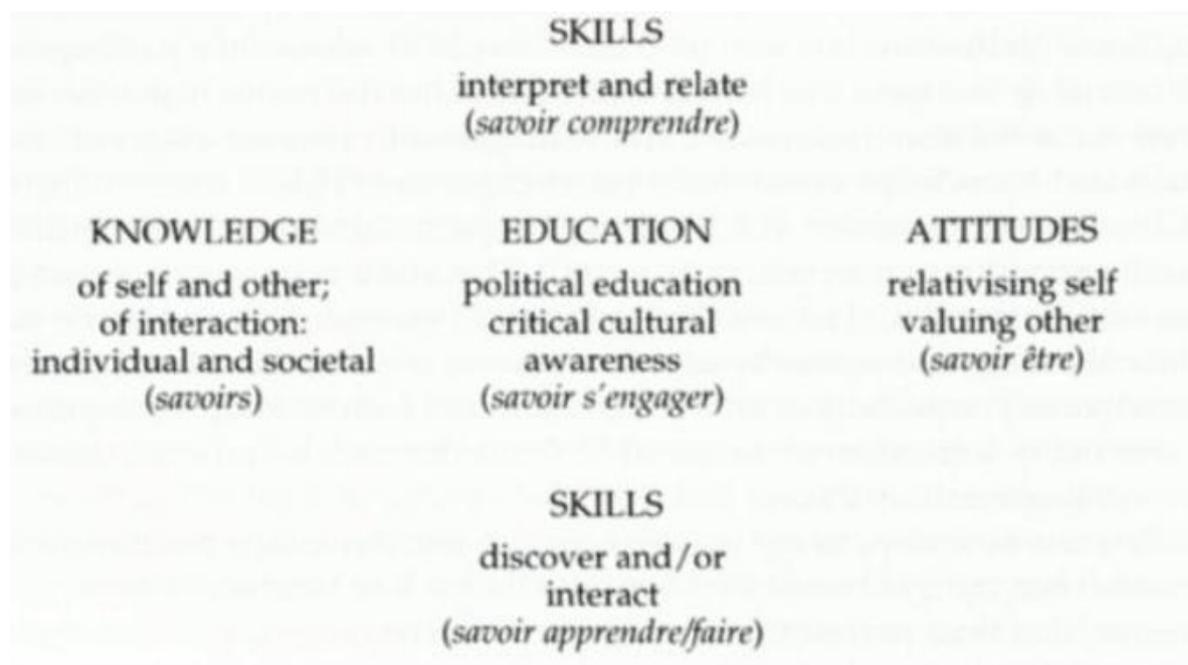


Figure 03: Components of Intercultural Communicative Competence (Byram, 1997, p. 34)

Byram's (1997) model suggests that ICC requires Knowledge, Attitudes, Skills of interpreting and relating, Skills of discovery and interaction and Political education including critical cultural awareness. These specific components of ICC include the following, grouped into five aspects:

1) *Savoir-être* refers to “*curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own* (p.57)”. In order to develop the intercultural speaker's interest towards the other's experience of daily life in different social and cultural contexts.

2) *Savoir* is defined as “*knowledge of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction* (p. 58)”. In order to enable the intercultural speaker to know about political, historical, and economic events and services, means of transport, public and private organizations, schooling system, and religious institutions, in addition to the levels of formality in the language use, and non-verbal behaviors of interaction and communication.

3) *Savoir-comprendre* which is “*skills of interpreting and relating: the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own* (p. 61)”. In order to help the intercultural speaker to analyse and

explain political or historical documents, in addition to identify differences between cultures.

4) *Savoir-apprendre/faire* is the “*skills of discovery and interaction: ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction (p.61)*”. In order to help the intercultural speaker to identify causes of misunderstanding in the interaction, to know about connotations, presuppositions, and different assumptions, and to understand the relationships between cultures and societies in terms of similarities and differences in interpretations.

5) *Savoir s’engager* is described as “*critical cultural awareness/political education: an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries (p.64)*”. In order to make the intercultural speaker aware of his ideological perspectives and social values.

Therefore, successful communication in EFL classrooms is not only depending on the efficiency of use of utterances in the linguistic and structural level, but also the knowledge of appropriateness use in different situations and contexts. Hence, learners can produce and engage in discussions about intercultural topics through explicit or implicit activities and tasks in order to develop their intercultural communicative competence. For this reason, Kramsch (1998) describes Intercultural Competence as an active and productive ability in learning foreign language.

### **1.3 Culture and Non-verbal communication**

Non-verbal communication is defined as communication without words. Applied linguists and sociolinguists refer to these non-linguistic aspects of communication as the use of paralanguage or paralinguistic expressions; in addition they shed light on understanding of communication as human interaction. Indeed, non-verbal communication is the process of communication through sending and receiving wordless cues between people. As Byram (1997) represents in his work, Argyle’ (1983) eight dimensions of non-verbal communication which are facial expression, gaze, gestures and other bodily movements, bodily posture, bodily contact, spatial behaviour, clothes and appearance, non-verbal aspects of speech, and four functions in which these modes of non-verbal communication can operate: communicating interpersonal attitudes and emotions, self-

presentation, rituals, and supporting verbal communication (as cited in Byram, 1997, p. 13).

Byram (1997) claims that there is a variation in non-verbal communication between cultures and societies, especially when interlocutors from two different cultures meet; it would be a scope for misunderstanding and confusion.

Nevertheless, the main aspects of non-verbal communication include the body language, the use of distance, hand gestures, and facial expressions. Greetings, for instance, some people shake hands when they meet each other. Others may kiss their cheeks once or twice and they start their conversation with a question about the weather, food, politics, religion or family. Some cultures require closeness when the interlocutors are talking, whereas in some other cultures prefer being the farther.

On the other hand, Brown (1987) analyses the major components of non-verbal communication, as follows: *Kinesics* is body language. This is the language of gestures, expressions, and postures. For instance, use the hand to say good-bye or to express enthusiasm, the head to say yes or no. *Proxemics* is the study of the interaction distances between individuals or groups. For example, establishing a comfort zone or avoiding eye contact in a crowd. *Oculistics* refers to the use of eye contact in social interaction. The meaning of an utterance can be changed by *Tone and Character of Voice*. For example, these sentences “I’m here” or “Are you ok?” can have various and different interpretations when they are used. *Cultural use of Time and Space* are also considered as components of non-verbal communication that are used to control the nature of the interaction.

Consequently, EFL teachers need to develop their students’ awareness about non-linguistic aspects of communication in order to overcome particular misunderstanding in the interaction. As Seelye (1993) states “the basic aim of an intercultural communication class is to have the students learn to communicate with people who do not share their own hue of cultural conditioning” (p. 20).

## **1.4 Culture and Foreign Language Teaching**

Culture and Foreign language teaching have been currently considered an important component of Applied Linguistics and Sociolinguistics. Due to the fact that, there is a growing awareness of the interrelationship between culture and language, Brooks (1964) argues that:

Language is the most typical, the most representative, and the most central element in any culture. Language and culture are not separable; it is better to

see the special characteristics of a language as cultural entities and to recognize that language enters into the learning and the use of nearly all other cultural elements. The detailed facts of culture cannot properly be evaluated in isolation but must be seen as integrated parts of the total way of life in which they appear (p. 85).

According to Brooks (1964), the concept of interrelation of language and culture was adopted and the integration of culture as a part of learning language process was recognized.

#### **1.4.1 Language as a Carrier of Culture**

The question of teaching culture along with teaching language has been discussed by many applied linguists and sociolinguists, among them Kramersch (1998) who argues that the interrelationship between language and culture is fundamental concept in the foreign language education “language is the principal means whereby we conduct our social lives. When it is used in contexts of communication, it is bound up with culture in multiple and complex ways” (p. 3).

According to Kramersch (1998), language relates to culture in three main functions.

The first one is “*language expresses cultural reality*”, speakers or learners can express their ideas, attitudes and beliefs through language, and they can be easily understood within a specific cultural situation. In the second function, “*language embodies cultural reality*”, language is considered as a mean of communication which enables speakers to use it in various ways of communicative interaction, as well as how speakers interpret the possible meaning depending on certain factors such as the tone or accent of native speakers. The third function, “*language symbolizes cultural reality*”, because language is described as a system of signs with cultural values that helps speakers to identify themselves through their social and cultural identity.

Therefore, language affects the way that people think, behave and speak. Kramersch (1998) also comments on this concept, “the theory that languages do affect the thought processes of their users has been called ‘the theory of linguistic relativity’” (p.11).

The notion of *linguistic relativity* implies that people experience differently their thoughts in various social language communities.

Language influences the speakers’ thoughts as mentioned in the *Sapir- Whorf Hypothesis*. The basic idea of this hypothesis is that the role of language is not only to

record and transmit perceptions and thoughts, but also it helps to shape them. In fact, Kramsch (1998) states that: “The Sapir- Whorf Hypothesis makes the claim that the structure of the language one habitually uses influences the manner in which one thinks and behaves” (p. 11).

Another linguistic anthropologist, Hymes has also developed the *Conceptualisation of language* as context related with social action in response to Chomsky’s theory of language. Hymes’ (1974) had at first suggested that language without account for social or sociocultural knowledge makes people unable to produce and interpret appropriate utterances in the specific contexts.

#### **1.4.2 Teaching Culture as a Fifth Language Skill**

Scholars in the field of applied linguistics and sociolinguistics consider culture as the fifth language skill and as inseparable part of foreign language education. Seelye (1976) writes, “learning a language in isolation of its cultural roots prevents one from becoming socialized into its contextual use, knowledge of linguistic structure alone does not carry with it any special insight into the political, social, religious, or economic system” (p.10).

Seelye criticized Chomsky’s theory about how a learner acquires a language thanks to his mental abilities focusing on the grammatical structures and words. According to Seelye, there is an important element in learning a language along with the linguistic knowledge, which is “culture” that permits to know the linguistic code, the formality of language use, register and style of language.

According to Rivers (1981), teachers should focus on both appropriate content and activities to encourage their students to perceive and experience deeper levels of the target culture as close to native speakers as possible including cultural instructions. These cultural instructions should have at least these goals: (1) to enable students to be aware of the way people act, the effects of social variables, and social class on the way they speak, (2) to enable students to know how people act under different circumstances, (3) to enable students to develop their skills, critical views, and intellectual curiosity about the target culture. Although these goals have been agreed by different researchers, whether culture can be taught in the language classroom is still a controversial issue.

In the relation to the concept, culture as a fifth language skill Kramsch (1993) considers “culture in language teaching is not an expendable fifth skill, tacked on, so to

speak, to the teaching of speaking, listening, reading and writing” (p. 1). Hence, culture as a fifth language skill refers to the learners’ ability to perceive, understand and accept cultural reality; otherwise, linguistic competence is not sufficient to learners to be competent in EFL. They need to become communicatively competent and able to use the language appropriately in any situations.

Besides, learners need to be aware of social and sociocultural ways to address people, make requests or express gratitude, agreement or disagreement. As Kramsch (1993) states that, “If... language is seen as social practice, culture becomes the very core of language teaching. Cultural awareness must then be viewed as enabling language proficiency” (p. 8). In other words, if learners consider the target language as a social practice inside the classroom and the outside real world, culture becomes the basic element of language teaching. This issue supports the idea that learners with better linguistic knowledge can develop more cultural knowledge.

Tomalin (2008) further proposes that two main reasons to the teaching of cultural skill as a part of language teaching process. One is the international role of the English Language and the other is the globalization. Teaching culture should involve the *cultural knowledge* (big C culture), *cultural values* (what people think), *cultural behaviors* (little c culture), and *cultural skills* (the development of intercultural sensitivity and awareness using the English language as the medium of interaction).

## **1.5 Culture in Language Teaching Methods and Approaches**

According to Stern (1983), the anthropological and sociological view of relations between language, culture, and society began to influence language teaching process in the 1950s and 1960s. Most of theorists recognized that culture teaching had to be integrated with language teaching.

In the 1970s and 1980s, culture became equivalent with the way of life and everyday behaviors of members of speech communities. For that reason, the learner should adapt with the properties of the language and social variables in which he interacts with others. The cultural syllabus and its importance have been supported by researchers in 1990s (as cited in Stern, 1983).

## **1.5.1 Traditional Methods and Approaches**

### **1.5.1.1 Grammar Translation Method**

It was the oldest and most common learning method used until the 1960s. The exposure of students to culture was very limited because their main tool for learning it was through reading books. This method focuses on written translation and reading comprehension, rather than on oral production. Thus, GTM is criticized because of the lack of authentic spoken communication, the social language variation, and the teaching for cultural awareness (as cited in Omaggio, 1986).

### **1.5.1.2 The Direct Method**

This method relies on teaching the target language directly to learners through the use of visual aids. As Rivers (1968) suggests that the use of cultural pictures makes learners aware of historical background about people and countries where the target language is spoken, and even their daily lives (as cited in Omaggio, 1986).

### **1.5.1.3 Audio-Lingual Method**

In the ALM method, the emphasis is on the teaching of small “c” culture through the use of colloquial and socio-linguistically appropriate language in dialogues. The role of the teacher in this method is as a facilitator and controller of language production, in order to teach learners the target culture by the interaction with native speakers.

## **1.5.2 Modern Approaches**

### **1.5.2.1 Communicative approach**

This approach aims to teach learners how to use the target language in social and cultural context, and to develop their communicative competence. Because of language and culture are more naturally connected. According to Littlewood (1981), the communicative approach helps learners to master the language not only in terms of grammar and vocabulary, but also in terms of the communicative functions.

Littlewood (1981) also claims that communicative activities give students the chance to fully practice the language, become more confident and encourage natural

learning in an entertaining way. In this way, the relationship between the teacher and the students grows and the language can be used in all situations.

Concerning communicative activities, Littlewood (1981) points out that there are two different types of activities which are “*social interaction activities*” and “*functional communication activities*” (p. 20). Social interaction activities contain simulations and skits, conversations, dialogues and role-plays and discussion. Functional communication activities contain such tasks as comparing a set of pictures, noting similarities and differences, putting the events in order in a set of pictures, giving instructions on how to draw a shape or picture, how to complete a map and solving problems from shared clues .

#### **1.5.2.2 Content- Based Language Instruction**

Teachers in this approach can present cultural content through specific lexis or expressions. They may also use visual and printed materials highlighting significant cultural events, newspapers or magazines from those foreign countries.

#### **1.5.2.3 Task- Based Language Teaching**

This approach applies specific classroom activities or tasks, called ‘*Activities Using Cultural Objects*’. These activities involve a direct use of cultural products such as, postcards, photographs, symbols, or images ...etc. Tomalin and Stempleski (1998) suggest one of these activities, named ‘*Culture Composition*’. The objectives of this activity are first to develop learners’ writing skills, then to recognize different cultural artifacts. The teacher will collect various pieces of real objects, for example, train or air tickets, receipts, or money coins...etc. from travels abroad to foreign countries. The teacher’s instruction is to ask learners to identify these objects in groups, and then to write a short story about a collection of objects. Learners may work together in a pair or small groups. They will share and discuss what they have discovered within the context of the target culture and in comparison to their own culture.

#### **1.5.2.4 The Intercultural Competence**

As indicated by Byram (1997), the successful interaction involves not only an effective interchange of information between learners, as was the purpose of communicative language teaching, but also the “the ability to decenter and take up the other’s perspective on their own culture, anticipating and where possible, resolving

dysfunctions in communication and behaviour (p. 42)”. Learners need to develop their communicative competence as similar the linguistic competence through the knowledge of cultural forms, behaviours and patterns of intonation, such as addressing people, expressing gratitude, making requests, agreeing or disagreeing something. In this regard, Byram (1997) proposes the best known model of intercultural competence to develop the concept that learners need to communicate interculturally various types of knowledge, skills, attitudes and critical cultural awareness.

### **1.5.3 Most Common Approaches to Teaching Culture**

According to Risager (1998), there are four different approaches to teaching culture which are:

#### **1) The Foreign-culture Approach**

This approach focuses on a single culture of one country where the target language is spoken, without comparing the two cultures. It aims to develop the communicative competence and cultural understanding of learners.

