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A research proposal presented to the Department of Foreign Languages as partial fulfillment

**The Role of Student Surveys to Improve the Teaching of
Culture in EFL Classroom**
The Case of First Year License Students at Biskra University

for the Master's Degree in Sciences of Languages

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Declaration

I, HACHANA Loubna do hereby declare that the work presented in the dissertation is my original work and has not been submitted for any institution or university for any degree before. This work was certified and completed at Mohamed Kheider University of Biskra, Algeria.

Certified.

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Dedication

After Allah who granted me the power, determination and strength to do my work. His continuous grace was with me throughout my life and even more during my research. I would like to dedicate my humble work to:

My mother;

The kindest soul and the purest heart. Words can never express the deepest gratitude I have for you. You are my sun, moon and my whole stars.

My father;

You have always been my guiding light, my compass and my anchor. Thank you for guiding me through this crazy thing called life.

My brothers; the joy of my life

We are like fish and water, so inseparable. You are what I cherish the most in this life.

A special dedication goes to my grandmother, late grandfather and my extended family.

A special dedication goes to my loyal, loving and caring friends; Chaima, Omaima and Rania.

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Abstract

The process of teaching and learning foreign language cannot be separated from teaching culture of the language. In other words, one element entails the other. Furthermore, there is a major importance of teaching and learning culture of the target language and the betterment of the last is an ongoing process. The aim of the current study was to explore the role of student surveys to improve the teaching of culture of the language. It also seeks at highlighting a better understanding of teachers' and students' attitude towards the implementation of the mentioned surveys. Additionally, in order to answer the research questions and verify their proposed hypotheses, the study documents an exploratory method which consists of two data gathering tool, teachers' interview and students' survey questionnaire. An interview was administered to three first year culture of the language teachers (3) at Mohamed Kheider Biskra University and survey questionnaire which was administered to thirty four (34) first year EFL students at the same university. As result, the obtained findings from analyzing teachers' interview and students' survey have revealed that although teachers are aware of the importance of student surveys, they have never used it in their classrooms. On the other hand, students have shown a positive attitude towards the implementation of the surveys. Finally, to enhance the teaching of culture of the language, the need of student surveys have become a necessity.

Key words: student surveys, students for feedback, teaching of culture of the language, culture tutorial.

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General introduction

Introduction

Foreign language researchers have always emphasized the importance of culture of the language classes. In addition, it was discussed to illustrate its role as a key factor related to the four skills of the language (listening, speaking, reading and writing).

The process of teaching and learning foreign language cannot be separated from teaching culture of the language. In other words, one element entails the other. Furthermore, there is a major importance of teaching and learning culture of the target language. The attention of this research is to shed light on the difficulties that first year students at the division of English at Mohamed Kheider at Biskra University experience while learning culture of the language. Also, it explores the role that student surveys could play as tool in diagnosing those difficulties, therefore, improve the teaching of culture of the language tutorial.

1. Background of the study

Teaching and learning the culture of the language is an integral part of the teaching and learning of any language. Moreover, the connection between language and culture is profoundly tooted. Furthermore, language is used to express peoples' cultural thoughts and culture is embedded in the culture. Hence, it is important for both teachers and learners to pay attention to the teaching of cultural aspect of language in EFL classrooms.

2. Statement of the problem

Learning culture of the language is crucial part of learning English language. But first year EFL students at Biskra University find a difficulty in learning the culture of the language. Furthermore, results from the past few years have shown that first year EFL students at Biskra University suffer from underachievement in culture of the language tutorial. For that reason, the researcher proposed teachers use student surveys as tool to diagnose the difficulties that encounter students in this class. And improve the teaching of culture of the language.

3. Research questions

This research seeks to answer the following questions:

1. What can EFL teachers' learn from their students' opinions?
2. In what way can students' surveys improve EFL teaching quality?
3. How can teachers and students perceive the use of student surveys?

4. Research hypotheses

This study attempt to verify one main hypothesis:

- If teachers use student surveys, the teaching/ learning process could be improved.

5. Research aims

The present study aims to:

- How student surveys can help in determining first year students issues about culture of the language module.
- To explore how can students' surveys improve EFL teaching quality.
- Determine teachers' and students' attitude towards the use of student surveys.

6. Research methodology

Since the main purpose of carried study is to explore the role of student surveys to improve the teaching of culture of the language module, this study adopted an exploratory method. The exploratory method is used in order to explore what can culture of the language teachers learn from their students' opinions. It addition to exploring the role of student surveys to improve the teaching of culture of the language module, it intends to explore the attitude of teachers and students toward the use of student surveys.

7. Significance of the study

This study may have significant contribution in the domain of teaching and learning English as foreign language, more specifically the teaching of culture of the language. In

focuses on students' experience in culture of the language classes. Moreover, it shed light on students' feedback and its role in the betterment of the teaching of culture of the language. In addition, this study seeks to explore the importance of student surveys in the teaching of culture of the language. Also, it seeks to explore teachers' and students' attitude towards the implementation of student surveys.

8. Research design

This work opts for exploratory design. The research design is based on the use of an interview for teachers which consist of open-ended and close-ended questions to obtain a variety of responses. In addition, survey questionnaire is administered to students. It consists of likret scale questions and open-ended questions.

Data collection methods

In this study, the researcher uses both an interview and survey questionnaire as tools to gather information.

Interview

In this work, the researcher opts for a semi-structured interview that takes the form of conversation; however, due to covid-9 pandemic the interview is sent via email to the teachers. The interview is a tool to gather first year culture of the language teachers' opinions on student surveys and their attitude towards its implementation.

Questionnaire

In the current work, the researcher uses a survey questionnaire which contain likret scale questions and open-ended questions. This surveys aims to collect student opinions about the teaching of culture of language classes. In addition, it aims to explore their attitude towards the implementation of these surveys as tool to improve the teaching of culture of the language.

Data collection procedures

To achieve the study objectives, the researcher follows the following procedures: as first step, the researcher conducts an online interview. The interview is conducted with EFL teachers at the University of Biskra. As second step, the researcher posts an online survey administered to due to the corona virus pandemic.

Data analysis procedures

After collecting the necessary data, the researcher analysis the data through counts and percentage using statistics with the survey questionnaire and descriptive analysis with the interview to see teachers and students attitude towards student surveys.

Population and sample

For this study, the population is first year EFL students at Mohamed Kheider University of Biskra (n=34). The researcher selected those students because they suffer from underachievement in culture of the language classes. As sampling technique, this research is based on random technique because the respondent of the online survey are random volunteers. Moreover, the researcher works with three (n=3) first year culture of the language teachers. The researcher works with only three teachers because they are the only three teachers that teach culture of the language classrooms.

Sampling techniques

For this study, the researcher uses random sampling technique; for the reason that, this technique can be effective for the research design, nature and objectives. Moreover, it can be suitable because it may give unbiased and complete responses.

Chapter one literature review

Introduction:

The main goal of this paper is to explore the role of student surveys to improve teaching culture of the language in EFL classroom with particular focus on first year license students at Mohamed Kheider Biskra University. Teaching culture is an essential element of teaching English-as-foreign language because learning a language without culture is a recipe for becoming what Bennett (1993) calls 'fluent fool'. A fool refers to a person who speaks a language very well yet does not understand its culture. Teaching culture gained its importance in EFL classroom since learners deal with both the language and the culture of the foreign language.

The first chapter of this paper provides a theoretical background for the work for the sake of introducing the issue. First, the researcher introduces the concept of culture and some of its characteristics. After that, the investigator reviews the relationship between culture and language. Then, moves to teaching culture and the goals of teaching culture of the foreign language. The researcher will also reveal a brief history of teaching culture. After that, the researcher shifts to introducing the second variable of this work, student surveys. Starting by providing some definitions of student surveys. The researcher proceeds by demonstrating some types of student surveys. In addition to that the investigator provides a brief history of the surveys. Later the characteristics of student surveys will be discussed.

1. Culture

1.1.1. Definition of culture

Culture is a complex term that can be defined from various perspectives. It can be accessed from different views as Ting-Toomey (1999) noted that the concept culture can take different meanings depending on your perspective. In other words, cultures differ from one person to another or from one social group to another.

This concept has been defined by many scholars from different fields. Ting-Toomey (1999) uses an iceberg metaphor to demonstrate culture. The top of the iceberg is all the seen aspects of culture. The last refers to the cultural symbols among which costumes, art, architecture and food. And the large hidden part include the shared traditions, values, beliefs and norms. In this regard, (Tylor, 1871) states that “ culture is that complex whole which includes knowledge, art, moral, law, costumes and any of the capabilities and habits acquired by man as member of society”. The cultural shared traditions in the iceberg metaphor refers to myths and ceremonies and celebrations that are passed through generation (Ting-Toomey, 1999). For example, the celebration of Aid el-Fitr for muslims and the rituals connected to the celebration or the celebration of easter for christians. The cultural shared values refer to what is accepted and rejected in the culture, to what is considered good or bad or fair and unfair (Ting-Toomey, 1999). Cultural shared beliefs refer to the unquestionable presuppositions that are commonly held and are often connected to the life and death, the after life and the origin of human beings (Ting-Toomey, 1999). Cultural shared norms refer to what is accepted and appropriate behavior in certain situation. Simply put, cultural shared norms are rules that guide the behavior of people. As an illustration, the way a person should behave as guest or the way a person should dress.