#### **2) The Intercultural Approach**

This approach is based on the idea that culture is best learned through comparison between the target culture and learners’ own culture. But the main focus is on the target culture in order to develop learners’ intercultural and communicative competences, and to enable them to perform as mediators between the two cultures. In spite of that, Risager (1998) considers this approach inappropriate in teaching culture, as it is “blind to the actual multicultural character of almost all existing countries or states” (p.246) to suggest that teachers have to use the multicultural approach.

#### **3) The Multicultural Approach**

This approach relies on the idea that several cultures exist within one culture, focusing on the ethnic and linguistic variety of the target country, and the comparison between the two cultures. Risager (1998) further claims that “a balanced and anti-racist view of cultures should be involved” (p. 246).

#### **4) The Transcultural Approach**

This current approach is just emerging as a result of tourism, migration, and globalization. It also reflects the fact that people speak foreign languages as lingua franca

for the purpose of this approach deals with the foreign language as an international language, aiming to teach learners how to use the target language for international communication.

## 1.6 The Importance of Teaching Culture in EFL Classes

Concerning the importance of teaching culture, a review of the place of culture in foreign language teaching methods and approaches is required as shown in the following table:

<b>Language Teaching Methods and Approaches</b>	<b>The Importance of Teaching Culture</b>
Grammar Translation Method (between 1950's and 1960's)	Knowledge of culture is for the reading of literature focusing on big "C" culture facts.
Audio-Lingual (the late of 1960's)	Knowledge of culture is necessary for building vocabulary focusing on little "c" culture facts.
Communicative Approach (between 1970's and 1980's)	The development of cultural knowledge in order to avoid communication breakdown focusing on the language pragmatics and sociolinguistics facts.
Intercultural Competence (1990's- present)	Culture is the core of the context and the purpose for authentic language interaction. ICC presents the process of culture learning and the concept of essential integration of language and culture.

Table 01: The importance of Culture in foreign language teaching /learning (Xiao, 2010, p. 11)

According to the table, the concept of culture began to be stressed in the field of foreign language education in 1960's especially in communicative approaches. The framework of communicative competence (CC) further claims that language learners need more than grammatical competence to communicate effectively in the target language (Canale Swain, 1980).

The importance of teaching culture in EFL classrooms cannot be neglected, because it helps learners to see the native speakers as real people and to develop an authentic feel in their learning efforts (Chastain, 1971).

Teaching culture also helps to motivate learners in learning English as a foreign language by integrating them in such activities and tasks. For example, using a role play can provide learners opportunities for oral communication. In addition to various techniques such as readings, films, simulation, games, culture assimilators and culture capsules can be used for language teacher to help learners in the process of acculturation in the classroom (Chastain, 1971).

Indeed, the importance of teaching culture as a part of language education is nowadays widely accepted as can be illustrated by Byram's (1991) work: "...to teach culture without language is fundamentally flawed and to separate language and culture teaching is to imply that a foreign language can be treated in the early learning stages as if it were self-contained and independent of other sociocultural phenomena" (p. 18).

Byram et al. (1991) emphasizes the importance of teaching culture for both the pedagogical and practical needs of language education.

Moreover, the development of language proficiency requires the knowledge of cultural aspects existing in the target community. In this respect, Kramsch (1993) says:

"Culture is not an independent aspect of language learning or teaching, it is a feature of language, it is always in the background, right from day one, ready to unsettle the good language learners' proficiency when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them" (p. 1).

Foreign language learners necessarily become learners of the second culture because a language cannot be learned without understanding of the cultural context in which it is used. Furthermore, teaching a foreign language is not only assessed with native speakers in terms of linguistic and structural forms, but also the ability to be intercultural speakers depending on the communicative functions.

Furthermore, there is a wide range of scholars in the fields of applied linguistics and sociolinguistics; they assign different goals to teach culture, for instance, Seelye (1993) has identified the following six instructional goals:

- **Goal 1 (Interest):** The student demonstrates curiosity about the target culture and empathy toward its people (p.30).

- **Goal 2 (Who):** The student recognizes that role expectations and other social variables such as age, sex, social class, ethnicity, and place of residence affect the way people speak and behave (p.30).
- **Goal 3 (What):** The student realizes that effective communication requires discovering the culturally conditioned images that are evoked in the minds of people when they think, act, and react to the world around them (p.30).
- **Goal 4 (Where and When):** The student recognizes that situational variables and convention shape behavior in important ways. (S/he needs to know how people in the target culture act in common mundane and crisis situations) (p.30).
- **Goal 5 (Why):** The student understands that people generally act the way they do because they are using options society allows for satisfying basic physical and psychological needs, and that cultural patterns are interrelated and tend mutually to support need satisfaction (p.30).
- **Goal 6 (Exploration):** The student can evaluate a generalization about the target culture in terms of the amount of evidence substantiating it, and has the skills needed to locate and organize information about the target culture from the library, the mass media, people, and personal observation (p.30).

These goals are considered as “a modification of the Nostrands’ kinds of understanding to be tested” (p. 30-31).

Consequently, the main goal of teaching culture in EFL classes is to develop the communicative competence, sociolinguistic competence, and cultural competence. In addition, to develop learners’ cultural knowledge of daily life (little “c”) includes in the teaching content for the purpose of helping them to avoid misunderstandings in communication. As Seelye (1993) states that, “all students will develop the cultural understandings, attitudes, and performance skills needed to function appropriately within a segment of another society and to communicate with people socialized in that culture” (p. 29).

## **1.7 The Impact of Culture on Foreign Language Teaching**

Sapir (1949) has at first been described that teaching culture can impact on all components of language learning and teaching “Vocabulary is very sensitive index of the culture of people” (p.162) and “Language is a symbolic guide to culture”. (p. 27-162).

### **1.7.1 Cultural Impact on Vocabulary**

Language is the carrier of culture and vocabulary is the basic ingredient of language. The explanations of vocabulary reflect the cultural difference. For example, colours, the bride is dressed in white during the wedding in most African and European countries. Unlike, in China the bride must wear red in the traditional wedding. Because the red means “happiness, good luck, flourishing and prosperous” in the future and Chinese people only wear white in funerals when one’s family member or relative is dead. Thus, learning and teaching a language implies not only the knowledge of its grammar rules and the denotative meanings of words, but it also involves the culture phenomena, the way of life, customs, and history.

Words are basic tools in the human communication. As Taylor (1990) states to emphasize the importance of vocabulary knowledge: “In order to live in the world, we must name it. Names are essential for the construction of reality for without a name it is difficult to accept the existence of an object, an event, a feeling” (p.1).

### **1.7.2 Cultural Impact on Listening**

According to Helgesen et al. (2007) listening skill as “an active, purposeful process of making sense of what we hear” (p. 24). Learners in Foreign language learning sometimes find that their ability of listening comprehension is not satisfactory. When they listen to English radio or channel talks or interviews to facilitate their learning process, they cannot understand certain utterances.

The reason may be various: weak grammar, vocabulary, or vague pronunciation. But the most important reason is that they lack the necessary cultural background knowledge of the language they have learned. Listening is closely related to the culture, politics, and economy of the target language.

### **1.7.3 Cultural Impact on Speaking**

Chaney (1998) defines the speaking ability as “the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts” (p. 13). Just like listening, the ability of speaking is not a matter only concerned with pronunciation or intonation. Learners need to read a lot to understand the cultural background knowledge of the target language, in order to communicate successfully with the others. For instance, what to say, to whom, when and where to say that...etc

Thus, teachers should emphasize the practical use of the language, and try to use the materials which come from the daily life.

#### **1.7.4 Cultural Impact on Reading**

The reading process helps students to discover new words and expressions, to learn more about the target language and culture, and makes them traveling all over the world by studying various cultural components of different domains such as history, literature, humanism, geography, traditions and arts. As Walker (2000) presents reading as an active process due to students can change sources of data, elaborate meanings and strategies, check their interpretation, and use the social context to focus their response .

However, EFL learners are often having problem in reading comprehension, they may understand the meaning of each word, but they may find difficulties in recognizing the whole meaning because of the sense changes according to the context.

#### **1.7.5 Cultural Impact on Translating**

The translation of the target language mainly depends on the cultural background knowledge, so that the learners have to know many aspects of both the target and the source language. This knowledge includes many aspects, such as art, history, geography, philosophy, science ...etc

All languages contain different principles and values, and they are allowable in some cultures and in others are forbidden. Each society has its own “idioms” or “proverbs”. For example, if someone said: “That test was a piece of cake”, (a piece of cake refers to that test was easy), “You will do fine on your presentation. Go break a leg out there”, (break a leg is used for wishing someone to do well/ good luck), “Speak of the devil Jenny! We were just talking about your new car”, (speak of the devil is to indicate when you see someone or something happens unexpectedly while talking about them).

Therefore, the success in translating these sentences does not only depend on understanding its words or structures, but it also determines the cultural background of the target language.

### **1.8 Techniques of Teaching Culture in EFL Classroom**

There are various views about what techniques should be used to teach culture in EFL classroom. Most of these are based on practical activities that are familiar to language teachers and involve the participation of students.

Seelye (1993) illustrates three main techniques of teaching culture which are: culture assimilators, culture clusters, and culture capsules.

“Through culture assimilators students have interesting programmed readings that they do outside class. Culture capsules are presented in class in a five –minute talk illustrated by visuals. Culture clusters build upon two or three related culture capsules to simulate in class an event from everyday life in the target society” (p.162).

#### **1.8.1 Culture Assimilators**

This technique depended on a short description of “critical accident” or a situation and the cross- cultural interaction between participants. The description is divided into four possible choices (only one is correct) of participants’ actions, words or behaviours. After reading the description of the accident and the followed choices, students have to choose the correct behaviour. This technique would help them to understand the cultural values (Seelye, 1993).

#### **1.8.2 Culture Capsules**

Seelye (1993) defines “culture capsules are generally prepared outside of class by a student but presented during class time in 5 or 10 minutes at the end of a period” (p.174).

This technique is a brief description of some particular aspects of the foreign culture such as greetings, customs, relationships, etc, based on an oral presentation by using pictures or videos, which is usually done by students. Moreover, students have to make a comparison between two cultures. This activity aims to make students aware of the foreign culture and how to deal with its aspects.

#### **1.8.3 Culture Clusters**

A culture cluster is a set of capsules (mainly two or more) which are related to cultural themes or topics, especially about the daily life in the target culture. In this activity, students are guided by the teacher who has the role of narrator in identifying some of cultural components (Seelye, 1993).

#### **1.8.4 Cultural Minidrama**

The technique of minidrama mainly focused on three to five scenes about the daily life of foreign participants, who appeared as characters. Each scene has one or more examples of miscommunication, discomfort, confusion or embarrassment. After each

scene, there is a discussion between the teacher and students about the words and actions of characters (Seelye, 1993).

### **1.8.5 Role Plays**

These activities are supported by most of teachers in EFL classrooms, referred as a good useful technique for offering interaction between students. Hence, they will develop their communicative ability. This technique based on the participation of the students in the classroom, and the teacher gives them the opportunity to perform or to behave in various cultural situations (Seelye, 1993).

If the students learnt about ways of how addressing or greeting older people, they could role play a situation and used an inappropriate or appropriate form of greeting. The other students tried to observe and identify the reason of miscommunication.

### **1.8.6 Genuine Materials**

According to Moore (2003) genuine materials are the best useful techniques to teach the cultural aspects to the learners as it helps them to be in a real situation, because when using audio-visual aids, proverbs, and music make the learners feel that they are in a direct contact with the target culture.

Richards (2003) further claims that there are two important features for successful cultural activities and techniques in the teaching culture process. One is the focus on pair or group work activities which have several advantages such as producing a greater account of language, increasing the level of motivation, and developing the language fluency. The other is the focus on authenticity because most cultural activities require learners to be involved in real communication.

## **Conclusion**

According to this chapter, culture refers to the general and specific knowledge about behaviours, beliefs, norms and values which it reflects and guides individuals to perform as a group in the society. Since the question of teaching culture has been discussed by traditional and modern perspectives, foreign language teachers deal with the teaching culture in three ways: through Culture and civilization courses, through textbooks, and through classroom activities.

Nevertheless, they need to help their learners to distinguish between the cultural aspects and to develop their communicative competence, sociolinguistic competence, and

cultural competence. Hence, teaching culture reflects teachers' ways and methods of the teaching process.

In addition a variety of techniques and activities which allow teachers to bring particular cultural components into classrooms, and increase learners' motivation towards learning the target culture.

The following chapter is an attempt to suggest the use of authentic materials as a motivational technique to develop EFL learners' cultural awareness and communicative competence.

**CHAPTER TWO:**  
*AUTHENTIC*  
*MATERIALS*  
*IN FOREIGN LANGUAGE*  
*TEACHING*

## **Introduction**

There are many approaches and methods aim to prepare learners to be able to use a foreign or second language accurately and fluently. For this purpose, a variety of sources of the target language is used in EFL classrooms among these, authentic materials. The Communicative Language Teaching approach proposes the use of authentic materials from the native speech community in order to provide real language situations in the classroom interaction.

Therefore, the chapter sheds light at first on the theoretical framework of authenticity in a foreign language teaching. Secondly, it defines the role of authentic materials including different types, sources, advantages, and drawbacks of these materials. It additionally presents some suggestions for particular criteria of selecting and using authentic materials in teaching culture.

### **2.1 Definition of Authentic Materials**

Communicative Language Teaching Approach stipulates that learning or teaching materials should be natural and authentic. Kramsch (1993) comments that “the term ‘authentic’... refers to the way language is used in non-pedagogic, natural communication” (p. 177). In this view, the term authentic has been used as a reaction against textbook-based material and instructional materials.

However, the term “authentic materials” has diversely several perspectives in the language learning and teaching process. The common definition that is given for authentic materials is those materials taken from real sources, and they are designed for communicative purposes rather than for teaching and learning purposes.

As Nunan (1988) initially defines authentic materials as “the material which has not been especially designed for language teaching, but produced for purposes other than to teach language” (p. 99).

Similarly, Peacock (1997) defines authentic materials as “the materials that have been produced to fulfill some social purposes in the language community” (p. 144).

According to Sanderson (1999), authentic materials are materials that teachers can present to their learners in the language classroom without any change or modification in

the form and the content; because these materials are designed for native speakers. For example the use of a newspaper article which is written for native English audiences in the classroom in order to enable learners to integrate all the necessary skills for learning a second or foreign language in a natural way.

Although the term authentic generally means real, natural, principal, or genuine, Martinez (2002) advocates Widdowson's distinction between authentic and genuine materials. An authentic material refers to a material that is created for native speakers and used in EFL classes in its original form and design, including newspapers, magazines, websites, menus, bills, tickets or labels. However, a genuine material is adapted for practical activities or tasks in the language classroom, for instance, jumbled paragraphs or cut out headlines of English newspapers.

Consequently, the use of authentic materials in an EFL situation has been advocated by Communicative Language Teaching Approach, as Larsen-Freeman (2000) claims that the use of authentic materials is considered a major element of CLT in the teaching and learning process "it is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used (p. 129-130)", in addition to communicative activities for example, games, role plays, and problem-solving tasks, and the learner's interaction during the classroom activities whether in pairs or in groups.

## **2.2 Authentic and non-authentic materials**

The terms "authentic" and "non-authentic" were firstly suggested by Widdowson (1990) and Harmer (1991) to differentiate between not only the language materials but also their outcomes and effectiveness in the teaching language process and learners' performance.

They additionally point out that authentic materials or texts are those designed for native speakers and used in EFL classrooms in the same way without any modification. As Harmer (1991) defines the authentic materials as "they are real texts designed not for language students; but for the speakers of the language in question" (p. 185).

These materials are either written or spoken as Widdowson (1990) illustrates that the teacher can bring a radio news report into the class, and then ask the learners to discuss the report. In the other hand, the teacher can use newspapers, magazines or posters.

Furthermore, Adams (1995) identifies that authentic materials are “unaltered language data that are produced by and for native speakers of a common language and not for second language learners” (p. 4). In this regard, Miller (2003) has composed a differentiation between authentic and non-authentic materials illustrated in this table,

<b>Authentic Materials</b>	<b>Non-authentic Materials</b>
<ul style="list-style-type: none"> <li>• Language data produced for real life communication purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• These materials are specially designed for learning purposes.</li> </ul>
<ul style="list-style-type: none"> <li>• These materials may contain false starts and incomplete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used in them is artificial. They contain well -formed sentences all the time.</li> </ul>
<ul style="list-style-type: none"> <li>• Authentic materials are useful for improving the communicative aspects of the language.</li> </ul>	<ul style="list-style-type: none"> <li>• Non-authentic materials are useful for teaching grammar and vocabulary.</li> </ul>

Table 02: A comparison between authentic and non-authentic materials (Miller, 2003, p. 16-19)

Through these differences, non-authentic materials as they are described by Miller (2003) as products specially designed for learning and teaching purposes mainly pedagogical reasons, Peacock (1997) has also been described those are “materials produced specially for language learners, e.g. exercises found in course books and supplementary materials” (p.144). The language use is considered as an artificial language due to correct and completed sentences in terms of grammar and vocabulary. In contrast, authentic materials are designed for real life communication purposes, similar to Peacock’s view (1997) which defines that these are “materials that have been produced to fulfill some social purpose in the language community” (p.146). Concerning the language use, in authentic materials, the language is might be more difficult than in non-authentic materials. It may contain false starts and incomplete sentences which represent such difficulty and ambiguity for students to understand.

For example, the title of the newspaper article usually is an incomplete phrase including different connotations, colloquial or idiomatic expressions. Nevertheless, authentic materials are useful in improving the communicative and cultural aspects of the language which can develop the students’ motivation in using the language inside or outside the classroom.

Consequently, authentic materials are appropriate and good in terms of goals, objectives, learner needs and interest as well as natural in terms of real life and meaningful communication (as cited in Kilickaya, 2004). Moreover, the effectiveness of authentic materials can improve on the acquisition of the target language for learners.

Indeed, Hedge (2000) distinguishes authentic language and non-authentic language through a comparison between the natural speech of native speakers and the language learners. This concept is represented in the following table:

<b>Authentic Language</b>	<b>Non-authentic Language</b>
Variation in the speed of delivery often fast	Slow pace with little variation
Natural intonation	Exaggerated intonation
Natural features of connected speeches: elision	Carefully articulated pronunciation
Variety of accents	Received pronunciation
Any grammatical structures natural to the topic	Regularly repeated structures
Colloquial language	More formal language
Incomplete language	Complete utterances
Restructuring in longer complex sentences	Grammatically correct sentences
Speakers interrupt or speak at the same time	Speakers take careful turns
Speakers use ellipsis (i.e. miss out parts of sentences)	Ellipsis infrequent
Background noise present	Background noise absent

Table 03: A comparison between authentic and non-authentic language (Hedge, 2000, p. 240)

Hedge (2000) emphasise the importance of the use of authentic language in the classroom since the language use is in a natural or spontaneous form.

Furthermore, the authentic language also reflects how it is used in the social community and presents certain features of natural speech, for instance, intonation, interruptions, ellipsis, turn-taking and pauses. Even if authentic language sometimes contains difficult tasks, it engages learners to the immediate relevance of what they learn inside and outside the classroom.

Moreover, authentic printed materials provide learners with an opportunity to use non-linguistic clues, for example, layout, pictures, symbols, and the physical setting in which the language occurs to help them convey the meaning.

## 2.3 Types of Authentic Materials

Although authentic materials are not designed for teaching and learning purposes, the main purpose of using these materials in EFL classrooms is to expose learners to a real context.

Authentic materials (whether written or spoken) contain anything that is used to communicate (Nunan, 1989). For instance, written materials: newspapers, magazines, recipes, articles, train timetables, advertisements, brochures, and poems. Spoken materials: TV programs, commercials, films, videos, weather forecasts, airport and station announcement, radio talks, interviews, and debates.

Gebhard (1996) describes authentic materials as the way to ‘contextualize’ language learning, as well to help learners ‘to bridge the gap’ between the language teaching in the classroom and the target language that is used by native speakers in real situations. In other words, when learners deal with the pedagogical materials, they focus on the content and the meaning rather than the context. While authentic materials provide various sources of context. Gebhard (1996) further classifies authentic materials into these types as follows:

**2.3.1 ‘Authentic listening /viewing materials’** include silent films, TV commercials, quiz shows, cartoons, news, comedy shows, dramas, movies, and soap operas; radio news, professional audio taped short stories and novels, radio ads, songs, and documentaries (p. 103).

**2.3.2 ‘Authentic visual materials’** include slides, photographs, paintings, drawing by children, stick-figure drawings, wordless street signs, silhouettes, calendar pictures, pictures from travel, news, and popular magazines, ink blots, postcard pictures, wordless picture books, stamps, and X-rays (p. 103).

**2.3.3 ‘Authentic printed materials’** include newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, and advice columns, lyrics to songs, restaurant menus, street signs, travel magazines, books, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules (p. 103).

**2.3.4 Realia** used in EFL/ ESL classrooms include coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. Realia are often used to illustrate points very visually or for role-play situations (p. 104).

## **2.4 Sources of Authentic Materials**

Even if the sources of authentic materials (whether spoken or written) are endless, the most universal and useful sources are newspapers, TV programs, videos, radio reports, and the internet.

Moreover, using authentic sources from the native speech community helps to involve learners in authentic cultural experiences. Teachers can choose and adopt these materials according to learners' needs and levels. Some major sources are summarized below:

### **2.4.1 Literature**

The main reason for using literature in the language classroom is the enormous outcomes that it offers, Mishan (2005) states that "literature can range from being deeply culture-specific to being universal" (p. 112). In this view, the idea of using literary texts can develop learners' proficiency levels, enhance their knowledge of the target language and its culture, and even raise their awareness towards cultural identities and a close interaction with other cultural products.

Additionally, Mishan (2005) suggests some principles for the use of literature in the language classroom (p. 112-113):

- 1) Use literature to stimulate awareness of language use and the potential of language on the continuum from the everyday and colloquial to the deliberately literary.
- 2) Exploit response. Make use of non-verbal responses (especially at lower levels): e.g. visualisation (drawing, describing imagined images), acting/miming.
- 3) Respect the learner. The learner's right to silence, cognitive ability and intellectual demands.
- 4) Approach literature via the task (especially at lower levels). Set non-threatening and kinaesthetic tasks e.g. choral reading, (group) acting, actions, and single word responses.
- 5) Exploit the 'natural grading' of literature to suit different proficiency levels.
- 6) Remember that difficulty can be a factor of text length, lexical choice or density, cultural-specificity and perception.

7) Combine literary works with the other media in which they are available: films, audio-books.

Consequently, cultural tasks and objectives should be aimed at the meaning rather than the literary form. Because of learners come to EFL classes without a background and cultural knowledge, they can receive spotlights into behaviours, principles and values of the native speech community.

#### **2.4.2 The Broadcast Media**

The broadcast presents diversely many types and the most common ones: television and radio programs or reports which can be used in the teaching language and culture. Mishan (2005) describes television as a universal medium and a valuable resource that represents linguistic and social aspects in the language of the native society, and culture learning in the sense to make learners more familiar to those foreign communities.

Furthermore, Mishan (2005) considers radio to be an accessible material that can be used in the authentic listening tasks and for the pedagogic purpose to develop learners' listening ability.

According to Mishan's (2005) the principles for the use of the broadcast media in the classroom, teachers need to (p.140):

- 1) Counter passivity by listening/viewing with a purpose, requiring interactivity or creating an information gap.
- 2) Exploit original programme editing to determine excerpt length.
- 3) Exploit the universality of broadcast genres: build on learners' knowledge of them for the study of both language and culture.
- 4) View/listen in ways that are authentic to the medium and its genres: e.g. for gist, for specific information.
- 5) (With television) exploit the visual component of television e.g. non-verbal communication, action and wordless sequences, the printed word on the screen.
- 6) Exploit all the multimedia features of television - audio, visual and Web site.

Consequently, the use of TV or radio can be inside or outside the classroom depending on the tasks and activities. These visual and audio materials allow learners have to access to more information about the target language and culture, as well as develop their skills (mainly listening and speaking) and increase their motivation in the learning process.

### **2.4.3 Newspapers**

Most of scholars and researchers claim that newspapers are the most easily available and accessible material which teachers can bring in the classroom, and consider it as a source of another sort of motivation. Moreover, using newspapers provide linguistic, social and cultural information from its enormous topics for example, politics, health, sports, education, advertisement, crime... etc.

Authentic newspapers can be used to test learners through activities, for example, summarizing an article or a paragraph, or studying newspaper headlines. Teachers need to exploit cultural aspects of newspapers, and their physical details from the use of photographs, colours, and the content of their subjects (Mishan, 2005).

The idea of using advertisements in EFL classrooms is to help learners to identify communicative and cultural factors which reflect the native speech community. In addition to the linguistic and semantic components through the difficulty and ambiguity of words, for instance, onomatopoeia, rhyme, alliteration, repetition, as well as the language register whether is colloquial, formal, or literary.

### **2.4.4 Songs and Films**

Similar to other cultural products such as newspapers, magazines, TV and radio reports, and literature, songs and films draw the social history of their culture and reveal the attitudes, values and behaviours of its members. Mishan (2005) points out “a song represents its culture, defined in this way, when it functions as a force for social expression and even change (p. 196)”. In other words, the song can be used as a tool to highlight a social or sociocultural phenomenon or to change such behavioural norms in society.

While the film, “...is a medium with enormous potential for exploitation in language and culture learning contexts” (p. 227). Through the use of films, teachers need to balance between the learning objectives and enjoyment, to focus on the comprehension-based approach rather than the content based one, and to use a film as an input not to teach language but to release it.

Moreover, films can allow learners to compare or contrast between patterns of behaviours, lifestyle, and modes of non-verbal communication.

### **2.4.5 The Internet**

The internet is considered as the major source of authentic materials which supplies unlimited information in different fields, for example, communication, politics, education, economy, and entertainment, Mishan (2005) states that “the web is a repository of a huge

range of cultural products in electronic form and as such as invaluable resource of authentic texts for teachers and learners” (p. 247).

In this view, the web is considered as a source that offers various sites and contains materials produced and designed for native speakers. These sites can be informative, personal, commercial, medical, financial, and institutional.

To sum up, even if the teacher can ask learners to watch and listen to a video or a short film taken from a TV program in the target language and focus on such cultural component for example greetings; he can also supply and give them details about the video through a chart, diagram, or outline to finish the task while learners listen or watch the video.

## **2.5 Advantages and Disadvantages of Authentic Materials**

The Communicative Language Teaching approach requires the use of teaching language materials in order to facilitate language learning process and to provide learners with real cultural contexts. According to this issue, from the use of authentic materials, learners are exposed to real language and enable them to transfer what they learn in the classroom to the outside world. However, the use of authentic materials has become more important and useful to increase learners’ motivation for learning the foreign or second language and culture.

Most of the scholars agree that authentic materials are beneficial to language learning process (as cited in Richards, 2001). These materials have a positive effect on learners’ motivation, provide authentic cultural information, provide exposure to a real language, relate more closely to learners’ needs, and support a more creative approach to teaching.

Although these advantages, the concept of using authentic materials sometimes implies some disadvantages as Richards (2001) points out “authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower- level classes” (p. 254).

### **2.5.1 Advantages of Using Authentic Materials**

Martinez (2002) suggests some advantages of using authentic materials and how these materials can help learners to develop their communicative competence and cultural competence. These advantages are summarized as follows:

- 1) Learners are exposed to real language in nature contexts; authentic materials can expose learners to features of naturally written discourse, higher frequency of linguistic

cohesive devices and more colloquial language, and even to features of informal and spoken English language, for example, the natural spontaneous dialogues which may contain incomplete sentences, interactive expressions repetitions and hesitations.

2) Authentic materials are interdisciplinary which inform and present facts and developments in other areas of life. Furthermore, authentic materials draw a relationship between the classroom practice and the real world communicative situations.

3) Higher learning motivation and develop the sense of achievement. Peacock (1997) suggests that using appropriate authentic materials “may increase their learners’ levels of on- task behaviour, concentration, and involvement in the target activity more than artificial materials” (p. 152). Authentic materials are produced for real communicative purposes, learners are sometimes dissatisfied with textbooks which are produced for pedagogical purposes and focus on grammatical and lexical items.

4) Encourage teachers to adopt more teaching tasks and activities, and the same piece of material can be used under different circumstances if the task is different. The use of authentic materials provides learners with various activities and tasks, for example, articles and newspapers contain a wide variety of text types and styles of language, and through the use of videos, learners are able to deal with various patterns of pronunciation, accents and the speed of speech. They are also able to observe different skills and strategies of native speakers through questioning, refusing and accepting, negotiating, presenting, suggesting, or demonstrating politeness or repair strategies.

5) Unlike the authentic materials, textbooks do not include incidental or inaccurate English language.

6) Authentic materials provide a variety of discourse styles. Teachers may exploit this principle according to learners’ needs. Moreover, learners can take into account some linguistic features and its effects on discourse for instance, aggressiveness, nervousness, assertiveness, or confidence and so on.

### **2.5.2 Disadvantages of Using Authentic Materials**

According to Martinez (2002), even if authentic materials are beneficial for teaching language and culture, they contain some disadvantages:

1) Authentic materials may be too culturally biased and difficult to understand outside the language community, for example, EFL learners might have problems decoding the language.

2) The difficulty factor in using authentic materials in terms of the speed of the speech, hesitation, the level of the formality of the language use, and repetition can confuse lower level learners (as cited in Tamo, 2009) .

3) The vocabulary may not be relevant to the learners' needs; because these materials contain a natural and spontaneous language is often difficult to understand, for example, dialect words, colloquial or idiomatic expressions, and complex sentences' structures.

4) Too many structures are mixed; causing lower levels have a hard time decoding the texts because there are many various dialects and accents.

## **2.6 Criteria for Using and Selecting Authentic Materials**

The use of authentic materials can be rewarding and stimulating for both teachers and learners regarding their advantages in the foreign language education.

Therefore, using authentic materials in EFL classes are known to provide accurate examples of how the language is used by its native speakers. With these materials, learners are provided with words and expressions used in real- life contexts. Widdowson (1983) considers that the concept of authenticity does not lie in the text but in the way speakers and readers make use of it, namely in their response. In this respect, Taylor (1994) suggests that classroom authenticity is not a characteristic of the text itself, but derives from its function in a particular context.

For these reasons, foreign language teachers should take into account certain criteria with regard to the use and selection of authentic materials depending on learners' levels and needs, as well as the pedagogical and instructional factors which are involved in language and affect the act of communication.

### **2.6.1 What are the Important Factors in Selecting Authentic Materials?**

There are several important factors to consider when selecting authentic materials. In fact, teachers are given an opportunity to choose a material which they suppose may be appropriate for learners and to design a good lesson plan in order to develop communicative and cultural competences, and then to apply it in language classroom activities and tasks.

Indeed, Breen (1985) suggests that “authenticity to the target language needs to be seen as only one of a number of demands for authenticity which confront the teacher, the learners' own contributions, the activity of language learning, and the actual classroom situation are also constituent elements” (p. 61). Namely, the concept of authenticity does

not relate only to the language selected to be taught, but to the tasks on which learners are engaged and the social setting created in the classroom. Breen (1985) also claims that there are certain factors involved in selecting authentic texts in terms of the type of the authentic text, the purpose of the material, and the social situation that it represents for the classroom interaction.

Hence, these factors can be interpreted as ways to facilitate the interaction between learners and materials; teachers need to describe these, for example, a text factor (materials selection), a learner factor (individual differences), a task factor (task design) and a learning factor (learning environment).

In the same vein, Rivers (1987) claims that the essential criterion for selecting authentic texts is the content, given that “although length, linguistic complexity, and interest for the student all play significant roles in the selection of materials, the single most important criterion for selection is content” (p. 50).

Concerning communicative classroom tasks, Nunan (1989) classifies these tasks into two categories. The first category is ‘real- world tasks’: “... require learners to approximate, in class, the sorts of behaviours required of them in the world beyond the classroom” (p. 40). In other words, these tasks provide learners with an opportunity to be involved in the approximate practice of the language and behaviors they might need beyond the classroom. While the other category ‘pedagogic tasks’ is represented in the course books used by teachers in the classroom and learners may not practice the skill that might be needed in the real world, as Nunan (1989) states “...require learners to do things which is extremely unlikely they would be called upon to do outside the classroom” (p. 40).