Additionally, Goodenough (1957) defines culture as follows :

Culture is not material phenomenon; it does not consist of things, people, behavior or emotions. It is rather an organisation of these things. It is the forms of things that people have in mind, their modes for perceiving, relating and otherwise interpreting them.

This definition is in harmony with the two known concepts; “Big-C” culture and “Small-c” culture. Literature, graphs, history and architecture are placed under the umbrella of the term (Halverson, 1985). “Little-c”, on the other hand, includes elements that are less invisible such as communication styles, myths and legends. The concept of little-c is important for the domain of foreign language teaching because it gives learners

insights into the culture and the more exposure to the everyday life interactions of the natives.

Moreover, Culture is difficult word to define; each scholar perceive it from an angle. The above-stated definitions are the ones that view culture as combination of two, combination what is visible and invisible.

1.1.2. Characteristics of culture :

Baily (1994) defined culture as the social transmitted knowledge and behavior shared by some group of people. In agreement with, it refers to what is learned, i.e., things that one needs to know in order to meet the standards of others (Goodenough W. , 1971). From mentioned definitions, it is clear that culture has many characteristics and the following are some of the important ones :

- **Culture is transmitted:** (Duranti, 1997) defines culture as something transmitted from one generation to the next, through human actions, often in the form of face-to-face interaction, and of course, through linguistic communication. Culture is considered as something passed on to new generations from their ancestor.
- **Culture is shared:** values, beliefs, food, traditions, and customs are all shared by members of the same social group. This helps the different social groups to distinguish themselves from others.
- **Culture is learned:** to put differentially, culture is not something biologically inherited, but rather acquired from association with other. Furthermore, culture is viewed as consisting mental programs called softwares of the mind, meaning each person carries within him or herself a pattern of thinking and acting which were learned throughout their lifetime (Hofstede, 1991).

- **Culture is dynamic:** culture is fluid rather than static. The last means that culture changes all the time and everyday because human being ideas, values and beliefs are constantly changing.

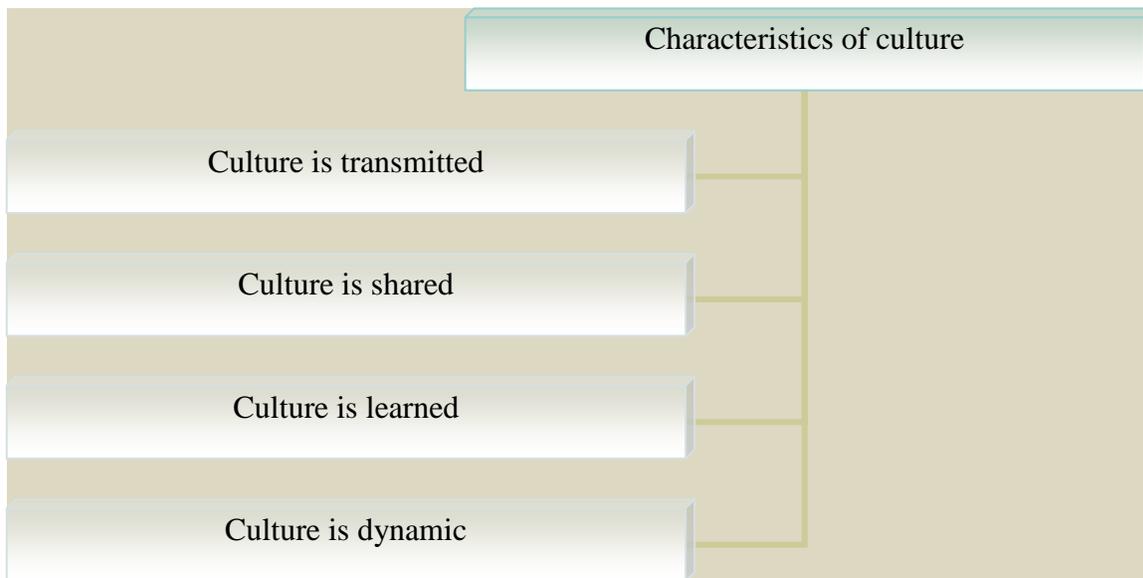


Figure 1: characteristics of culture

1.1.3. Definition of language:

Human beings are required to communicate with each other in order to express their needs, thoughts and desires and what better way to attain that more than language. Language does not refer to acquiring words, pronunciation and syntax. Language is more than lexis and syntax. It involves in addition, knowing what to say, knowing when, where, how and why to say it. Many researchers from different fields has defined language. However, they all seem to agree on one fact which is that language is mean of communication.

Language is a human system of communication that involves verbal and nonverbal signs such as gestures and facial expressions. Sapir (1921 , p. 12) defines culture as “...a purely human and non instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols”. Language is human property and system of

sound symbols that are produced voluntarily to convey meaning. In similar vein, Krumsch (1998) prescribes language as primary mean of communication.

1.1.4. the relationship between culture and language:

Scholars stress the relationship between culture and language and how the two concepts are closely related (Ardila-Rey, 2008), (Brawn, 2007), (Damen, 1987) and (Kuang, 2007). For example, Ardila-Rey (2008, p. 335) maintain that “culture and language are inextricably linked with each other”. In the same vein, Brawn (2007, p. 189) advocate that : “ a language is part of culture, and culture is part of language, the two are intricately interwoven so that one can not separate the two without the significance of losing either language or culture”.

Furthermore, Moran (2001) believes that language and culture two sides of the same coin, each mirroring the other which denotes that language and culture are intertwined to such extent that one can not survive without the other.

In addition, language is a key component and primary medium for transmitting much of culture which would not be possible without it. Krumsch (1998) points out three way of how culture and language are interrelated:

- Language express cultural reality: through verbal communication and the correct arrangement of words, members of society not only can express facts and ideas but also can reflect their behavior and attitude.
- Language embodies cultural reality: members of community give significance and meaning to their daily experience through a mean of communication, language.
- Language symbolizes cultural reality: people view language as a symbol of their social identity. “When [language] is used in contexts of communication, it is bound up with culture... [and] speakers identify themselves and others through their use of language; they view language as symbol of their social identity”. Krumsch (1998, p. 3).

In other words, language is a tool for members of society to communicate and convey meaning into their social and cultural reality.

1.1.5. Teaching culture in EFL classroom

When learning a new language, whether it is a second language or foreign language, this regularly includes a cultural component (Bayram, 2014), (Kramersch, 2006) and (Risarger, 2012). Learning a language without learning the culture of the target language is difficult because thoughts, emotions and beliefs are embedded within the language to the extent that even fluent speaker might interpret the message wrong without the cultural context. The latter has been the norm for language teaching and most teachers emphasize its importance as part of the subject Bayram (2013).

Acquiring language is essentially acquiring the culture of the target language. Mitchell and Myles (2004) state : “language and culture are not separable but acquired together, with each providing support for the development of the other”. The process of teaching a second or foreign language includes cultural element.

1.1.6. Goals of teaching culture:

Teaching culture can not be separated from the culture of the target language; teaching is an essential component of foreign language teaching. Many scholars defined a set of goals to for teaching culture.

1.1.6.1. Seelye’s goals:

Seelye (Seelye, 1974, p. 39-45) suggests a list of seven goals of culture teaching :

1. **Evaluating statements about society:** Evaluating statements about society promote student’s capability to develop a set of principles having general rather than specific validities regarding the target language (TC).

2. **Researching another culture:** the learner evolve certain skills to explore and discover data concerning the target culture.
3. **Attituds toward ther cultures:** the learner tend to raise an interest to learn the TC and tend develop an empathic attitude towards other's diffrences.
4. **The sense, or functionality, of culturally conditioned behavior:** the learner would understand that people's behavior is culturally condditioned. In other words the learner earns an awareness of other people behavior.
5. **The interation of language and social variables:** the learner tend to be conscious about the social variables and take into account (age, sex, social class and place of residence) and their influence on the language people speak and the way they beehave.
6. **Cultural connotations of words and phrases:** the learner would promote conciousness toward the effect of culture on the speech cummmunity's vocabulary.
7. **Coventional behavior in common situations:** the learner would evolve an understanding of how individuale members of society behave and preform in common situations in the TC.

In 1994, Seelye (1994, p. 25) proposes six goals for culture teaching. According to him culture teaching should include the following goals:

Goal 1- interest: the student demonstrates inquisitiveness about another culture and empathy towards its members.

Goal 2-Who: the student recognizes that social variables such as age, gender, religion and ethnicity affect the way members of community speak and behave.

Goal 3-What: the student understands that effective communication demands discovering the culturally conditioned images that are evoked in the minds of people when they think, act and react.

Goal 4-Where and When: the student realizes that situational variables and conventions are essential elements in shaping the behavior of people.

Goal 5-Why: the students comprehend that members of society generally act and behave the way they do because they are using options their society allows for fulfilling both physical and psychological needs.

Goal 6-Exploration: the student can appraise a generalization about the TC in terms of the amount of evidence substantiating it, and has the needed skills to locate and organize the information about the target culture from mass media, people, library and personal observation.