Moreover, Lee (1995) suggests that if teachers want authentic tasks to be accessible to learners, they should take into consideration these factors which are textual authenticity, suitability of content refers to the materials should stimulate the learners’ interest, follow their needs and motivate them, compatibility with course objectives, and exploitability refers to the way in which the material is used to develop the learners’ competences, regarding the difficulty either in the form or in the content to fit the learners’ level of English.

Similarly, Berardo (2006) suggests that authentic materials (especially reading materials) should be chosen in accordance with the elements below:

- |  |
|--|
| <p><b>1. Suitability of Content</b></p> <ul style="list-style-type: none"> <li>• Does the text interest the student?</li> <li>• Is it relevant to the student's needs?</li> <li>• Does it represent the type of material that the student will use outside of the classroom?</li> </ul> <p><b>2. Exploitability</b></p> <ul style="list-style-type: none"> <li>• Can the text be exploited for teaching purposes?</li> <li>• For what purpose should the text be exploited?</li> <li>• What skills/strategies can be developed by exploiting the text?</li> </ul> <p><b>3. Readability</b></p> <ul style="list-style-type: none"> <li>• Is the text too easy or difficult for the student?</li> <li>• Is it structurally too demanding or complex?</li> <li>• How much new vocabulary does it contain? Is it relevant?</li> </ul> <p><b>4. Presentation</b></p> <ul style="list-style-type: none"> <li>• Does it "look" authentic?</li> <li>• Is it "attractive"?</li> <li>• Does it grab the student's attention?</li> <li>• Does it make him want to read more?</li> </ul> |
|--|

Figure 04: A check-list for teachers for authentic materials selection (Berardo, 2006, p.63)

Consequently, authentic materials should fulfill the requirements of the curriculum topics, the interest of learners, usefulness, language level, age, and background knowledge of learners. Authentic materials need to be culturally appropriate, but at the same time comprehensible for EFL learners because authentic materials are based on native speakers' culture, which might appear alien or inappropriate to language learners.

#### **2.6.2 At Which Level Authentic Materials Can Be Used?**

The use of authentic materials is a controversial issue in the language teaching process, especially whether these materials fit the learners' levels or not. Some researchers claim that authentic materials can be used for all levels from elementary to advanced learners depending on how the teacher can apply them in the language classroom activities.

Nevertheless, others argue that authentic materials might be inappropriate with learners whose language proficiency is low. According to Guariento and Morley (2001), authentic materials should not be used with lower level learners because it would lead to frustration, confusion and de-motivation since they lack the knowledge of several lexical items and structures in the target language. Yet, the use of authentic materials at the post-

intermediate level has become available and appropriate because learners of this level have mastery of lexical items and possibly all the structures in the target language.

### **2.6.3 How Can Authentic Materials Be Used in the Classroom?**

One of the main purposes of using authentic materials in EFL classroom is to expose learners to real language as often as possible. Due to the fact that authentic materials should be used in accordance with learners' abilities and interest to raise their motivation in the language teaching process, and the chosen material should be used without any modification.

The following are some examples of classroom activities and tasks in which teachers and learners use authentic materials in order to develop their cultural and intercultural competence.

Activities using cultural objects, for example, postcards, photographs, symbols, travel tickets, and restaurant menus. One such activity called Culture Composition developed by Tomalin and Stempleski (1998) has as its purpose the development of writing skills, as well as the recognition of cultural artifacts. The teacher uses various printed materials, collected from travels abroad to foreign countries, for instance, bus or air tickets, receipts, coupons, money and photographs, and then puts these items in random order. The students' task is to classify the items in groups and to write a short description about each set of items.

The teacher can use authentic menus, and students need to understand the types of food in the menu. However, the useful way of working with menus is to practice ordering food in role plays using the correct phrases.

Listening activities, for example, Porter and Roberts (1987) have developed "Eavesdropping" activity in order to teach strategies for listening skill. In this activity, students can watch or listen to short segments of real conversations and then complete a worksheet or discuss in what topic the people are talking about.

Listening –viewing activities, Tomalin and Stempleski (1998) suggest using a silent video to let students consider what is going on and to guess the speakers what are doing and saying, or watching the first part of the video and then they predict what will happen next.

## **2.7 The Impact of Authentic Materials on Teaching Culture**

The Communicative Language Teaching approach (CLT) provides learners with immediate experience of the target language both in those activities which emphasise the

practice of skills using language in role-plays, simulations, or other communicative activities for the purpose of introducing learners to language as social action (Byram, 1989).

Nevertheless, the use of authentic materials in the foreign language classroom plays as a vital principle of teaching language and culture, in addition learners' fluency and accuracy in the language use.

Authentic materials certainly help to provide insight into foreign cultures, Byram & Buttjes (1991) claim that "teachers with a broad world view, the combination of a student-centred methodology, communicative activities and authentic materials enables foreign language teaching to regain its rightful place as the major vehicle for intercultural education" (p. 220).

Therefore, the use of authentic materials in teaching culture considers a great motivational factor in helping learners to experience the target language with its cultural components as they are used for real communication among native speakers.

There are several different perspectives have been discussed on the impact of authentic materials on teaching culture in EFL classes, among them Gilmore (2007) who presents three competencies which draw attention to the benefit and impact of authentic materials on learners' linguistic, pragmalinguistic and discourse competence.

The first is linguistic competence which derives from the use of authentic texts in EFL teaching. According to Gilmore (2007), the teaching of linguistic knowledge has largely been based on the classical teaching grammar namely, the written form and sentence-based grammar. Yet, this type of standard grammar taught in textbooks has not succeeded to account for the different aspects of spoken discourse. In the same vein, Mishan (2005) states that authentic language materials provide the learners with better examples of grammar and structures which can be found in foreign conversations. For example, the teacher can promote more colloquial and natural grammar for their learners through using TV or radio.

The second competence is pragmalinguistic which refers to knowledge about the meaning beyond the linguistic forms (Gilmore, 2007). Hence, foreign learners should not be linguistically competent, but they need to be aware of the cultural knowledge especially about expressions that arise from the social contexts.

The third competence that Gilmore (2007) suggests is the discourse competence for the reason that teaching foreign language based on a sentence-level while ignoring the social context in which the interaction takes place.

To conclude, although foreign language learners have some difficulties in using authentic materials in particular cultural courses, learners feel better with these materials helping them get involved in the "real" language as long as teachers, provide them with pedagogical support (Tamo, 2009).

### **Conclusion**

To conclude, this chapter attempted to reveal that authentic materials are significantly beneficial since they help to increase learners' motivation for learning the foreign or second language and culture and to expose them to real language situations.

Furthermore, authentic materials help EFL learners to acquire a language better than with the use of conventional methods.

According to their advantages, authentic materials can benefit both learners and teachers because of these materials introduce conversations in a natural and spontaneous situation, and one of these materials will offer a wide range of authentic language materials.

# **CHAPTER THREE:**

***FIELD WORK***

***AND***

***DATA ANALYSIS***

## **Introduction**

Since the objectives of this study are to describe the importance of teaching culture alongside teaching the foreign or second language and to identify the way of teaching culture in EFL classes, as well as to describe the effectiveness of authentic materials in the language classroom. The descriptive method has been determined by the nature of the study and both quantitative and qualitative research design tools are used. This means the questionnaire as a quantitative tool is used to seek numerical information from first year students, in addition the classroom observation in two subjects, Oral Expression and Culture of the Language.

On the other hand, the qualitative research tool is used to describe the data obtained through both the interview to teachers. (120) students and (6) teachers are selected to get information about whether they had a concept about the role of culture in foreign language teaching and the use of authentic materials.

This chapter will present a detailed analysis of data collection followed by a discussion and results. It also is concluded by the suggestion of some pedagogical recommendations for both EFL teachers and students.

### **1. Students' Questionnaire**

#### **1.1 Sample of Questionnaire**

Students' questionnaire is submitted to the first year students of English division at Mohamed Kheider University of Biskra. The whole number of students is (800) divided into (15) groups. The chosen sample is consisted of (120) students. Despite most of papers are returned, only (15) ones are not.

#### **1.2 Aim of Questionnaire**

The aim of students' choice is to indicate their perceptions about the importance of teaching culture due to the fact that they have already experienced culture courses through the Language and Culture, and Oral Expression modules. Moreover, to identify their attitudes towards the target culture and the most appropriate authentic material that can be used in the classroom interaction.

#### **1.3 Structure of Questionnaire**

Students' questionnaire is composed of (14) questions divided into (4) sections addressing the importance of teaching culture in EFL classes and the effectiveness of

authentic materials in the foreign language education. Most of questions are in the form of close-ended: yes/no questions and multiple choices questions to obtain direct and appropriate answers from respondents.

***Section one: Cultural Awareness and Understanding (from item 1 to 5)***

This section is about cultural awareness and understanding regarding the development of foreign language teaching, it has become an important issue. It is designed to explore the students' perceptions about learning the target culture, the definition of culture with its components and topics, as well as their interests and attitudes towards teaching culture in EFL classes. It consists of (5) questions.

***Section two: Culture as a Fifth Language Skill (from item 6 to 8)***

Through this section, culture is described as a fifth language skill similar to the four traditional ones. Hence, culture as the fifth skill emphasizes the student's ability to perceive, to understand, and ultimately, to accept cultural relativity. In addition to, the contribution and implementation of teaching culture in the foreign language learning. This section contains (3) questions.

***Section three: Using English Language Materials to Learn Culture (from item 9 to 11)***

This section is about the variety of English language teaching materials that learners may be dealt with whether inside or outside the classroom. It consists of (3) questions nearly in the form of multiple choices to identify the most desirable and appropriate material to students and to the process of teaching culture.

***Section four: Using Authentic Materials to Teach Culture (from item 12 to 14)***

In this section, authentic materials are designed for native speakers for communicative purposes. Nevertheless, foreign language teachers can apply it in the classroom to expose their students to real language situations, as well as students have to know the different types of authentic materials and its importance in teaching culture. It consists of (3) questions to indicate the most favourite authentic material to students.

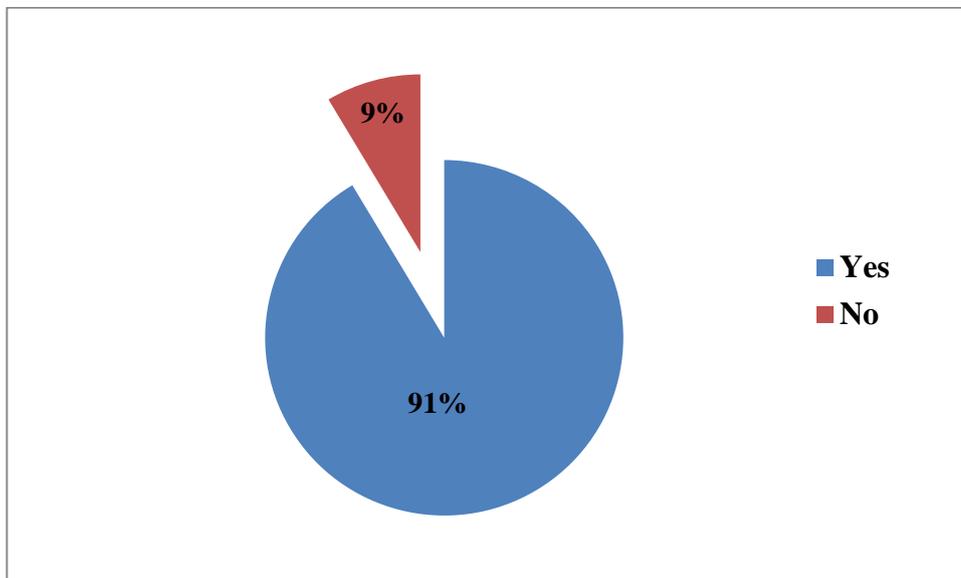
## 1.4 Data Collection and Analysis

### Section I: Cultural awareness and understanding

**Question 01: How do you find learning culture, is it interesting?**

Choice	Number	Percentage
Yes	96	91.4%
No	9	8.6%
Total	105	100%

**Table 04: Students' interest about learning culture**



**Graph 01: Students' interest about learning culture**

Regarding this question, one of the main objectives of teaching culture is to raise awareness of language learners about the target culture. As the above table (4) and graph (1) show; (91.4%) the majority of respondents express that the issue of learning the target culture is as interesting as learning the foreign or second language. Whereas a low rate (8.6%) finds learning the target language is sufficient to them.

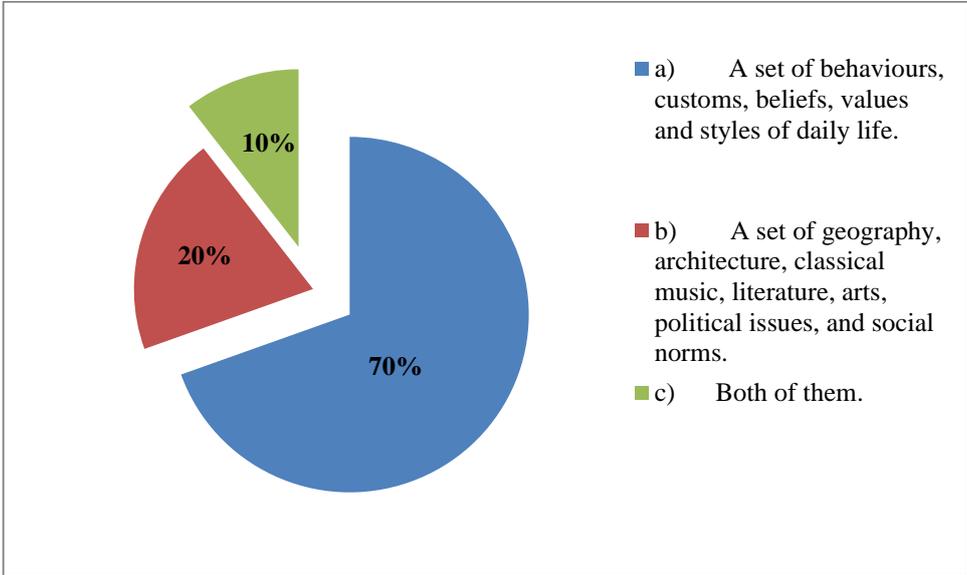
**Question 02: What does “culture” mean to you?**

Despite defining culture is no simple task, (69.5%) of respondents consider that culture is a set of behaviours, customs, beliefs, values and styles of daily life. (20%) of respondents look at that culture is a set of geography, architecture, classical music, literature,

arts, political issues, and social norms, while only (10.5%) of them think that culture is the combination between the two definitions. Table (5) and graph (2) below clearly illustrate the results received for the question.

Type	Number	Percentage
a) A set of behaviours, customs, beliefs, values and styles of daily life.	73	69.5%
b) A set of geography, architecture, classical music, literature, arts, political issues, and social norms.	21	20%
c) Both of them.	11	10.5%
<b>Total</b>	<b>105</b>	<b>100%</b>

**Table 05: Students’ definition of culture**

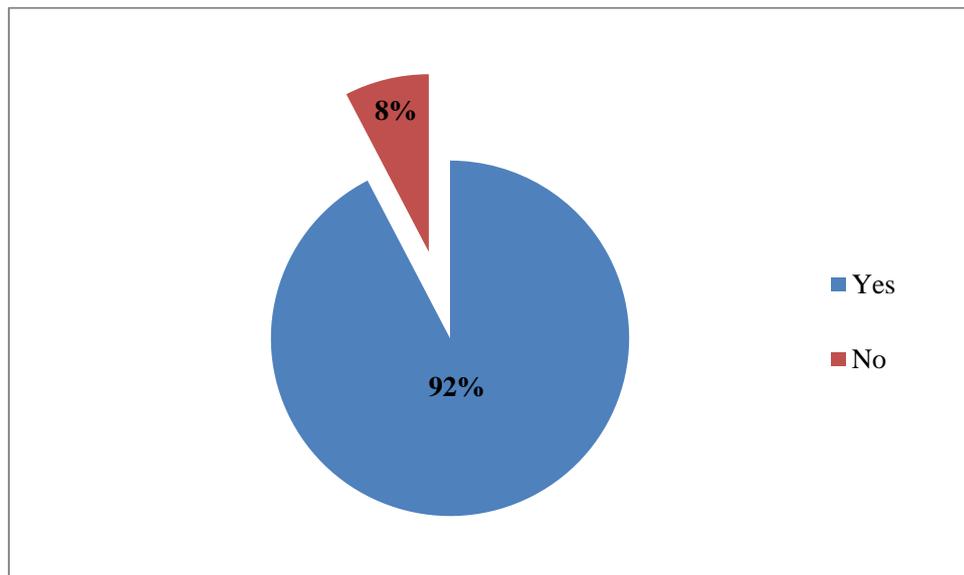


**Graph 02: Students’ definition of culture**

**Question 03: Do you think that learning the components of culture (*norms, assumptions, values, rituals, and artifacts*) is important in Foreign Language Learning?**

Choice	Number	Percentage
Yes	97	92.4%
No	8	7.6%
<b>Total</b>	<b>105</b>	<b>100%</b>

**Table 06: Students' perception about cultural components**



**Graph 03: Students' perception about cultural components**

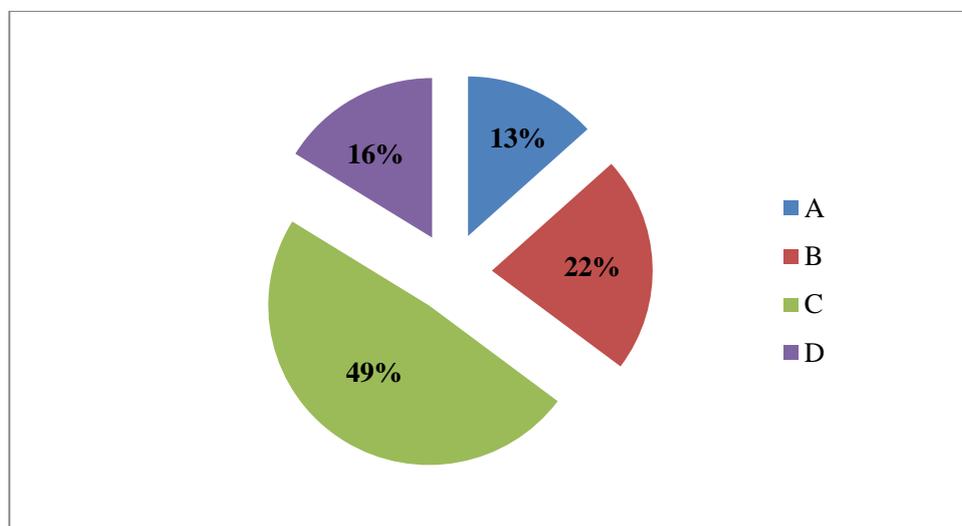
As the above table (6) and graph (3) show, nearly (92.4%) of respondents claim that learning the cultural components for example, norms, assumptions, values, rituals, and artifacts is important in the foreign language learning. Yet, only eight of them representing (7.6%) reveal that there is no importance to learning these components.

**Question 04: What do you need to know about the target culture?**

This question is asked to identify the learners' needs and interests towards learning culture. Although the diversity of cultural topics is endless, we choose these options. It can be noticed in the below table (7) and graph (4) that the majority of respondents (48.6%) select the item (c), (22%) of respondents that they prefer the item (b) and (16.1) of them represent the item (d). Rather a lower rate (14.3%) represents the choice of the item (a).

Choice	Number	Percentage
a) Background of society ( geographic, historical, political system, religious influences, media and broadcasting... etc)	14	13.3%
b) Values and customs (greetings, holidays and festivals, taboos, ...etc)	23	22%
c) Daily life (healthcare, food, housing, ...etc)	51	48.6%
d) Business etiquette (relationships, negotiations, presentations, formal or informal meetings, ...etc)	17	16.1%
<b>Total</b>	<b>105</b>	<b>100%</b>

**Table 07: Students' needs about the target culture**

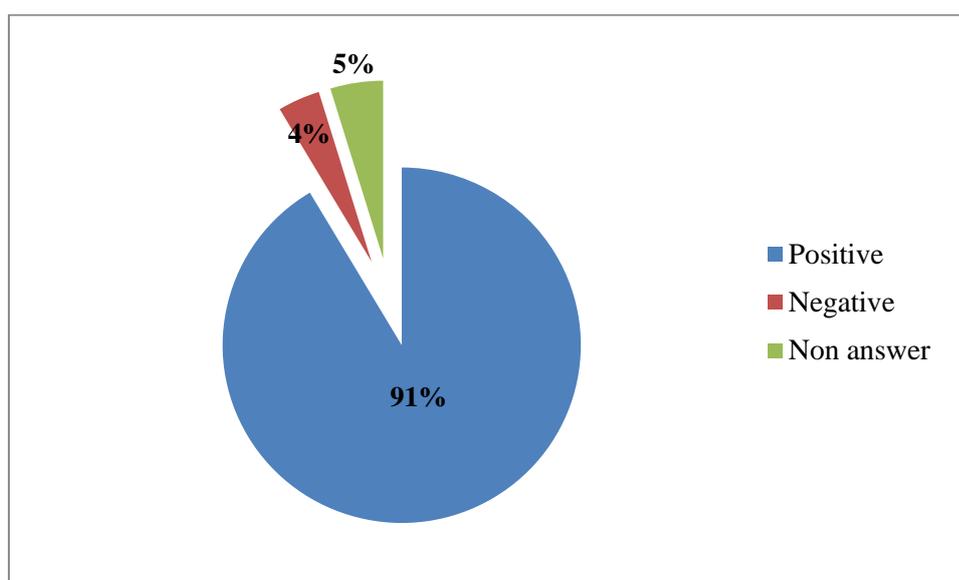


**Graph 04: Students' needs about the target culture**

**Question 05: Your attitude towards learning the target culture, is it?**

Response	Number	Percentage
Positive	96	91.5%
Negative	4	3.8%
Non answer	5	4.7%
<b>Total</b>	<b>105</b>	<b>100%</b>

**Table 08: Students' attitudes towards learning the target culture**



**Graph 05: Students' attitudes towards learning the target culture**

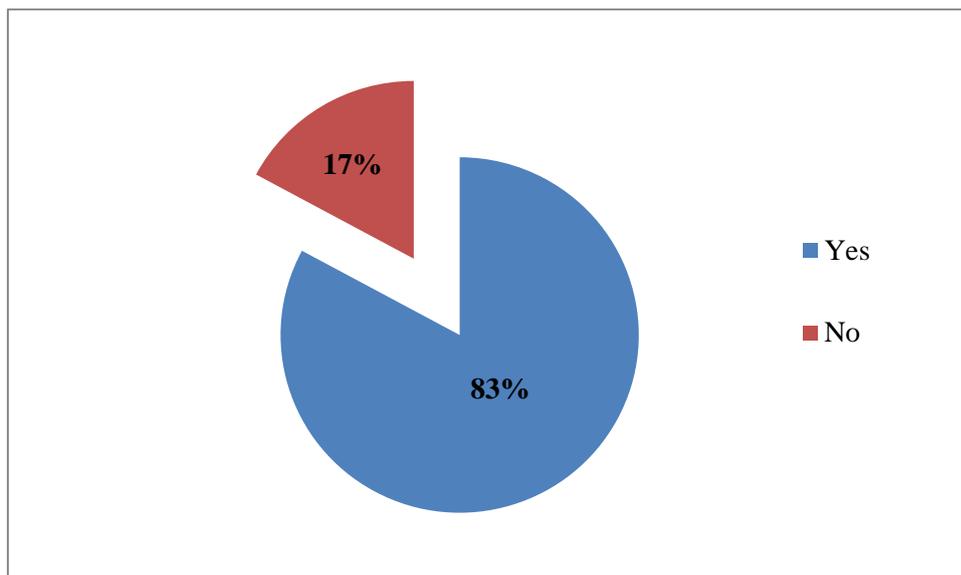
Having a look at the table (8) and graph (5), the majority (91.5%) of respondents express positive attitudes towards learning the target culture. Whereas only (3.8%) of respondents show their negative attitudes in addition to (4.7%) of them have no response.

**Section two: Culture as the fifth language skill**

**Question 06: Does culture enhance and facilitate the learning of new English grammar, vocabulary and discourse?**

Choice	Number	Percentage
Yes	87	82.9%
No	18	17.1%
<b>Total</b>	<b>105</b>	<b>100%</b>

**Table 09: Students' self-evaluation of learning culture**



**Graph 06: Students' self-evaluation of learning culture**

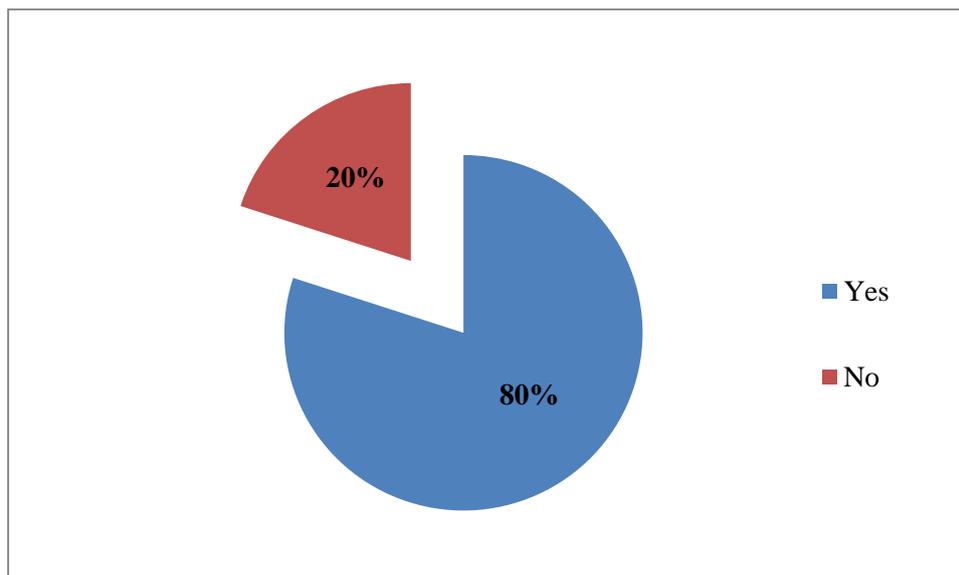
This question is asked to know if teaching culture improves the language learning process (especially in grammar, vocabulary and discourse) according to students' self-evaluation. Therefore, the results reveal that the majority of (82.9%) of respondents claim that learning culture helps them in improvement of language proficiency. While (17.1%) of respondents disagree.

Similarly, the following question is asked to determine whether cultural courses contribute in the development of language skills. (80%) of respondents give positive answer to this question, whereas (20%) of respondents report that there is no contribution of teaching culture.

**Question 07: Do cultural courses contribute to any of your language skills?**

Choice	Number	Percentage
Yes	84	80%
No	21	20%
<b>Total</b>	<b>105</b>	<b>100%</b>

**Table 10: Students' self- evaluation towards cultural courses**



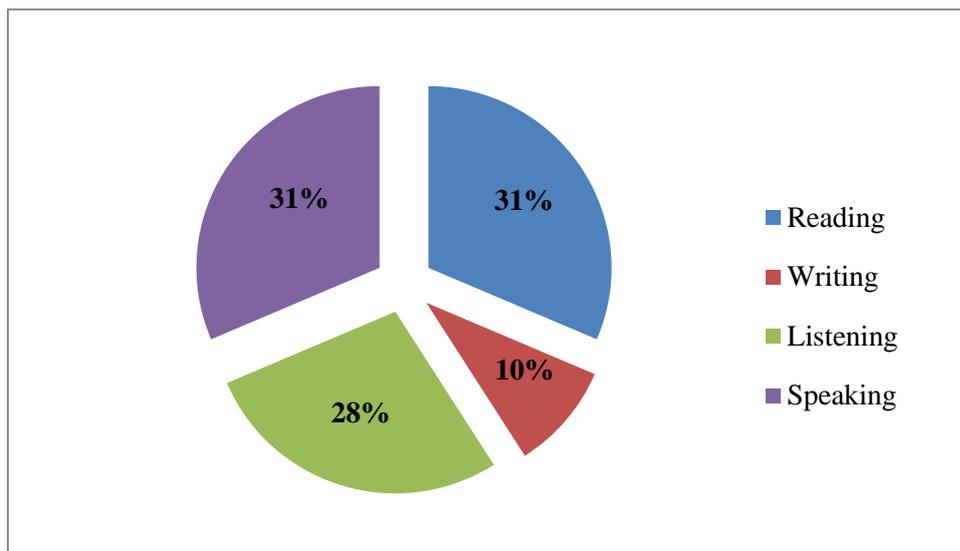
**Graph 07: Students' self- evaluation towards cultural courses**

**Question 08: To which skill does the culture contribute most?**

The respondents by (31.4%) express views proposing that both skills (reading and speaking) are significantly enhanced through leaning culture. Moreover, (27.6%) of respondents gave the significance to the (listening) skill. However, ten respondents representing (9.6%) choose the (writing) skill.

Choice	Number	Percentage
Reading	33	31.4%
Writing	10	9.6%
Listening	29	27.6%
Speaking	33	31.4
Total	105	100%

**Table 11: The contribution of teaching culture on language skills**



**Graph 08: The contribution of teaching culture on language skills**

### Section three: English teaching material

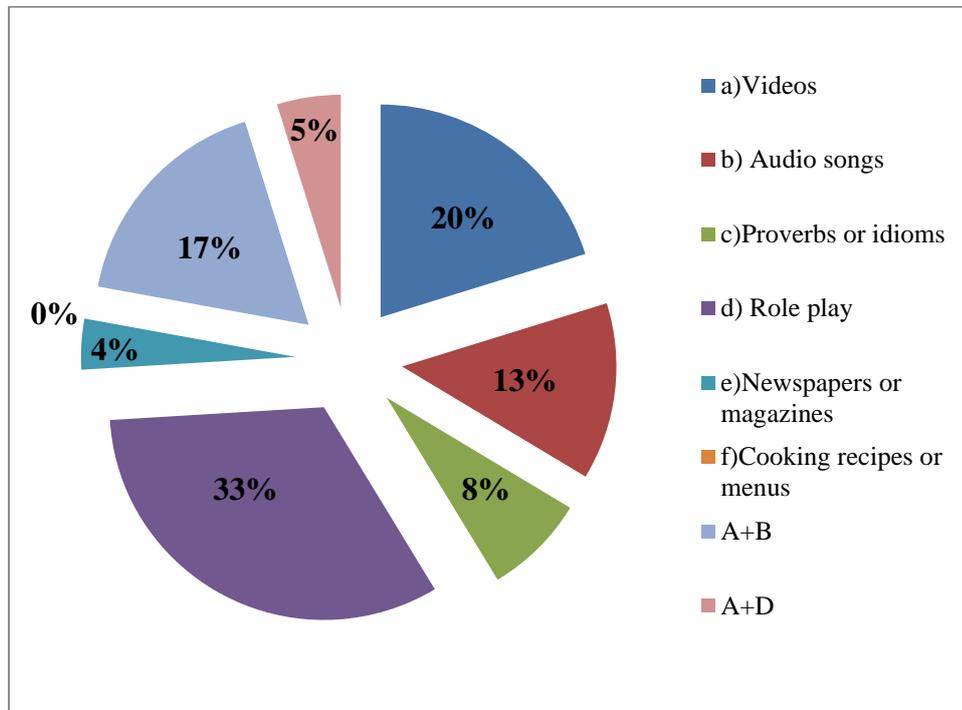
#### Question 09: Inside the classroom, you learn about the foreign culture using?