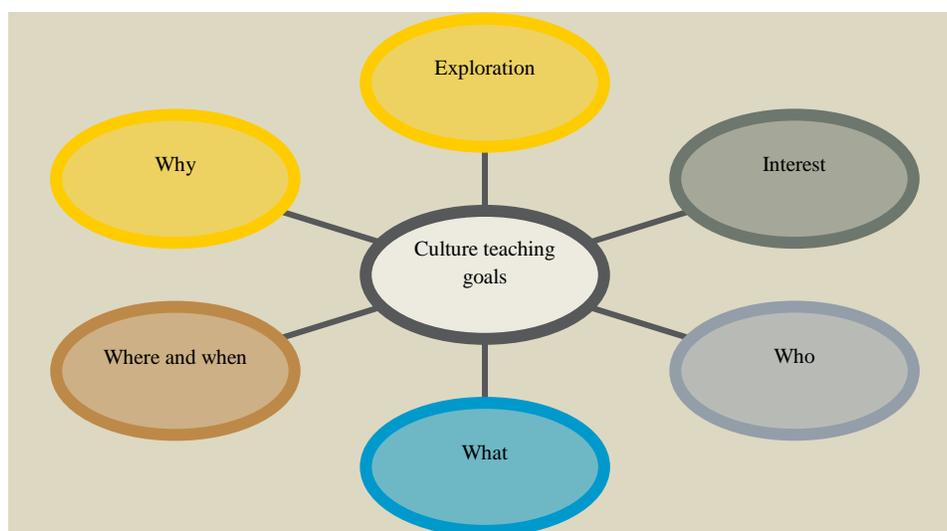


Figure 2: Seelye's goals of culture teaching. (Seelye, 1994).

1.1.6.2. Tomlin and Stempleski's goals:

Tomlin and Stempleski examine and modify Seelye goals. According to Tomlin and Stempleski (1993, p. 7-8) teaching of culture should help learners:

- To develop an understanding of the fact that all people exhibit culturally-conditioned behavior.

- To develop an understanding that social variables like age, sex, social class and place of residence influence the way in which people speak and behave.
- To become aware of the conventional behavior in common situations in the target culture.
- To increase their awareness of the cultural connotations of words and phrases in the target culture.
- To develop the ability to evaluate and refine generalizations about the target culture in terms of supporting evidence.
- To develop the necessary skills to locate and organize information about the target culture.
- To simulate learner's intellectual curiosity about the target culture and develop empathy toward its people.

1.1.6.3. Lafayette's goals

Lafayette (1978) proposes another set of goals; the teaching of culture enables learners to:

- Recognize and interpret active everyday cultural patterns like eating and greeting people.
- Recognize and interpret passive everyday cultural patterns such as marriage and politics.
- Recognize and interpret major geographical features of the target country.
- Recognize and interpret major historical events linked to the target culture.
- Recognize and interpret aesthetic monuments of the target culture.

- Act appropriately in everyday situations.
- Use appropriate common gestures.
- Evaluate the validity of generalizations about foreign cultures.
- Develop skills needed for research culture.
- Value different people and societies.
- Recognize and interpret the culture of foreign language related to ethnic groups.
- Recognize and interpret the culture of additional countries that speak the target culture.

1.1.7. History of teaching culture:

Many scholars proclaim that culture was not fully recognized in language education before the 1960's. Lafayette (2003) argues that before the 1960's culture in language classroom did not go beyond the teaching of literature content which was limited to advanced level student.

1.1.7.1.1960's:

The sixties was an era largely affected by globalization which resulted in migration. Having people coming from different parts of the world, with different cultural backgrounds and speaking different languages created an intercultural interactions. The latter elevated the necessity to acquire cultural knowledge. Debyser (1968) denotes that learners need cultural knowledge to acquire flexibility and avoid mishaps.

Language teaching developed to include cultural wave (Fischer, 1967), (Matthies, 1968) and (Seelye, 1968) . Hence, Culture teaching in this period

focus on developing insights into the target culture community (Beaujour, 1969), (Matthies, 1968), (Povey, 1967) and (Targe, 1962).

In addition to cultural knowledge, this period is characterized by cultural simulators (Lafayette, 1978). Cultural simulators are exercises that put students in incidents which involve misunderstanding due to the cultural perceptions. In each incident students select a set of possible responses and then receive feedback on the correctness of the selected response.

1.1.7.2.1970's:

The development in culture teaching in the seventies started when authentic texts in culture classrooms was rising up. These authentic texts are non-literary texts that are extracted from newspapers, journals, tickets and menus (Risager, 2007); the content of culture teaching in culture teaching is found in everyday experience of the native speakers of the target culture (Baltchford, 1973), (Scanlan, 1979) and (Wiss, 1971).

Furthermore, culture teaching promoted to include cultural capsules, role plays, cluster and discussions. The concept of cultural capsule was developed by Darrel Taylor and John Sorenson. It refers to the description of life aspect of the target language such as marriage, food, economic or customs followed by contrasting information from student's native language. In role plays, students role play situation based on cultural differences in which miscommunication is used. Other students observe the role play and try to identify the reason of the miscommunication. Then, replay the situation with the appropriate cultural form.

1.1.7.3.1980's:

In the eighties, the language in textbooks became more communicative and more space was devoted to culture. "In general teacher of the eighties had at their disposal the materials necessary to include culture as an integral part of second language learning" (Lafayette, 2003).

Due to the development in video and computer technology the visual aspect of culture was reinforced. At this period, the usage of more visible methods to teach culture became conceivable. Hence, learners were able to witness the visible aspect of culture mainly the non-verbal features of communication like gestures, body language and tone of voice. Besides visual aids, the developed methods in the sixties and the seventies were still present such as cultural capsules, assimilators and cluster (Allen, 1985), (Damen, 1987), (Krasnick, 1982) and (Morain, 1983).

1.1.7.4.1990's:

In the nineties, culture teaching thrived with the invention of internet. The evolution in technology influenced the foreign language teaching and learning in great sense (Liaw and Johnson, 2001). The last created a permanent access to cultures for both teachers and learners (Lafayette, 2003).

1.1.7.5.2000's:

Culture teaching continued developing in the shadow of technology advancement. Technological devices like smart phones, laptops, computers and web sites were widely used in culture teaching; Levy (2009) suggested that “ simply accessing an L2 [or foreign language] web sites can expose learners to numerous aspects of the target culture”(p. 776).

Various activities emerged during the period of 2005-2010 that were engaged in the culture teaching. These activities included watching movies, listening to podcasts, browsing web sites and reading news. The latter, increased the opportunities for students to communicate in foreign language not only within classroom walls but also outside the classroom (Lee, 2009).

2. Student surveys:

2.1.1. Definition of student surveys:

A survey is a word that refers to the method utilized to collect data from a predefined group of respondents to gain information and insights into various topics of interest.

Questionpro (n.d) stated: “a survey is a method of gathering and compiling information from a group of people, more often known as the sample, to gain knowledge by organizations, businesses, or institutions. This information or opinion collected from the sample is more often generalization of what a large population thinks”. These surveys have multiple purposes, and researchers can conduct it in many ways depending on the methodology chosen and the study’s goal.

Besides, surveys are quantitative and qualitative methods which involve asking people for information through a questionnaire, which can be either online or offline. However, with the arrival of new technologies, it is common to distribute using digital media such as social networks, email, QR codes, or URLs. According to (Research methods in psychology , n.d) most survey research is non-experimental. It is used to describe single variables (e.g., the percentage of voters who prefer one presidential candidate or another, the prevalence of schizophrenia in the general population) and also to assess statistical relationships between variables (e.g., the relationship between income and health). But surveys can also be experimental. The study by Lerner and her colleagues is a good example. Their use of self-report measures and a large national sample identifies their work as survey research. But their manipulation of an independent variable (anger vs. fear) to assess its effect on a dependent variable (risk judgments) also identifies their work as experimental.

Moreover, student surveys are surveys dressed to students as source of feedback for teachers. These surveys are conducted as part of the process of betterment of teaching methods and diagnosing the issues that encounter students. According to (survey monkey) Student surveys are valuable sources of feedback for teachers and self-reflection for students. Surveys at the beginning, middle, or end of the school year can help you plan effective classes, reach struggling students, and improve your teaching methods.

2.1.2. Types of surveys

2.1.2.1. Based on method of deployment

2.1.2.1.1. Paper surveys

Paper surveys are traditional paper and pencil approach which still have an important role in survey research. Paper surveys have been successfully utilized for long time and by many institutions and organizations (Nulty, D., 2008). Moreover, printed surveys are preferred method of surveying students due to many factors. First, this type of surveys gathers many responses than digital counterparts (Nulty, D., 2008). In addition, students and teachers believe that paper surveys are considerably more anonymous than online surveys, which leads itself to the belief that respondents may be more genuine and honest on paper questionnaire (Dommeyer, C. J., P., Baum, K. Chapman, and R.W. Hanna, 2002). Furthermore, printed surveys have formatting that appears the same for all participants and the environment in which the survey is taken is one and the same. The latter ensure that all participants receive the same survey in similar format and the same setting.

2.1.2.1.2. Online surveys

One of the most common and utilized type of surveys is online surveys. Due to the advancement in technology and facilitated access to internet, online surveys have gained popularity. Furthermore, these surveys consist of survey questions that can be easily deployed to respondents online via email, face-book and websites. (Watt., S., C. Simpson, C. Mc Killop and V. Num, 2002) noted “using web-based evaluation questionnaires can bypass many of bottlenecks”.

This type of surveys is easy to design and simple to deploy. Also, online surveys are less expensive and data can be collected and analyzed quickly.

2.1.2.1.3. Telephonic surveys

In the recent years, with the improvement in telephonic coverage, telephone surveys have become well used. (Bernard, 1988) advocates that telephone surveys are popular in

developed countries; however, until now this method has not been popular in developing countries because of low telephone coverage.

Furthermore, telephone surveys are surveys conducted via telephones where the answerer responds to a set of questions about specific subject matter. According to (Questionpro, n.d.) researchers conduct telephonic surveys over telephones and respondents need to answer questions related to the researcher topic. Moreover, statistics in 2004 has shown that response rate to telephone surveys in Australia reached 60% and it reached 37% in USA.

2.1.2.1.4. Face-to-face survey

Another type of surveys is face-to-face survey, also called personal interview survey, is used when a specific population is the ininterest of the research. The researcher opts for this type of surveys because people are more likely to answer live questions (explorable, n.d.). Moreover, face-to-face surveys give the researcher the opportunity to ask follow up questions (Interview(research), n.d.). however, these surveys are time consuming, as mentioned in (Linked in, n.d) interviews are more time consuming to recruit and conduct.

2.1.2.2. Based on frequency of deployment

2.1.2.2.1. Cross-sectional surveys

Cross-sectional surveys are surveys that collect data to make interference about population of interest (e.g. first year EFL students) at one point in time. (Verywell mind , n.d.) argues that cross-sectional study involves looking at data from a population at one specific point in time. In addition, cross-sectional surveys are repeated periodically; however, in repeated cross-sectional surveys, respondents to the survey are not intentionally sampled again. The last, contrast with panel surveys in which the individual respondents are followed over time. Moreover, cross-sectional surveys can be used to describe characteristics that exist in a community, but not to determine cause-and-effect relationship between variables (Verywell mind, n.d.). This survey is usually utilized to make inferences about possible relationships or the collect preliminary data for further research.

2.1.2.2.2. Longitudinal surveys

Longitudinal surveys are those surveys that help the researcher to collect data through an extended period of time. There are three main surveys that fall under the umbrella of longitudinal studies: trend surveys, panel surveys and cohort surveys.

2.1.2.2.2.1. Trend surveys

Trend surveys are longitudinal surveys developed by researchers to transformation in the thought and attitude process of respondents. According to Questionpro (n.d.) researchers conduct these surveys to understand how people's inclination change with time.

2.1.2.2.2.2. Panel surveys

The second type of longitudinal surveys is panel surveys. Panel surveys are surveys in which the same group of participants is administered for long period of time. According to Questionpro (n.d.) investigators opt for panel surveys to gather data from the same respondents over some time.

2.1.2.2.2.3. Cohort surveys

The third and the last longitudinal type of surveys are cohort surveys. According to Cohort study (n.d.), a cohort study is a particular form of longitudinal study that samples a cohort (a group of people who share a defining characteristic, typically those who experienced a common event in a selected period, such as birth or graduation).

2.1.2.2.3. Retrospective surveys

Retrospective surveys are surveys in which the researcher asks questions about an event from the past. Questionpro (n.d) assert: "in retrospective studies respondents answer questions to report on an incident from the past". Furthermore, researchers conduct retrospective surveys to gather information based on past experience and beliefs.

2.1.3. Historical background:

In the past, it was considered controversial to survey student for feedback, but now such practice have become conventional (Davis, 1988). Surveying students have become an

integral part of the teaching process; it is now seen as an substensial to survey students to obtain feedback.

The practice of surveying students about teaching, learning, course and program is well-istablished within international institutions (Alderman, L.,Towers, S.,& Bannah,S. , 2012), (Barrie, S., Gimms,P.,& Symens,R., 2008), (Hirschberg,J., Lye,J., Danis, M.,& Johnston ,C., 2011) and (Tucker, 2013). Survey research may have its roots in English and American “social surveys” conducted around the turn of the 20th century by researchers and reformers who wanted to document the extent of social problems such as poverty (Converese, 1987). Furthermore, By the 1930s, the US government was conducting surveys to document economic and social conditions in the country. The need to draw conclusions about the population helped spur advances in sampling procedures. In the same vein, several researchers who had already made a name for themselves in research field, studying consumer preferences for American businesses, turned their attention to election polling. A watershed event was the presidential election of 1936 between Alf Landon and Franklin Roosevelt. A magazine called Literary Digest conducted a survey by sending ballots (which were also subscription requests) to millions of Americans. Based on this “straw poll,” the editors predicted that Landon would win in a landslide. At the same time, the new pollsters were using scientific methods with much smaller samples to predict just the opposite that Roosevelt would win in a landslide. In fact, one of them, George Gallup, publicly criticized the methods of Literary Digest before the election and all but guaranteed that his prediction would be correct. And of course it was. Moreover, the interest in surveying around election times has led to several long-term projects, notably the Canadian Election Studies which has measured opinions of Canadian voters around federal elections since 1965.

From market research and election polling, survey research made its way into several academic fields, including political science, sociology, and teaching where it continues to be one of the primary approaches to collecting new data. Beginning in the 1930s, psychologists made important advances in questionnaire design, including techniques that are still used today, such as the Likert scale Survey research has a strong historical association with the social psychological study of attitudes.

Moreover, the introduction student surveys to the teaching field were introduced by Herbert Marsh,. Marsh and others have used survey data to explore the many issues that have characterized the past decades of teaching.

2.1.4. Characteristics of surveys

Surveys are charecterized by:

2.1.4.1.Sample and sample size

First, a sample also referred to as the audience, is needed, which consist of a series of survey respondents data with required demographic characteristics, who can relevantly answer your survey questions and provide the best insights. The last is characterized by:

- **Determining sample size** once the researcher determines the sample, the total number of individuals in that particular sample is the sample size. Selecting a sample size depends on the objectives of the conducted study. It likely consists of a series of survey respondents' data with required demographic characteristics, which can relevantly answer the survey questions and provide the best insights.
 - **Types of sampling** the two essential types of sampling methods are probability sampling and non-probability sampling.
 - **Probability sampling** Probability sampling is a sampling method where the respondent is selected based on the theory of probability. The major characteristic of this method is that each individual in a population has an equal chance of being selected.
 - **Non-probability sampling** Non-probability sampling is a sampling method where the researcher selects a sample of

respondents purely based on their discretion or gut. There is no predefined selection method.

2.1.4.2. Survey questions: how to ask questions

Useful questions are considered the cornerstone for the success of any survey and, subsequently, any research. The characteristics of the survey questions are as follows:

- **Data collection** Whether it is an email, SMS, web intercept, or a mobile app survey, the single common denominator that determines how effectively and accurately the collected responses are is the survey questions and their types.
- **Fundamental measurement scales** Four measurement scales are crucial to creating a multiple-choice question in a survey. They are nominal, ordinal, interval, and ratio measurement scales without the fundamentals of which, no multiple-choice questions can be created. Hence, it is essential to understand these levels of measurement to create a robust research framework.
- **Use of different question types** multiple choice questions are the most common type of survey questions, in which some of the popular question types are: dichotomous question, semantic differential scale question, rank order questions, and rating scale questions. Open-ended questions help collect in-depth qualitative data.
- **Administering the survey** It is essential to plan the type of survey to ensure the optimum number of responses required for the study. It could be a mix of interviews and questions or a questionnaire. Interviews could be telephone interviews, face-to-face interviews, online interviews, and questionnaires can be personal intercept, or web surveys.

2.1.4.3.Survey logic

The logic is one of the essential characteristics of a survey. The objective of using logic in a study is to move a respondent-based on their current selection to a question. Survey skip logic and branching provide the ability to create “intelligent” surveys, meaning respondents can answer relevant questions based on their answers to screening questions. The characteristics include:

- **Design** In this phase, the users design their logic and set it up in a way that irrelevant questions to each respondent, don't show up as part of the survey.
- **Application** Survey logic can be applied by using conditional branching or unconditional branching. Other parameters such that form the basis of logic depending on the objective of the study, are piping data, question randomization, link quota, etc

Chapter two: analysis of the findings

Introduction:

The present chapter presents the field work and the analysis of the collected data. Firstly, it provides the theoretical background on the research methodology of the current study, along with the rationale of each data collection method and the strategies that are utilized to examine the study's postulated hypotheses. This chapter also presents a description of the data collecting methods and data analysis. Finally, the chapter aims to present a detailed discussion of the findings with the purpose of answering the research questions and checking the validity of the suggested hypotheses.

3.1 Rationale for research approach

Since the main purpose of the carried study is to explore the role of student surveys to improve the teaching of culture of the language module, this study adopted an exploratory method. The exploratory method is used in order to explore what can culture of the language teachers learn from their students' opinions. In addition to exploring the role of student surveys to improve the teaching of culture of the language module, it intends to explore the attitude of teachers and students toward the use of student surveys.

The current study is exploratory for the reason that it allows the researcher to explore the topic of the research in depth. Researchers conduct exploratory research when the topic requires to be understood in depth, especially if it has not been investigated before and there is not much information available about it. This research answers all types of questions such as what, why and how by using both qualitative and quantitative research tools. Exploratory research can include qualitative techniques like interviews and focus groups, as it can include quantitative techniques such as surveys and polls.