Type of material	Number	Percentage
a) Videos	21	21%
b) Audio songs	14	13.3%
c) Proverbs or idioms	8	7.6%
d) Role play	34	32.3%
e) Newspapers or magazines	4	4%
f) Cooking recipes or menus	0	0%
A+B	18	17.1%
A+D	5	4.7%
<b>Total</b>	<b>105</b>	<b>100%</b>

**Table 12: The use of English teaching materials inside the classroom**

In this question, respondents are supposed to choose one teaching material from the offer variety, which they are dealt inside the classroom. The highest rate of respondents representing (32.3%) report that the most useful material is (role plays) especially in the Oral Expression, followed by (21%) of respondent who choose (videos) and (13.3%) of those who select (audio songs). Whereas, the lowest rates reveal that (7.6%) of respondents claim that

(proverbs and idioms) are the most useful in their classroom and (4%) of respondents choose (newspapers and magazines). A null rate makes up the use of (cooking recipes and menus).

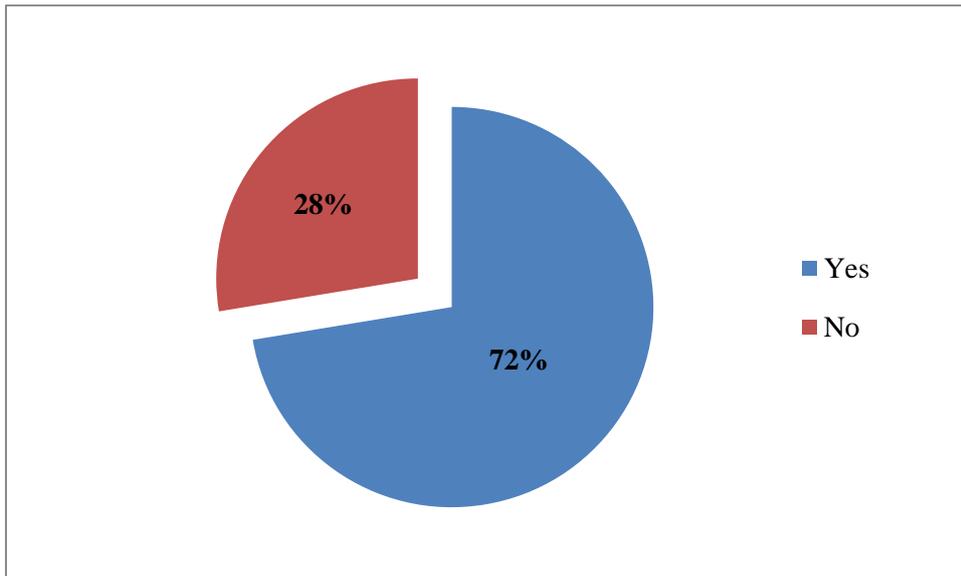


**Graph 09: The use of English teaching materials inside the classroom**

**Question 10: Do you try to learn the foreign culture outside the classroom?**

Choice	Number	Percentage
Yes	76	72.3%
No	29	27.7%
<b>Total</b>	<b>105</b>	<b>100%</b>

**Table 13: The use of English teaching materials outside the classroom**



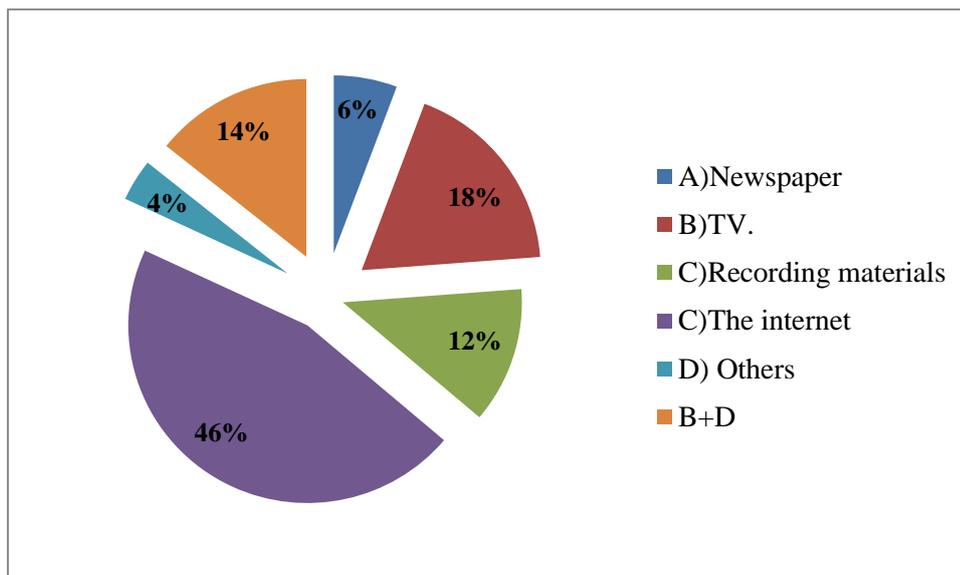
**Graph 10: The use of English teaching materials outside the classroom**

The above table (13) and graph (10) show that (72.3%) of respondents reveal that they tried to learn the foreign culture outside their classrooms, while (27.7%) of respondents claim that they were not interesting to learn the target culture.

**Question 11: If your answer is “yes”, what source do you use?**

Type of source	Number	Percentage
A/ Newspaper	6	5.7%
B/ TV.	19	18.1%
C/ Recording materials	13	12.4%
D/ The internet	48	45.7%
E/ Others	4	3.8%
B+D	15	14.3%
<b>Total</b>	<b>105</b>	<b>100%</b>

**Table 14: The sources of English teaching materials**



**Graph 11: The sources of English teaching materials**

In this question, respondents are asked to pick a source which they are used to learn culture. (45.7%) of respondent choose (the internet) as the main source. Others (18.1%) of respondents claim that they like to use TV. and (12.4%) of respondents report that they prefer recording materials (for example, songs). Whereas low rates (5.7%) of respondents prefer using newspapers and magazines and (3.8%) of respondents suggest other sources for instance, books, novels, and historical documentaries.

#### **Section four: The use of authentic materials in EFL classroom**

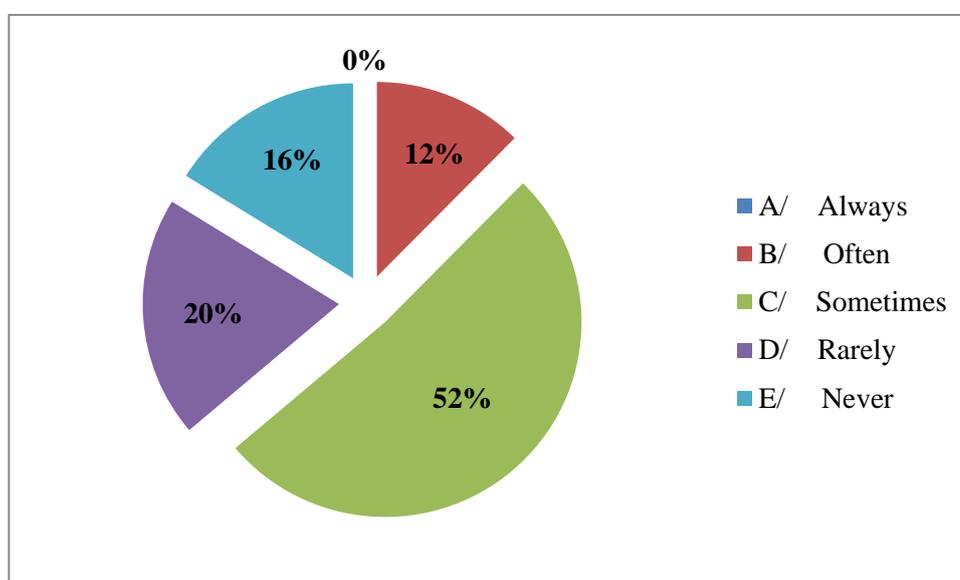
The table below reveals the diversity of respondents' views towards the frequency of using authentic materials in teaching culture. None of respondents report that authentic materials are always used in their sessions, others representing (20%) of them also report these materials are rarely used and (16.2%) of respondents answer that authentic materials are never applied in the classroom.

Nevertheless, (12.4%) of respondents claim that authentic materials are often used by their teachers and the majority of them (51.4%) assert that foreign language teachers are sometimes used authentic materials especially in the oral expression sessions.

**Question 12: Do your teachers use the authentic materials in teaching culture courses?**

Level	Number	Percentage
A/ Always	0	0%
B/ Often	13	12.4%
C/ Sometimes	54	51.4%
D/ Rarely	21	20%
E/ Never	17	16.2%
<b>Total</b>	<b>105</b>	<b>100%</b>

**Table 15: Students' self-evaluation of the use authentic materials**

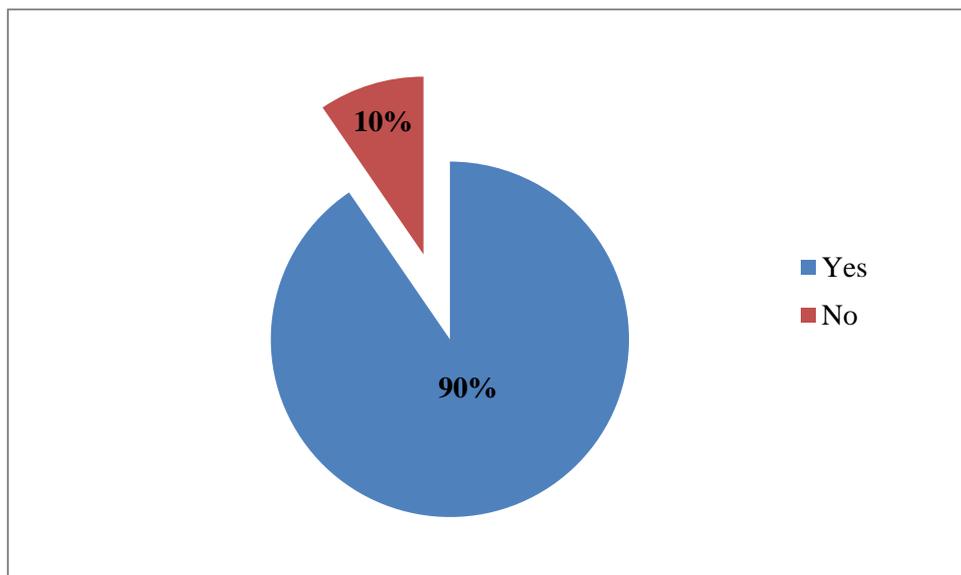


**Graph 12: Students' self-evaluation of the use authentic materials**

**Question 13: Do you think that the use of authentic materials is important?**

Choice	Number	Percentage
Yes	95	90.5%
No	10	9.5%
<b>Total</b>	<b>105</b>	<b>100%</b>

**Table 16: The importance of authentic materials**



**Graph 13: The importance of authentic materials**

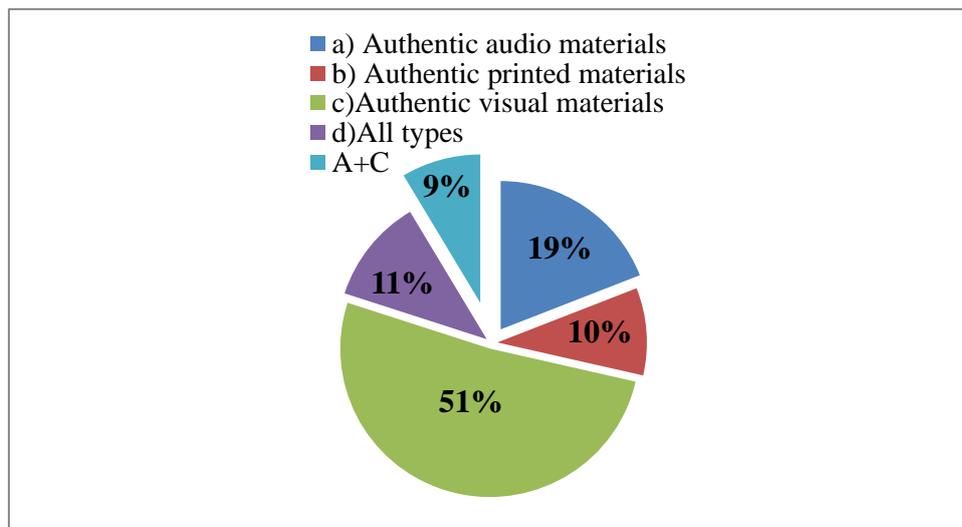
These table (16) and graph (13) identify the importance of using authentic materials according to the respondents' responses. The majority of them (90.5%) claim that using authentic materials is important in teaching culture. Conversely, (9.5%) of respondents assert that there is no importance to use these materials.

**Question 14: Which type of authentic materials do you like?**

Following the table (17) and graph (14) below, most of respondents (51.5%) reveal that they prefer authentic visual materials. Only (9.5%) of respondents assert that they favour authentic printed materials and (19%) of respondents claim that they prefer authentic audio materials. On the other hand, (11.4%) of respondents choose all types of authentic materials.

Type of material	Number	Percentage
a) Authentic audio materials (tapes, radio, songs, ...etc)	20	19%
b) Authentic printed materials (newspapers, pictures, posters, ...etc)	10	9.5%
c) Authentic visual materials ( videos, slides, films, documentaries, ...etc)	54	51.5%
d) All types	12	11.4%
A+C	9	8.6%
<b>Total</b>	<b>105</b>	<b>100%</b>

**Table 17: The types of authentic materials**



**Graph 14: The types of authentic materials**

### 1.5 Discussion and Findings

The results of students' questionnaire reveal that most of respondents are aware of the importance of teaching culture due to their positive attitudes and interests towards cultural components.

In fact, the majority of first year LMD students consider that culture is related to everything that people behave, perceive, think and do as members of a society. Namely, everything that related to social and cultural aspects including the way of life, behaviours, customs, values, norms and beliefs. The minority of them describe culture in respect to these

themes for example, geography, architecture, classical music, literature, arts, political issues and social norms. Moreover, the topics that are mainly given priority in teaching culture are about native speakers' daily life routines, values, and customs for instance, greetings, gestures, holidays and festivals, and taboos.

Therefore, First year LMD students need both knowledge about the target culture and practical activities which demand students' participation in order to develop their English language proficiency and cultural awareness. Moreover, the knowledge of culture considers as the fifth skill for the foreign language learners in addition to reading, speaking, listening and writing skills.

Based on the collected data, the condition of using English language materials to learn culture is sometimes experienced by First year LMD students. Nevertheless, some students choose to learn the foreign English culture outside the classroom depending on the internet as the main source.

Furthermore, the use of authentic materials in teaching the target culture is important in order to facilitate students in learning foreign language by presenting a real language situation. Namely, these materials represent how language is employed in a natural and spontaneous communication.

Concerning with the types of authentic materials, first year LMD students prefer to use authentic audio and visual materials because these materials can easily obtain from radio, television or video.

## **2. Teachers' interview**

### **2.1 Sample and Aim of Interview**

Teachers' interview is conducted for (6) teachers of English at the Department of Foreign Languages at Mohamed Kheider University who whether actually teach cultural courses or have already experienced, in order to get more insights and information about their attitudes towards the place of culture within the foreign language process and the role of culture in teaching English as foreign or second language. Moreover, the use of authentic materials can support teaching and learning culture.

### **2.2 Structure of Interview**

Teachers' interview consists of (10) questions divided into two sections. The first section is about the importance of teaching culture in EFL classes in order to highlight these issues: the definition of culture, attitudes towards teaching culture and its importance. In

addition to teachers' self-evaluation of teaching culture in university level and their students' reactions, and the difficulty that may face teachers in instructing culture as a language skill. It contains (05) questions.

The other section consists of (05) questions about the effectiveness of authentic materials in enhancing students' linguistic competence and cultural awareness as well as techniques and tasks that can apply it in teaching culture.