Moreover, the choice of exploratory research gives the researcher the opportunity to explore questions that could not be scrutinized with another method. In addition, the process of research exploring does not provide conclusive solutions. Stebbins (2001) acknowledges that exploratory research is conducted to examine an idea for diagnostic purposes and the researcher already acquainted with what to look for. In the same vein, McArthur (1996) states that the great majority of exploratory researches are conducted to investigate a problem or a phenomena in order to develop insights and better understanding

about its nature. Therefore, the researcher attempt to provide information with which the educational authorities will make a decision.

In this study, the researcher attempts to gather as much as possible information about: 1- What can teachers learn from their students opinions; 2- Teachers and students attitude towards the use of student surveys. 3- Role of student surveys to improve the teaching of culture of the language, and the decision will be taken by the administration and university authorities.

3.2 Population and Sample

It is impossible test every member of the population. A sample is necessary as it is the representative of the whole population. Ross (2005,p.1 as cited in Meddour, 2014) state that "The information derived from the resulting sample is customarily employed to develop useful generalizations about the population".

In order to fulfill this study, to check the validity of hypotheses and gather information, first year culture of the language teachers and students at Biskra University, English division are chosen to be the population.

- **For teachers:**

The researcher choose the only (n= 3) first year culture of the language teachers at Mohamed Kheider Biskra University. The researcher chooses only first year culture of the language teachers to get reliable opinions from both first year students and first year teachers.

- **For students**

The population of current study is first year EFL students (culture of the language module) at Mohamed Kheider Biskra University. The reason behind choosing this population is the massive number of students in the make-up exam. The past few years showed a unreasonable amount of students in make-up exam. More importantly, first year EFL students chosen (culture of the language module) at

Mohamed Kheider Biskra University are chosen because the researcher observed underachievement and low marks in culture of the language classes.

3.3 Data collection methods

Data collection methods are to the tools and the instruments that the researcher uses to gather data. (Williman, 2006) refers to data collection methods as “raw materials” that any researcher needs while undertaking his/her research depending on research problem and depending on the methods used by the researcher. In other words, data collection methods are fundamental to carry any research; hence, the researcher should carefully choose them.

In this work, the researcher opt for an interview (semi-structured to gather data from EFL teachers and survey questionnaire to collect data from first year students.

3.3.1 Interview

The interview is one of well used data gathering tool among researchers as it allows the researcher to immerse deeply into the topic and gather considerable amount of information. Interviews consist of a number of questions. The latter can be structured, semi-structured or unstructured).

3.3.2 Survey questionnaire

Like the interview, the survey questionnaire is method of collecting data which is used by large number of researchers. This technique is well used because it gathers data about opinions, attitudes, and attributes of population. The survey questionnaire contains a series of questions ; these questions can be (close-ended, open-ended or mixture of the two) depending on what the researcher is surveying.

3.4 Data analysis and procedures

The research is going to analyse the data through counts and percentages by using statistics with the survey and descriptive analysis with the interview to explore the teachers' and students' attitude towards the use of student surveys as tool to improve the teaching of culture of the language classes.

3.5 The interview

One of the two main tools that the researcher choose to accomplish this work is asemi-structured interview which is administrated to first year EFL teachers (tutorial of culture of the language) at Mouhamed Khieder Biskra University. It aims to obtain feedback from teachers and and explore their attitude towards the use of student surveys as tool to improve culture of the language teaching.

3.5.1 Description of the Interview Used for this Study

This works' interview is designed to collect data from EFL teacher (tutorial of culture of the language) at Biskra University. It is a semi-structured interview that consists of ten (10) questions (mostly open-ended questions) to give the teachers the ultimate freedom in answerning and giving much more details about the topic. From the designed interview the researcher aims to gather information in depth. For instance, asking the teachers to what extant do they want to know about their students in order to improve their teaching methods and styles, the aim is to see whether or not these teachers give importance to profiling their students and adapt the teaching style that suit their students. Also, the researcher aims at gathering teachers opinions about student surveys and its implementation as tool to improve the teaching of culture of the language. Additionally, the purpose of the interview is to check if the students' opinions does count for teachers (for the sake of i,proving the teqching of culture of the language). Finally, space for any comments or suggestions is provided at the end of the interview.

3.5.2 Aim of the Teachers' Interview

The interview of the current study is designed for EFL teachers at Biskra University. It is used to collec data from their perception and attitude towards the role of student surveys as tool to improve the teaching of culture of the language classes.

3.5.3 Administration

For the administration part, the interview was designed as semi-structured interview administered to teachers of the division of English at Mouhamed Kheider University of Biskra. the interview was administered to the only three first year teachers (n=3) of culture of the language; unfortunately, only two (2) teachers responded. The latter is administered via e-mail and it is not done face-to-face due to current situation (covid-9 pandemic and quatantine).

3.5.4 Analysis of teachers' Interview

As data gathering tool from teachers, this interview was designed to collect information, thoughts and opinions from teachers that will be analysed carefully.

Item 01: Teachers' experience in teaching EFL

In this item the teachers were asked to describe their experience in the teaching field. And their answers were as follows:

Teacher 01: I believe it is being in a good progress, but it needs some perfection particularly what concerns tutorials.

Teacher 02: it is enjoyable and beneficial.

It can be noticed that both teachers has the same perspective towards their profession. From their answers, it can be deduced that EFL teachers at Biskra University take their practice as teachers seriously and aware of the deficiencies they encounter in the teaching field. In addition, it can be deduced that EFL teachers at Mohamed Kheider University are interested in betterment of their teaching practice.

Item 02: Culture of the language teaching experience

In this item teachers were asked to describe their experience in the teaching of culture of the language. And their answers were as follows:

Teacher 01: very challenging due to the nature of the module, which needs a lot of general knowledge in many fields like culture, history and geography. In general it is a good experience since it is an occasion where both my student and I have the chance to discuss,

share and debate many things that are related to daily routine, something that create a link between the teacher and students.

Teacher 02: this module allows the teacher to exchange information about historical events and it helps learn about people's culture.

According to the answers above, culture of the language teachers consider the teaching of this module a good experience where they have the opportunity to provide student with information in many fields. Yet, they claim that it is a challenging module because it requires a rich knowledge in different fields, from history to culture. However, teacher 01 pointed that discussion carried in culture of the language classrooms create a like between the teacher and students.

Item 03: Teaching style and methods

In this item teachers were asked to describe their teaching style and methods. And the answers were as follows:

Teacher 01: it is based on communicative approach; the objective is to teach students how to share and to debate different concepts of the daily life that are related to culture in general.

Teacher 02: I try to vary my teaching style depending on what materials to teach. Culture of the language demands communicative methods where the teacher explains and receives feedback.

Through the above responses, teachers agreed upon the importance of the communicative methods which is based on interaction and feedback in the teaching of culture of the language. Furthermore, Teacher 01 noted that one of culture teaching goals is to teach students to share and debate different concepts of the daily life that are related to culture. Teachers 02 asserted that he vary in his/her teaching style depending on the materials that need to be presented.

Item 04: Students' profiling

In this item teachers were asked to what extent to they want to know about their students in order to improve their teaching methods and the answers were as follows:

Teacher 01: indeed yes, it is very crucial to profile students and know their learning styles to adapt the teaching method and different aspects of the teaching process. A good technique relies on how well you know your students not personally but also their learning styles and preferences.

Teacher 02: it is important to understand how students think and how they prefer to learn the material in order to improve the teaching style.

From the obtained answers, teachers showed the importance of profiling students in order to improve their teaching practice as teacher 02 who asserted “it is important to understand how students think and prefer to learn the material”. Moreover, teachers agreed that it is important to profile students and adapt the necessary teaching style.

Item 05: Students’ contribution

In this item teachers were asked how students can help to improve the teaching of culture of the language. The answers were as follows:

Teacher 01: when they are responsive, reactive and collaborative, the culture classes are very intense and need a good effort to deal with a huge amount of information and discussions.

Teacher 02: students are allowed to express their opinions about the learning process and suggest modification if necessary.

According to the answers mentioned above, culture of the language teachers at Biskra University welcome and support feedback from students. Furthermore, first year culture teacher believe that are allowed to express their opinions about the teaching process. Also, the teachers are ready to make changes in the teaching methods if necessary.

Item 06: Communication tools

In this item teachers were asked about the tools they use to communicate with students in order to build a relationship. The answers were as follows:

Teacher 01: generally instant question, open discussions and readings

Teacher 02: the teacher should be attentive to what reinforces his relationship with the students; a direct conversation with a student can enhance the outcomes of the teaching.

From what the interviewed teachers demonstrated above, both teachers support discussions which prove that first year culture teachers pay attention to students' opinions. In addition, it can be noticed that teachers are making effort by providing students with space to voice their issues.

Item 07: The use of student surveys in class

In this item teachers were asked if they have ever used student surveys in culture classes and how. The answers were as follows:

Teach 01: yes many times, but it has taken a different form which is rather oral than written survey. I usually ask my students about how they feel about my teaching method and the way the lesson is presented. The obtained feedback is very important in the way it helps defining future actions inside classroom.