### **2.3 Data analysis of teachers' interview**

**Question 01: How do you define the culture? And what does teaching culture mean to you?**

**Teacher 01:** *“Culture is the knowledge of everything that concerns all fields of human life, starting by the individuals and covered by a community. The concept of teaching culture is to provide students with information about the foreign culture facts (non-material culture) and artifacts (material culture) objects and techniques of their use”.*

**Teacher 02:** *“All that is left when we forget everything. If culture is not intertwined with the teaching language, students will never have knowledge of the language”.*

**Teacher 03:** *“A combination of many sides of human life: language, music, achievements, industry...etc. teaching culture in EFL classroom is to provide learners with more information about the foreign culture”.*

**Teacher 04:** *“It is the beliefs and practices favoring the life of a society for which a particular language is the vehicle of expression. The issue of teaching culture is to promote students' positive attitudes towards the foreign culture community”.*

**Teacher 05:** *“Culture is the knowledge and social habits or heritage that any human being has acquired in a social group that distinguishes it from one and teaching culture is to help EFL learners' understanding the bases of the target culture (values, norms and beliefs)”.*

**Teacher 06:** *“Culture is concerning with what people of the target culture behave, think and communicate, everything that belongs to all aspects of their life. Teaching culture to foreign language learners is to develop their activities to behave appropriately when in contact with a foreign culture”.*

A variety of views have been put forward by teachers regarding the definition of culture, so that the term of culture is defined in many ways from different perspectives. Most of teachers describe culture as the knowledge of everything that relates to all social and cultural aspects of the English foreign community including values, norms, institutions, artifacts and daily life routines. Hence, culture is not only the historical and geographic

background of a country, but it also encloses all fields that make this country (history, geography, beliefs, behaviors and traditions).

Moreover, according to teacher's response teaching culture is considered as a vital part in foreign language teaching.

**Question 02: Do you think that it is important to include culture as part of teaching English language teaching/ learning?**

**Teacher 01:** *“Knowing the cultural background of the target language allows the learners to understand how the language had been created and developed, also it gives an accurate idea about how to use the language appropriately in a native environment respecting language protocols and rules. Generally, it helps learners to achieve best language proficiency.”*

**Teacher 02:** *“We speak culture, teach culture and learn culture”.*

**Teacher 03:** *“It is very important due to the fact that communication in the target language does not only require a good mastery of the language, but also knowledge about its culture”.*

**Teacher 04:** *“Through culture one can master the language, how: Pragmatics is learning the hidden meaning and that cannot be done without learning the culture of the target language: idioms, metaphors and their ways of thinking...etc”.*

**Teacher 05:** *“...because it helps learners understand better people's behavior and attitude (learners understand and work successfully in English)”.*

**Teacher 06:** *“Following the previous question, English language students are in need to know about culture background, because unfortunately we cannot be specialized in second language without its culture for instance, greetings in UK, we can greet the British people but you have to keep a space and start to talk about the weather immediately. Since our students are foreign language learners, they have to add culture as a fifth language skill”.*

The teachers' perspectives reveal that it is important to teach culture when teaching a language for the fact that culture is a motivational tool and helpful way to understand better native speakers' behaviors and attitudes, and to use the language appropriately in a native environment respecting language rules (discourse and pragmatic competencies).

**Question 03: What is your attitude towards teaching culture in an EFL situation?**

**Teacher 01:** *“I believe is positive because I have a preference concerning the teaching civilization and cultural background of foreign languages”.*

**Teacher 02:** *“The target culture cannot be dissociated from the second language”.*

**Teacher 03:** *“Positive because language is best taught when culture of the target language is a central theme”.*

**Teacher 04:** *“From the above definition, we can notice that learning the language (target) linguistically (i.e. phonology, semantics, and syntax) is not enough teaching culture is as important and necessary as learning these aspects of language because EFL learners are not only language learners rather they are learners of English culture”.*

**Teacher 05:** *“I totally agree with teaching culture simply because at least, it makes the learners know some of patterns of the living of the people of the target language. Also it enables the instructor create a real life culture situation of an English speaking environment”.*

**Teacher 06:** *“Well, I have different attitudes towards teaching culture. Simply, to make our students aware of what happening outside classroom, thinking to raise their awareness about how native speakers behave and communicate each other since they are language learners or may be if they have a chance to continue their studies there, or even going as visitors. So that our students with these certain background knowledge, they will avoid being astonished or confusing. I mean especially in vocabulary because there are special words belonging to the target culture for example, colloquial language, taboos, idioms... etc”.*

The results reveal that all teachers have positive attitudes and affirmative agreements towards teaching culture in EFL classes claiming that if teaching culture is not interrelated with the teaching of language, EFL learners will never have the knowledge of language. As some teachers illustrate that learners of EFL classes should be aware of all aspects of language for example, taboos, colloquial or idiomatic expressions.

**Question 04: Do students show a positive or a negative attitude towards learning the target culture?**

**Teacher 01:** *“Generally is positive but they are not motivated to learn because they feel not concerned by the target culture”.*

**Teacher 02:** *“Somehow, sometimes especially religious and cultural aspects create crisis and conflict with the first culture”.*

**Teacher 03:** *“They are with (most of the time)”.*

**Teacher 04:** *“They show positive attitudes because they agree to know about the target culture, the only thing that concerns them is the amount of information”.*

**Teacher 05:** *“They show a positive one”.*

**Teacher 06:** *“It depends to the topics that are dealt with. Some students show positive attitude and others show negative as well as other students keep their attitude neutral”.*

Nearly all teachers report that the majority of their students show a positive attitude towards learning the target culture due to the fact their motivation and interests about certain cultural aspects.

Nevertheless, some respondents claim that students are sometimes show a negative attitude towards teaching the target culture especially about religious topics or cultural aspects that create conflict with their own culture. Moreover, some students are demotivated about topics that contain historical or geographic aspects.

**Question 05: Can you give your self-evaluation of teaching culture in EFL classes at the Department of Foreign Languages ‘English Division’?**

**Teacher 01:** *“the overall situation is somehow fair, but we need to integrate new or advanced methodology of teaching including ICTs and task-based teaching, learners need to get in touch with culture not learn it theoretically.”*

**Teacher 02:** *“It taught under culture various forms from formal to informal situations”.*

**Teacher 03:** *“In the oral expression, culture is implicitly integrated (incorporating cultural aspects in the content of lessons)”.*

**Teacher 04:** *“Teaching culture in our university is nearly mixed according to the three years of LMD students especially in culture of the language module, so that some lectures are about ancient civilization and history, and others are about the current culture. I think that if the target culture is taught indirectly as in Oral or Written Expression, it will better”.*

**Teacher 05:** *“Teachers who visited Britain or any other English speaking country are able to provide their students with some typical English cultural patterns whereas those who did not do so lack this capacity”.*

**Teacher 06:** *“Obviously speaking, there are some teachers are doing efforts to reinforce students about the target culture in the sessions of Oral Expression for example”.*

Regarding teachers’ responses, the concept of teaching culture is related to foreign language teachers’ ways or methods that are used in the teaching language process in general. Hence, culture can be taught in explicit or implicit way according to several factors especially pedagogic ones for example, some teachers suggest that teaching culture need to integrate more advanced teaching materials including authentic materials and ICTs, as well as the application of task-based approach in order to expose learners in real life situations.

**Question 06: Do you find any difficulties to instruct the target culture to your students?**

**Teacher 01:** *“It depends, sometimes is easy, sometimes is really challenging particularly when the mother culture is quite different from the target one in terms of concepts, ideas and beliefs”.*

**Teacher 02:** *“Never”.*

**Teacher 03:** *“Sometimes, especially when religious points are a subject to comparison. Most of students are not tolerant concerning with religious topics”.*

**Teacher 04:** *“It depends on the concept of culture, they are receiving for most topics so that there is no problem or difficult and they are interesting especially about American topics through movies, shows, or series.*

**Teacher 05:** *“No, not always”.*

**Teacher 06:** *“Yes, there are some difficulties for example, the setting, level of students or even some topics which are considered as inappropriate for them. However, students have to know about these issues in order to avoid to be mistaken or misunderstanding which can be considered is not a respectful behavior”.*

Teachers submit various answers concerning the transition of the target culture to their language learners. Some of them assert that they never find a difficulty in teaching culture process, and another teacher claims that he has a difficulty concerning with the language and the level of students.

Moreover, one teacher reports his difficulties are related to the setting, overcrowded class and the lack of teaching materials.

**Question 07: What type of techniques or procedures do you use to motivate students about learning the target culture?**

**Teacher 01:** *“Communicative approach using discussion technique to involve them into the creation of the debate concerning the subject matter”.*

**Teacher 02:** *“All techniques and didactic methodology is guided towards the second culture”.*

**Teacher 03:** *“Creating authentic situations for students”.*

**Teacher 04:** *“Using authentic materials, making a comparison between cultures in different topics”.*

**Teacher 05:** *“As culture helps learners overcome many difficulties in language learning, it is necessary to introduce it in language classes using certain techniques and strategies”.*

**Teacher 06:** *“Well, I always advise my students to read English books in order to enrich their vocabulary, to enlarge their knowledge about the foreign culture: the way of thinking and behaving, or to watch movies, documentaries, news from BBC or CNN channels to enhance their English accents.*

Teachers show a set of suggestions in terms of techniques that are used to increase students' motivation to learn the target culture for example, using a discussion to involve all students' participations, making a comparison between cultures, using authentic materials, telling students special stories about the target culture, and creating authentic situations through practical tasks or activities.

**Question 08: Is it difficult to find suitable and useful authentic materials in teaching foreign language and culture, and what kind of difficulty?**

**Teacher 01:** *“For first year classes yes simply because they are not ready yet to receive such kind of materials which include a high language that could be difficult for them to handle, also the degree of assimilation is too low and it is reflected into their overall comprehension of certain subjects under study”.*

**Teacher 02:** *“Teaching the second language is teaching it through authentic materials especially literature and its genres”.*

**Teacher 03:** *“There are no difficulties”.*

**Teacher 04:** *“The difficulty is represented in selection of authentic materials in terms of appropriateness of these materials to students’ levels”.*

**Teacher 05:** *“I think these days, materials are available and in abundance”.*

**Teacher 06:** *“Unfortunately, yes. The choice of appropriate materials to the lesson, the application of material in the lesson plan, the time and the students’ interests and motivation are the main troubles in my class”.*

Regarding the reason that authentic materials are not designed for educational purposes, teachers claim that they find some difficulties in selecting these materials in EFL classrooms as follows, the lower level of students, the target language is not easy to comprehend, the time allocated and the setting, and students’ interests and motivation.

**Question 09: Among these various types of authentic materials (audio, printed or visual) which type make your students more motivated? And what is the main source that you possibly use to obtain these materials?**

**Teacher 01:** *“I rely on using printed materials according to the nature of module which I taught and the main source that I use is the internet because it is easier and accessible to obtain more information”.*

**Teacher 02:** *“The use of audio-visual materials is more useful to motivate English language students in learning language and culture. There are various sources of authentic materials; they can be TV commercials, films, news, radio talks, interviews and brochures ...etc”.*

**Teacher 03:** *“In the Oral Expression sessions, I prefer to use authentic visual materials in order to increase students’ motivation and their participations depending on the internet to get more various materials”.*

**Teacher 04:** *“I prefer to use the authentic visual materials because of this type is the most available in our context. I depend on the internet, books, newspapers or magazines to prepare and design the lessons”.*

**Teacher 05:** *“It depends on the nature of module, the lectures and its content. I prefer using authentic printed materials which I can possibly find it in different sources”.*

**Teacher 06:** *“All types of authentic materials are important to English language learners to expose to real language and to improve their abilities and skills. I prefer using newspapers magazines, radio, TV and videos and the internet”.*

Despite the variety of types of authentic materials, teachers claim that the most useful type in EFL classes is visual materials either videos or slides, and others assert using audio-visual materials is more practical and appropriate to increase students' motivation to learn English language and culture.

Through teachers' responses the main source of authentic materials that they prefer using to obtain these materials is the internet. Moreover, the internet makes the preparation and selection of materials easier and more available whilst one teacher chooses foreign English newspapers and magazines.

**Question 10: Do you think that practicing English language with authentic materials improves your students' abilities linguistically and culturally?**

**Teacher 01:** *"Of course yes, exposure to authentic materials helps a lot the learners in acquiring new, selected, and advanced language by different means. Authentic materials are the best learning reference for foreign learners".*

**Teacher 02:** *"It's obvious; there is no other way around. This is the only and unique way".*

**Teacher 03:** *"absolutely, yes".*

**Teacher 04:** *"Of course, well exposure to authentic materials helps students to enrich their vocabulary and pronunciation, as well as expose to real life situation".*

**Teacher 05:** *"Yes, they do".*

**Teacher 06:** *"Definitely, yes. If students feel familiar to such kinds of these tasks or materials, they will feel unconsciously to that context and they can find themselves learn more words, phrases and expressions".*

All teachers demonstrate that using authentic materials will provide for their students developing in language skills, exposing them to real situations and growing their motivation towards learning English foreign language.

## **2.4 Results and Finding of Teachers' Interview**

In total, six of teachers responded to the ten open-ended questions divided into sections. The first section entitled the importance of teaching culture in EFL classes and the other is about the effectiveness of authentic materials in teaching culture.

Therefore, teachers' answers were categorized in terms of four items: the integration of teaching culture in EFL classes, attitudes and perceptions towards teaching culture,

techniques and ways of teaching culture, and suggestions for using authentic materials in the teaching process.

1) Although foreign language students have already learned about the cultural knowledge background including, history, geography, literature, and arts, they need to have knowledge about daily life routines, customs, beliefs, values, behaviors and assumptions.

2) Therefore, if foreign language students learn about the target culture, they will be able to use the language much more efficiently.

3) The concept of the target culture to be integrated within the teaching language process is important. With the integration of teaching culture along with teaching foreign language, the students benefit by developing language skills and it enables them to communicate properly and respond appropriately.

4) Despite teachers show a positive attitude towards teaching culture in EFL classes, they express nearly a negative one about the situation of teaching culture at Department of Foreign Languages (English Division) given administration requirements, students' motivation, syllabus constraints and course objectives as obstacles.

5) Using authentic materials in teaching culture is important, and the type of materials should be chosen in respect with students' needs and interests, language levels (vocabulary, grammar and pronunciation), the objectives of the course and cultural differences.

6) In spite of the variety of types and sources of authentic materials, teachers sometimes find a difficulty in the use of these materials due to time consuming in terms of selection and preparation, syllabus constrains and sometimes these materials are difficult for students to comprehend.

7) The main benefit of using authentic materials is a real communication. These materials allow foreign language students to cultivate an easier and deeper understanding of the target culture.

8) Besides a real communication, authentic materials are useful in developing students' competencies linguistically and culturally.

### **3. Description and Analysis of the Classroom Observation**

#### **3.1 Design and Description of the Classroom Observation**

In addition to the questionnaire and interview, classroom observation is also a tool by which data for the current study are collected. The observation is done with various groups of first year LMD students in different sessions Oral Expression and Culture of the Language. The classroom observation is done by the use of a checklist divided into two parts. The first

part is about methods and techniques of teaching culture that EFL teachers are used to help students in developing knowledge of English language. Whereas the second part is about the criteria of selecting and using authentic materials because teachers have to use materials which create cultural awareness, for example using authentic materials that represent the English language in real situations.

### 3.2 The Analysis of the Classroom Observation

#### Section one: Methods and techniques of teaching culture in an EFL classroom

**Item 01: Does the lecture introduce a comprehensive overview of the foreign culture in an interesting way?**

Item 01	Always	Sometimes	Never
Oral Expression	3	0	0
Culture of the language	3	0	0
Percentage	100%	0%	0%

**Table 18: Teachers' presentation of lectures**

Regarding both sessions, the lecture always introduces a comprehensive overview of the foreign culture in an interesting way. Furthermore, the difference between them is in the way of teaching which it can be done explicitly or implicitly. In the Culture of the Language sessions, the teacher taught culture in explicit way depending on cultural background knowledge and following historical events according to the syllabus. Conversely, teachers of Oral Expression are based on the implicit way of teaching culture given students the priority to guess the cultural aspect or situation.

**Item 02: Does the lecture display the cultural aspects related to the foreign habits and daily routines such as, food, clothing styles, gestures, body language, greetings and use of space?**

Item 02	Always	Sometimes	Never
Oral Expression	3	0	0
Culture of the language	0	0	3
Percentage	100%	0%	100%

**Table 19: The types of cultural themes (little 'c' culture)**

This item (2) is mostly related to the Oral Expression sessions due to its themes.

Moreover, these themes help foreign language students to develop their knowledge about the social life of English community for example, knowing how native speakers behave and communicate in natural and spontaneous conversations, having an idea about their hobbies.

As the teacher presents in the reading session ‘Train –spotting’ as a hobby in the UK and USA, and in the speaking session she presents a role play of ‘a polite or impolite receptionist in a social administration’.