Teacher 02: no, I have not

It is clearly observed that teachers agreed on the importance of student opinions about the teaching process. Moreover, teacher 01 noted he/she asks his student opinions about the teaching methods and the way the lesson is presented orally. However, no one of the teachers has ever used an actual student surveys as tool to collect student opinions as part of the process of betterment of the teaching practice.

Item 08: Feedback received from students

In this item teachers were asked if they have received feedback from their students and how they dealt with it. The answers were as follows:

Teacher 01: generally, students are concerned with testing and examination period and ask many questions about the forms and procedures.

Teacher 02: no I have not received any.

From the obtained information, it can be deduced that students do not provide their teachers with feedback about changes they look for in culture classes. Maybe those students do not like to express their thoughts orally. However, the teachers claim that student did no effort to express their issues. Contrariwise, they ask for feedback about lessons and examinations.

Item 09: Teachers' support of student surveys

In this item the interviewed teachers were asked about their opinions about student surveys and if they would support its implementation as tool to improve the teaching outcomes. The answers were as follows:

Teacher 01: it is important because it is a way to make things better and kind of a guide to teacher actions in the classroom

Teacher 02: it is beneficial for both students and teachers

The above answers clearly show that first year culture of the language teachers agreed on the importance of student surveys for the teaching field. Furthermore, teacher 02 said that it is beneficial for both teachers and students while teacher 01 said that it is important because it is sort of a guide to refer to. Moreover, teachers supported its implication as an instrument to improve teaching outcomes.

Item 10: Teachers' suggestions and recommendations

In this item first year culture teachers were provided with space to suggest and recommendation or any additional comments.

Teacher 01: I believe implementing surveys like that should be administered at the end of each semester to see where things could be taken to the next level and to avoid certain issues, which could impede the process of teaching/learning in this context.

Teacher 02: teacher and student relationship must be built communication to create the perfect learning environment.

Brief conclusion of teachers' interview

Despite the fact that not all teachers responded to the interview, the gathered information provided an insightful results. For instance, cultures of the language teachers at Biskra University value their profession and they are always ready to take actions to enhance the teaching of culture of the language tutorial. Moreover, those teachers have shown that they are aware of the importance of student surveys. Also, they have showed positive attitude towards the implementation of student surveys as tool to improve the teaching culture of the language.

3.6 Survey Questionnaire

the second tool that was used in the process of gathering data to accomplish the objectives of this study is survey questionnaire. The last aimed to collect feedback, opinions and attitudes towards the use of student surveys as tool to improve the teaching of culture of the language.

3.6.1 Description of the student survey

The survey questionnaire was the second tools the researcher did opt for to gather the needed information. It was addressed to first year EFL students at the University of Biskra, and it was divided into two main sections:

Section One: Teacher' Teaching Style

The first section of this survey which focused on the teacher' teaching style and teaching methods consists of eight (08) questions. The aim here was to gather students' opinions and thoughts about the teaching methods that their teachers focus on. Additionally, in the first six (06) the students were asked to indicate their level of agreement, from strongly agree to strongly disagree. Then, the students were provided with space to express their opinions about what they like best and what they like least about their teachers' teaching styles and methods. Lastly, students were given the opportunity to enumerate the changes they recommend concerning the theme of this section which is the teaching styles and methods. Moreover, this section aimed to explore students points of view about the used teaching methods in culture classes and the changes they think may improve the teaching of

culture of the language. Furthermore, it gave the researcher the opportunity to explore students' attitude towards surveys by providing them with this survey.

Section Two : Tutorial and tutorial Content

The second section of this survey consisted of eight (08) questions that focused on the tutorial and tutorial content in first year culture of the language classes. The main aim of this section was to collect data from students about their experience and opinions on tutorial of culture of the language. From the second section the researcher aimed to gather students' thoughts about the subject matter presented in the tutorial of culture of the language and what changes they think would improve the teaching of culture of the language. In addition, it attempted to distinguish their opinions about the implementations of student surveys as tool to improve the teaching of culture of the language and if they would support its usage. Besides, in the first questions, students were requested to rank their agreements from strongly agree to strongly disagree about the syllabus and the tutorial materials.

3.6.2 Aim of the students' survey

The purpose of the undertaken survey was to gather information from EFL first year students at Mohamed Kheider Biskra University. It was used as tool for this study to know students' opinion about what changes would improve the teaching of culture of the language module. Also, it aimed to know their thoughts about the different elements that notate culture of the language tutorial from the teacher and teaching styles to the syllabus and tutorial content. Furthermore, the survey attempted to explore students' attitude towards student surveys.

3.6.3 Piloting and Validation

After designing the preliminary survey, the researcher distributed it to check its validity. The preliminary form of the survey was in a paper form survey. It was submitted hand-by-hand to ten (10) students from the total population of first year EFL students at Mohamed Kheider Biskra University. As matter of fact, the main aim of the piloting stage of the survey was to check the clarity of the instructions, the difficulty of the questions and more importantly to check the population interest about the topic.

Due to the charged timetable of first year EFL students at Biskra University, the researcher spent a long time in trying to find the timing that work best for the students and the researcher himself. Therefore, when the students handed back the answered survey they suggested that it would be better if the researcher opt for an online form of the survey considering that they do not have sufficient time to answer it in the classroom. Besides, all students agreed that there was no ambiguity and the survey questions were clear and intelligible.

Aside from student suggestions, the supervisor was satisfied with the layout and the questions of the survey. Yet he suggested to put question number (07) where the student are asked to stated what they like the best about the teacher's teaching methods and question number (08) where the students are asked to mention what they like the least about the teacher's teaching methods in one question. From the above mentioned notes, the supervisor and the students' feedback has been taking in consideration one by one while designing the final form of the administrated survey.

3.6.4 Administration

After designing the final form of the survey, the researcher distributed it online through "face-book" as some students suggested. Indeed, the idea of online survey was beneficial; it helped the researcher to collect the intended number of answers within five days. In addition, the collection of data would have been impossible due to quarantine.

3.6.5 Analysis of student survey

As a tool to gather data for the current study, the researcher designed this survey questionnaire to collect information, thoughts, and opinions from first year EFL students at the University of Biskra and analyze them.

Section One: the Teacher' Teaching Style (from item 1 to item 8)

The purpose of this section is to formulate an idea about students' opinions concerning the used teaching styles in culture of the language classrooms and the instructional methods.

Item 01: Teacher's stimulation

Table 1: Teacher's stimulation

Options	Number	%
Strongly agree	5	14,7%
Agree	15	44,1%
Neutral	10	29,4%
Diagree	4	11,8%
Strongly disagree	0	0%
Total	34	100%