**Item 03: Does the lecture display the cultural background related to the history, geography, literature and arts?**

<b>Item 03</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
<b>Oral Expression</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Culture of the language</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>Percentage</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>

**Table 20: The types of cultural themes (big ‘C’ culture)**

In contrast to the question (2), this item is belonging to the Culture of the Language sessions because of most lectures include the following themes: General overview of culture, Cultural components and characteristics, the World’s eight major civilizations (Western, Greek, Roman, Anglo-Saxons ...etc).

**Item 04: Do students find a difficulty to understand the foreign culture?**

<b>Item 04</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
<b>Oral Expression</b>	<b>0</b>	<b>3</b>	<b>0</b>
<b>Culture of the language</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>Percentage</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>

**Table 21: Students’ difficulties in learning culture**

Through the observed sessions, students nearly always find a difficulty in learning the target culture especially in the Culture of the Language sessions claiming that the length of

texts, difficult vocabulary (especially terminological words) and different historical events in addition to some lessons decrease students' motivation in the foreign language learning.

Therefore, the teacher plays a major role to clarify these ambiguous issues for students using various instructions and techniques for example, during the explanation the teacher tells to highlight or underline special words, or he writes the difficult word on the blackboard and then explains it, or he draws either a map or a ladder to explain special periods.

Whilst first year LMD students sometimes find a difficulty in learning culture in terms of pronunciation and vocabulary, and even in the selection of the cultural themes because some students are easily accepted to discuss about religious themes.

**Item 05: Does the teacher explain unfamiliar or difficult cultural terms to students?**

<b>Item 05</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
<b>Oral Expression</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>Culture of the language</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>Percentage</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>

**Table 22: Teachers' procedure**

In both sessions, teachers always explain unfamiliar and difficult terms or expressions to students using examples, cases and simulations to raise students' understanding.

**Items 06: Does the teacher actively encourage students to ask or give comments on the lecture?**

<b>Item 06</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
<b>Oral Expression</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>Culture of the language</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>Percentage</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>

**Table 23: Teacher- students' interaction**

Teachers always encourage students in the two sessions to ask and discuss special points which make the classroom interaction more meaningful and purposeful. Moreover, teachers of Oral Expression sessions can move around students and give them suggestions when they are working on task.

## Section two: The criteria of using and selecting authentic materials in an EFL classroom

### Item 01: Does the teacher use written or spoken materials?

Item 01	Always	Sometimes	Never
Oral Expression	3	0	0
Culture of the language	3	0	0
Percentage	100%	0%	0%

**Table 24: Teaching language materials (1)**

In the Oral Expression sessions, teachers are always depended on using both written and spoken materials according to ‘reading, speaking, listening and writing tasks or activities. Whereas, the most useful material in the Culture of the Language’ sessions is in the written form (usually given handouts for students).

### Item 02: Is authentic material used in the session?

Item 02	Always	Sometimes	Never
Oral Expression	0	3	3
Culture of the language	0	0	0
Percentage	0%	100%	100%

**Table 25: Teaching language materials (2)**

From the observed sessions, there is a nearly lack of presenting authentic materials in lectures. In Oral Expression session, teachers sometimes use authentic materials for example, using audio tapes about ‘weather forecast’ and discussing about some foreign newspapers’ headlines. Whereas in the Culture of the Language, there is a luck of authentic materials in sessions, due to different reasons among these the time consuming in the selection and preparation of the lecture.

**Item 03: Are the materials at the appropriate level of difficulty in terms vocabulary, grammar and pronunciation?**

<b>Item 03</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
<b>Oral Expression</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>Culture of the language</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>Percentage</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>

**Table 26: Teaching language materials (3)**

The materials that are used in Oral Expression sessions are appropriate to the students' language level. Concerning with the Culture of the Language sessions, the material is presented in well- organized form and knowledgeable for students.

**Item 04: Do the authentic materials meet students' learning needs and interests?**

<b>Item 04</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
<b>Oral Expression</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>Culture of the language</b>	<b>0</b>	<b>3</b>	<b>0</b>
<b>Percentage</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>

**Table 27: Students' motivation**

The use of authentic materials always helps to increase students' motivation in learning the target culture alongside the language. But first year students sometimes feel boring towards such topics, lack of handouts for all students and the setting.

**Item 05: Are authentic audio-visual materials useful in teaching language and culture?**

Despite the variety of types of authentic materials, the most useful and desirable ones are audio-visual materials especially in Oral Expression sessions for example, audio tapes, radio talks, debates, interviews, or short films. These types of materials are employed to make a close contact with the target language as much as possible and students are intended to have direct experience of English language works in real situations.

Item 05	Always	Sometimes	Never
Oral Expression	3	0	0
Culture of the language	0	0	0
Percentage	100%	0%	0%

**Table 28: Authentic audio-visual materials**

**Item 06: Does the teacher depend only on video or the internet as sources of authentic materials?**

Item 06	Always	Sometimes	Never
Oral Expression	3	0	0
Culture of the language	3	0	0
Percentage	100%	0%	0%

**Table 29: The source of authentic materials**

From the observed sessions, the most available and accessible sources for authentic materials are videos and the internet. Moreover, these sources are helpful in selecting the texts and in designing the activities or tasks.

### **3.3 The Results of the Classroom Observation**

The results that are obtained from the attendance and observation whether in Oral Expression or Culture of the Language sessions reveal that culture can be taught in explicit or implicit way according to the course objectives.

- 1) English foreign language should contain about all components of culture.
- 2) Using appropriate teaching materials (either written or spoken) engage students in a practical discussion.
- 3) Despite the fact that authentic materials might be difficult due to language difficulties (speed speech, different accents, incomplete sentences ...etc), it provides the natural use of English language and exposure to the target culture.
- 4) Teachers have the main role to select and prepare authentic materials according to be beneficial and purposeful for their students.

5) Therefore, the variety of authentic materials helps to promote cultural and intercultural communication.

### **Conclusion**

Through the analysis of students' questionnaire, teacher's interview and classroom observation, the results demonstrate that culture plays a fundamental role in the learning and teaching language process in EFL classes through a linguistic or pedagogic procedure. Even though culture affects linguistically the proficiency levels of language, it can affect the design and selection of teaching materials in pedagogic objectives among these, authentic materials. Therefore, teaching culture and the use of authentic materials are beneficial in terms of developing language skills, raising cultural awareness, enhancing language efficiency and shifting attitudes towards foreign communities.

## **General Conclusion**

This study attempted to describe the role of teaching culture and its importance in EFL classes, in addition the use of authentic materials to enhance learners' cultural awareness and communicative competence. The study tried to elicit teachers and students' opinions, attitudes, and comments on the ways and techniques that are used to teach culture including using authentic materials in EFL classrooms at Mohamed Kheider University of Biskra. The participants of this study were 120 first year students of English division who have been experienced cultural courses through Culture of the Language and Oral Expression subjects. The study employed methodological tools which are questionnaire for students, interview questions for teachers, and classroom observation.

Despite the fact that our study has promoted positive attitudes given by teachers and students towards teaching culture in EFL classrooms, it is important to highlight that the situation of culture at Department of Foreign Languages 'English Division is not good enough and there is a lack of using authentic materials.

Indeed, foreign language teachers practise the teaching of culture in two ways: through culture and civilization courses and through classroom activities.

Therefore, teaching culture in EFL classrooms permit students to increase their cultural knowledge background in terms of people's way of life, values, attitudes, and beliefs, and how these themes study in linguistic, sociolinguistic and paralinguistic forms.

Additionally, teaching culture should make EFL learners aware of speech acts, connotations, taboos, idioms and colloquial language, as well as provide them with the opportunity to act out being as members of the target culture. Due to the fact that when students travel to any English speaking country, they have to be aware of how those people think, behave, and act in daily life. Hence, the cultural components in EFL classes aim at raising students' cultural awareness and engaging them cognitively, behaviorally and effectively in culture learning.

Concerning the use of authentic materials whether spoken or written materials in the classroom has been discussed with students if they benefit from being exposed to the authentic language.

In addition, using authentic materials has been discussed also with the EFL teachers in regard to the criteria for selecting and using authentic materials and its benefits for teaching culture process. Concerning this, the teachers forwarded positive views with a good understanding of the use of authentic materials. Besides, the types of materials that they prefer to use mostly in their teaching instructions are "audio-visual materials". Moreover, it has been discussed with the teachers where they obtain (i.e. the sources) these materials.

### **Recommendations**

Based on the data analysis and discussions, summary of the main findings and conclusions drawn, the following recommendations are forwarded to EFL teachers and students, as follows:

#### **For teachers,**

- 1) The cultural component (especially little “c” culture) should be viewed as an integral part of the English foreign language courses rather than as a supplementary optional subject.
- 2) Teachers should engage students in discussion and interpretation about all cultural aspects of the English language.
- 3) Culture should be concerned with both big "C" and little 'c' culture aspects. On the one hand, it should deal with Literature and Art and provide some knowledge of the history, geography and politics of the target community. On the other hand, it should describe a variety of sociocultural situations, reflecting daily life, routines, norms, values, and rituals.
- 4) Culture can be taught both explicitly and implicitly. Thus, culture is to be integrated into texts, but also in communicative activities.
- 5) Teachers should use the task-based communicative approach and integrate communicative activities within the classroom interaction.
- 6) Teachers should use authentic materials that can expose students to real language use and motivate them to learn English language and culture.

#### **For students,**

- 1) As it has proved, communicative competence does not only mean linguistic competence. It is important that students have to be aware of different components of the target culture. Students need to realize that the proficiency of the English grammar, lexis and phonology is necessary but not sufficient for a successful communicative interaction so that culture helps them to recognize such elements as the significance of silence, forms of

language use or of the topic of conversation to the situation, the interlocutors' assumptions and expectations.

2) Students should be more familiar with authentic materials which could provide unlimited possibilities for learning the English language in its cultural context. Moreover, much time should be invested to encourage them to use all types of authentic materials, to develop their cultural awareness and communicative competence.

3) Language skills cannot be improved without receiving authentic inputs. Therefore, students should have access to different authentic sources outside the classroom.

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*List  
of  
Appendices*

## Appendix 1: Student's Questionnaire

The People's Democratic Republic of Algeria  
University of Mohammed Kheider Biskra  
Faculty of Letters and Languages  
Department of Foreign Languages  
English Division



### Questionnaires for students

*Dear Students,*

The current questionnaire is conducted in order to collect informative data about your attitude towards the importance of teaching the target culture along with foreign language. The other, we analyse the effectiveness of authentic materials (videos, short films, newspapers ...etc). We would greatly appreciate your help and collaboration.

Please, follow these instructions:

- No need to write your name.
- Tick (√) your answer (s) in the corresponding box (es), and make a full statement whenever necessary.
- If you encounter anything unclear, you can ask the researcher for clarification.

*Thank you in advance.*

### Section one: Cultural Awareness and Understanding

#### 1. How think that learning culture is interesting?

a) Yes	b) No
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#### 2. What does “culture” mean to you?

a) A set of behaviours, customs, beliefs, values and styles of daily life.	
b) A set of geography, architecture, classical music, literature, arts, political issues, and social norms.	
c) Both of them	

**3. Do you think that learning the components of culture (*norms, assumptions, values, rituals, and artifacts*) is important in Foreign Language Learning?**

a) Yes	b) No
--------	-------

**4. What do you need to know about the target culture?**

a) Background of society (geographic, historical, political system, religious influences, media and broadcasting, ...etc)	
b) Values and customs (greetings, holidays and festivals, taboos, ...etc)	
c) Daily life (healthcare, food, housing, ...etc)	
d) Business etiquette (relationships, negotiations, presentations, formal or informal meetings, ...etc)	

**5. Your attitude towards learning the target culture, is it?**

a) Positive	
b) Negative	

♣ *In both cases, please justify*

.....  
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 .....  
 .....

**Section two: Culture as the Fifth Language Skill**

**6. Does culture enhance and facilitate the learning of new English grammar, vocabulary and discourse?**

a) Yes	b) No
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**7. Do cultural courses contribute to any of your language skills?**

a) Yes	b) No
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**8. To which skill does teaching culture contribute most?**

a) Reading	
b) Writing	
c) Listening	
d) Speaking	
e) All of them	

**Section three: Using English Language Materials to Learn Culture**

**9. Inside the classroom, you learn about the foreign culture using: (*you can tick more than one option*)**

a) Videos	
b) Audio songs	
c) Proverbs or idioms	
d) Role play	

e) Newspapers or magazines	
f) Cooking recipes or menus	

**10. Do you try to learn the foreign culture outside the classroom?**

a) Yes	b) No
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**11. If your answer is “yes”, what source do you use? (you can tick more than one option)**

a) Newspapers or magazines	
b) T.V	
c) Recording materials	
d) The internet	
e) Others, please specify	

♣ .....  
 .....  
 .....  
 .....

**Section four: Using Authentic Materials to Teach Culture**

**12. Do your teachers use the authentic materials in teaching cultural courses?**

a) Always	
b) Often	
c) Sometimes	
d) Rarely	
e) Never	

**13. Do you think that the use of authentic materials is important?**

a) Yes	b) No
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**14. Which type of authentic materials do you like? (you can tick more than one option)**

a) Authentic <b>audio</b> materials (tapes, radio, songs, ...etc)	
b) Authentic <b>printed</b> materials (newspapers, pictures, posters, ...etc)	
c) Authentic <b>visual</b> materials (videos, slides, films, documentaries, ...etc)	
d) All types	

*Thank you for your cooperation*

## Appendix 2: Teachers' Interviews

**The People's Democratic Republic of Algeria  
University of Mohammed Kheider Biskra  
Faculty of Letters and Languages  
Department of Foreign Languages  
English Division**



*Dear Teachers,*

I would like to ask you these questions, in order to gather information needed for the accomplishment of a master dissertation entitled “Teaching language and culture with authentic materials in EFL situation”. We would be very grateful if you could answer the following questions:

- 1/ How do you define culture? And what does teaching culture mean to you?
  - 2/ Do you think that it is important to include culture as a part of English language teaching/ learning?
  - 3/ What is your attitude towards teaching culture in an EFL situation?
  - 4/ Do students show a positive or a negative attitude towards learning the target culture?
  - 5/ Can you give your self- evaluation of teaching culture in EFL classes at the Department of Foreign Languages –English Division?
  - 6/ Do you find any difficulties to instruct the target culture to your students?
  - 7/ What type of techniques or procedures do you use to motivate students about learning the target culture?
  - 8/ Is it difficult to find suitable and useful authentic materials in teaching foreign language and culture, and what kind of difficulty?
  - 9/ Among these various types of authentic materials (audio, printed or visual) which type makes your students more motivated? And what is the main source that you possibly used to obtain these materials?
  - 10/ Do you think that practicing English language with authentic materials improves your students' abilities linguistically and culturally?
- Is there anything you like to add or suggest?



## المخلص

الكفاءة التواصلية بين الثقافات أصبحت محور تركيز مهم في تعليم اللغة الأجنبية وهو تحول يعكس زيادة الوعي بالعلاقة بين اللغة والثقافة والحاجة إلى إعداد الطلبة للتفاعل الثقافي والتواصل. لذا تهدف هذه المذكرة إلى هدفين رئيسيين هما دراسة دور تعليم الثقافة، ومن ثم إثبات استخدام المواد الأصيلة في تدريس اللغة الإنجليزية والثقافة. الاهتمام الرئيسي لهذه الدراسة هو ما إذا كان الأساتذة والطلبة السنة الأولى على دراية أكثر للمكونات الثقافية و المواد الأصيلة الأنسب التي تسهل عملية تدريسها، من أجل التحقيق في مواقف الأساتذة والطلبة وتصوراتهم تجاه تعليم الثقافة و المواد الأصيلة استخدمنا استبيان للطلبة ومقابلة بعض الأساتذة والملاحظة في الفصول الدراسية. بعد تحليل البيانات التي تم جمعها، كشفت المناقشات والنتائج أن الثقافة تعتبر مهارة كباقي مهارات اللغة الأجنبية من حيث أهميتها في تطوير كفاءات التواصل بين الثقافات بالإضافة إلى فعالية المواد الأصيلة في تدريسها في عمل جو تحفيزي للطلبة.