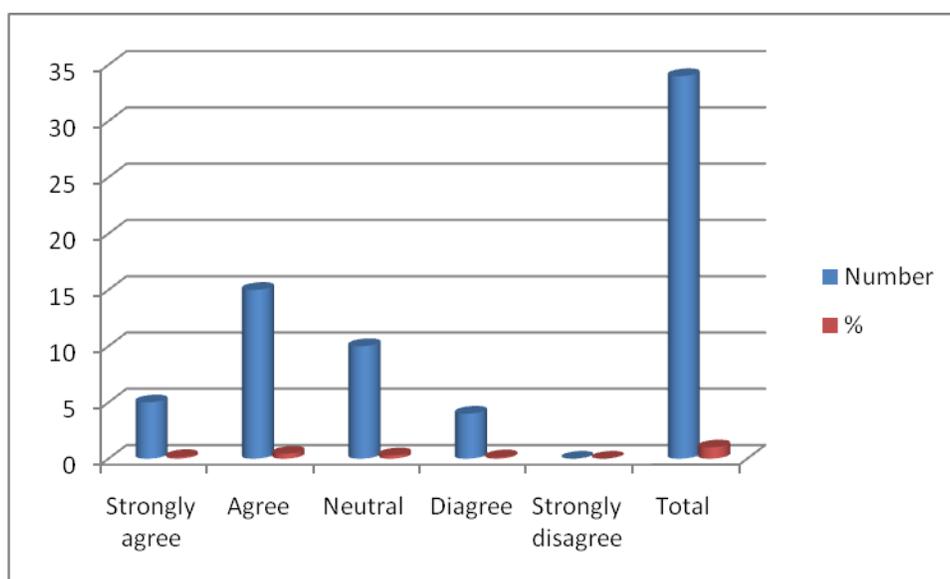


Figure 3: Teacher's stimulation

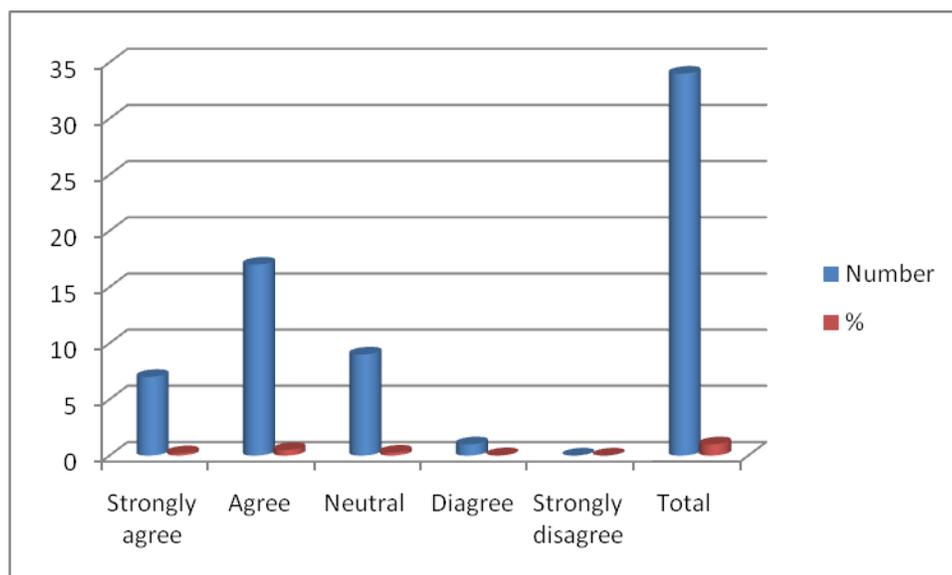
In this question respondents were asked to indicate their level of agreement about the teachers' stimulation in the subject matter presented in culture of the language classes (from strongly agree to strongly disagree). As the table above indicated, the majority of respondents (15 respondents) that represent (44, 1%) noted that they agree that their teachers stimulate their interest in the subject while 5 respondents represent (14, 7%) said that they strongly agree with the statement "the teacher stimulates my interest in the subject". 10 respondents that represent (29, 4%) claimed that they take a neutral side. Whereas, the percentage of (11, 8%) claimed that they do not agree and the teacher does not stimulate their interest in the subject presented in culture of the language classes; however, no respondent (0%) think they strongly disagree. As result, the strongly disagree option is an excluded rate.

Thus, these responses give us clear idea that teachers prosper at stimulating their students' interest in culture of the language classrooms.

Item 02: Teacher's response to questions

Table 2: Teacher's response to Questions

Options	Number	%
Strongly agree	7	20,6%
Agree	17	50%
Neutral	9	26,5%
Diagree	1	2,9%
Strongly disagree	0	0%
Total	34	100%

**Figure 4: teacher's response to questions**

As the table revealed, 7 respondents that represent (20, 6%) stated that they strongly agree that the teacher encourages discussions and respond to questions. The half of respondents (50%) stated that they agree that their teacher respond to questions and encourage classroom discussions while (26, 5%) were neutral in this question. On the other hand, (2,

9%) of respondents claimed that they disagree and the teacher neither encourages discussions nor respond to questions and no one of them strongly disagree with this item. Thus, the strongly disagree rate is excluded.

Moreover, the majority of respondents acknowledged that first year culture of the language teachers encourage discussions in their classrooms and respond to questions.

Item 03: Teacher's instructional methods

Table 3: Teacher's Instructional Methods

Options	Number	%
Strongly agree	7	20,6%
Agree	12	35,3%
Neutral	4	11,8%
Diagree	7	20,6%
Strongly disagree	4	11,8%
Total	34	100%

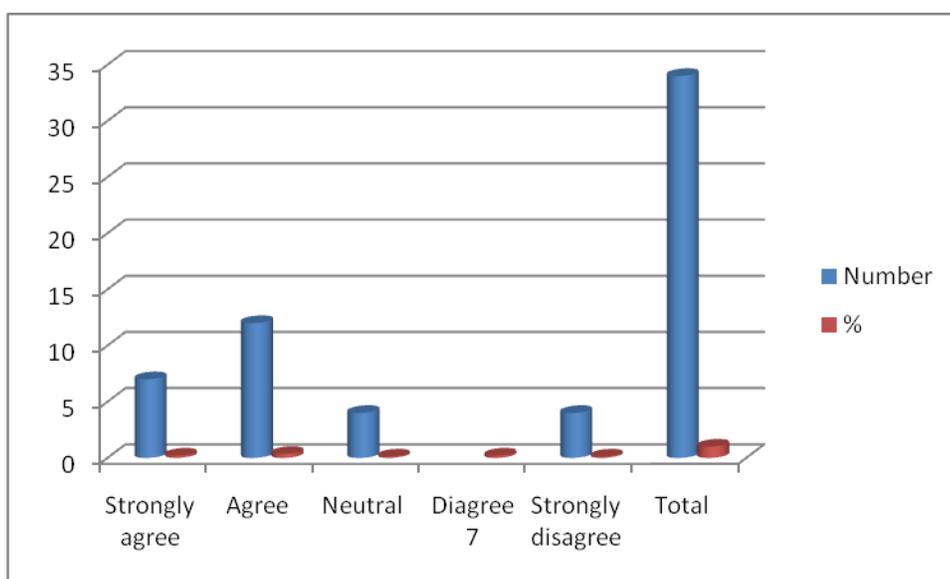


Figure 5: teacher's Instructional Methods

According to the result obtained from the above table, 7 respondents that represent (20, 6%) said that they strongly agree that the teacher uses variety of instructional methods to reach the tutorial objectives. 12 respondents that represent (35, 3%) said that they agree with this item while 4 chose to take a neutral side. But, (20, 6%) of respondents said that they disagree and the teacher does not use a variety of instructional methods; likewise, (11, 8%) of respondents noted that they strongly disagree with this item and the teacher does not opt for diversity in his/ her instructional methods.

Item 04: Teacher's teaching style

Table 4: Teachers' Teaching Style

Options	Number	%
Strongly agree	2	5,9%
Agree	5	14,7%
Neutral	16	47,1%

Diagree	11	32,4%
Strongly disagree	0	0%
Total	34	100%

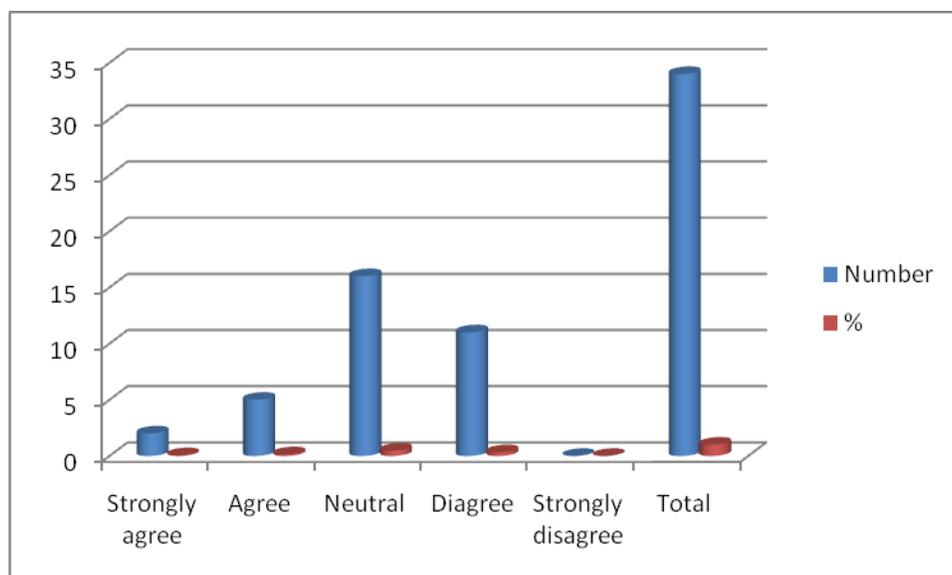


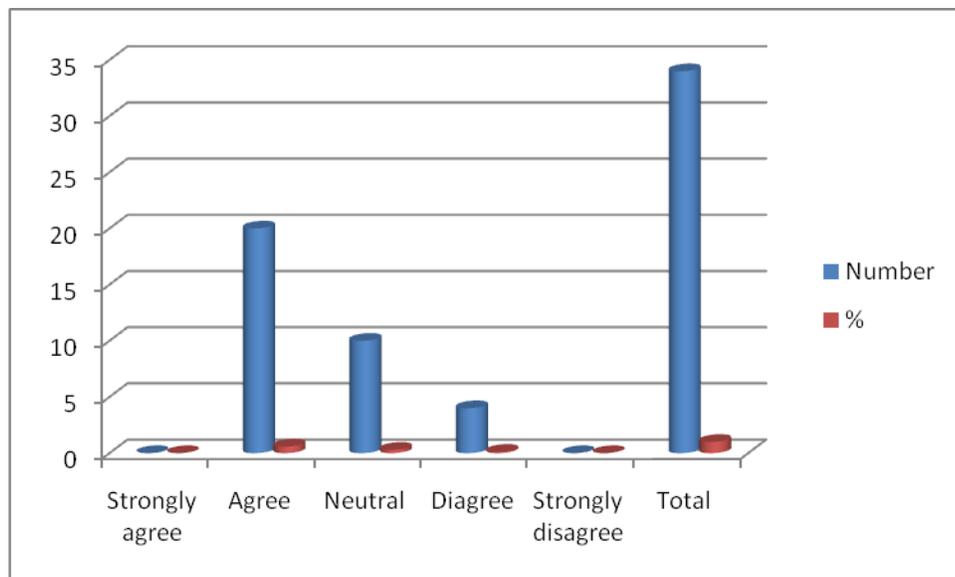
Figure 6: Teacher's teaching style

It can be noticed that the majority of respondents (47, 1%) have chose to take a neutral side with this item (I'm satisfied with the teacher's teaching style). It is believed that those respondents who said that they are neutral, they might be discreet about their true opinions because they may fear expressing themselves or maybe they are incommunicable in nature. (5, 9%) of respondents claimed that they strongly agree with is item. In the same line (14, 7%) of respondents said they agree and they are satisfied with the teacher's teaching style. However, (32, 4%) of participants noted that they disagree and they are not satisfied with the teacher's teaching style which should not be underestimated. No one of the respondents strongly disagree with this item which leads to excluding this option.

Item 05: Assessment information

Table 5: Assessment Information

Options	Number	%
Strongly agree	0	0%
Agree	20	58,8%
Neutral	10	29,4%
Diagree	4	11,8%
Strongly disagree	0	0%
Total	34	100%

**Figure 7: Assessment information**

As it is shown on the table, the overwhelming majority of respondents (58, 8%) asserted that they agree that the information about the assessment are communicated clearly

while no respondent said that he/ she strongly agree. However, (11, 8%) claimed that they disagree and the information about the assessment are not communicated clearly while (29, 4%) choose to be neutral about this item. Since no respondent said that he/she strongly agree or strongly disagree, these two options were excluded in this item.

Item 06: Feedback Provided by Teacher

Table 6: Feedback Provided by Teacher

Options	Number	%
Strongly agree	0	0%
Agree	17	50%
Neutral	13	38,2%
Diagree	4	11,8%
Strongly disagree	0	0%
Total	34	100%

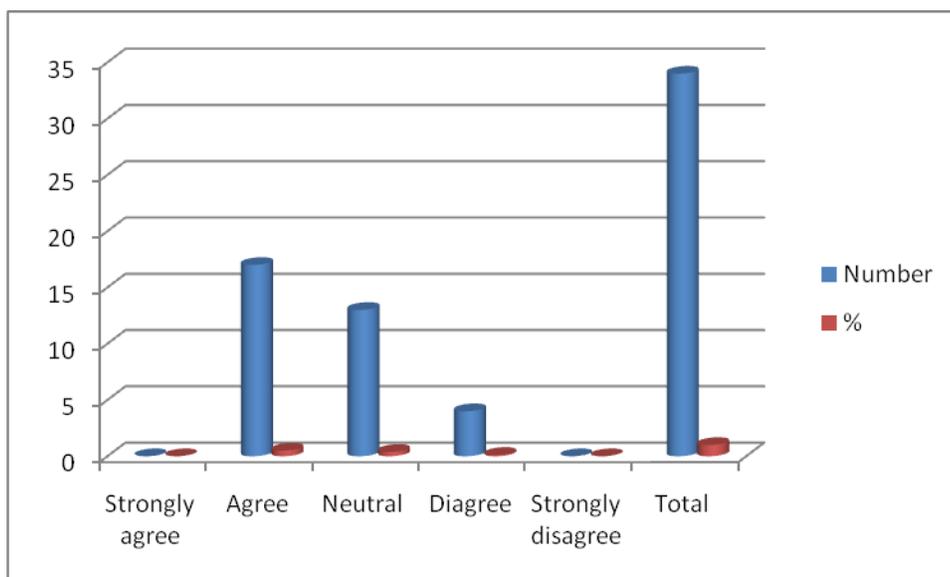


Figure 8: feedback provided by teacher

As it is clearly observed, 17 respondents that represent (50%) said that they agree with this item and the teacher's feedback is always provided within the stated timeframe while no respondent (0%) said that he/she strongly agree. Whereas, a percentage of (38, 2%) claimed to have a neutral opinion about teacher's feedback. However, (11, 8%) stated that they disagree with this item and the teacher's feedback is not provided within the timeframe. No respondents (0%) said that he/she disagree with this item; consequently, this option were excluded as the "strongly agree" option.

Item 07: Students' opinion about the teaching methods

Table 7: Students' opinion about the teaching methods

	Number	Percentage
Reliance on handouts only	10	29, 4%
loaded lessons	3	8, 8%

Reliance on one teaching style	10	29, 4%
Lack of class materials and technology aids	7	20, 6%
Lack of feedback	4	11, 8%
	34	100%

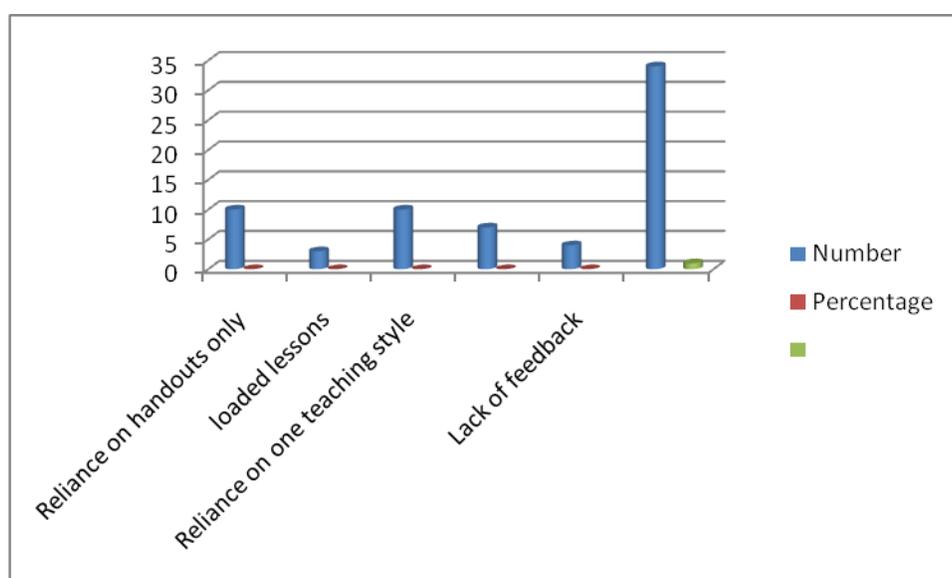


Figure 9: students' opinion about the teaching methods

In this item participants were asked what they like they best and the least about their teacher's teaching method, yet they all stated their less preferred teaching methods. 29, 4 of participants mentioned that they dislike teacher's reliance on handouts only. According to these participants the teacher uses huge amount of handouts which prevent the teacher from covering the grading criteria of the subject. (8, 8%) of participants said that they dislike the loaded of lessons. According to these participants encounter a lot of information that make them lose concentration. Besides, (29, 4%) said that they dislike the fact that the teacher relies on one teaching style. The participants mentioned that the teacher relies on one teaching style and he/ she does not respect their learning differences. Whereas, (20, 6%) of participants

highlighted that the lack of class materials and technology as the item they like the least. Yet, only (11, 8%) of participants highlighted the lack of feedback as the item they like the least about the teacher's teaching method.

Item 08: Students' recommendations

Table 8: Students' recommendations

	Number	Percentage
Audio-visual aids and technology	7	20, 6%
Communication and interaction with students	20	58, 8%
Energy and enthusiasm	6	17, 6%
Nothing	1	2, 9%
	34	100%

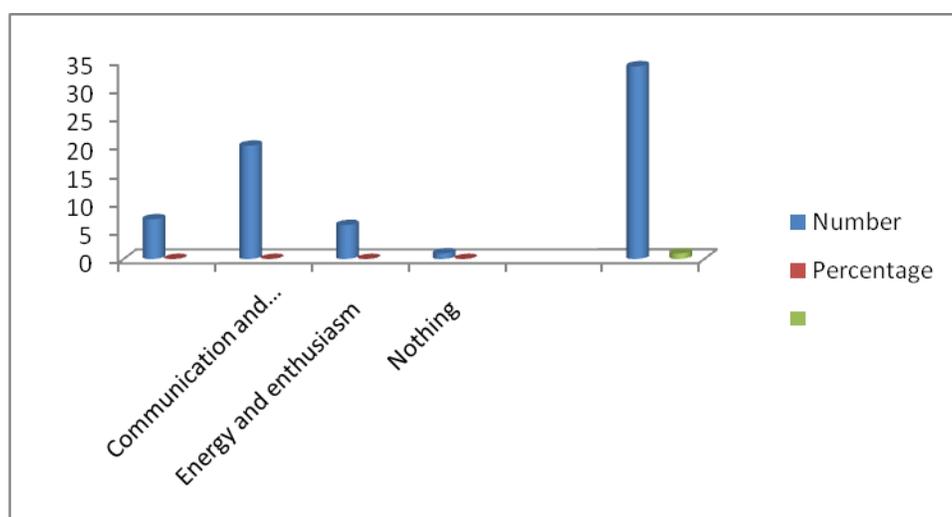


Figure 10: student recommendations

In this item participants were asked to suggest some recommendations they think might improve the teaching methods in culture of the language classrooms. This item aimed to explore students' opinions and look at things from students' perspective. The overwhelming majority of students (58, 8%) suggested communication and interaction with students. According to these participants the teacher does not communicate properly with them, so they suggested that the teacher should opt for more communication with his/her students and engage group discussions and activities that involve interaction between him/ her students. The last, clearly contradicted with participants' responses to item 2 from section 1. Accordingly, (17, 6%) of participants suggested energy and enthusiasm. To these participants, the teacher presents the lessons low energy which discourages students. On the other hand, (20, 6%) of participants highlighted audio-visual aids and technology as tool they think would improve the teaching style. However, 1 participant said he/she would suggest nothing because he/she is satisfied with the current teaching style.

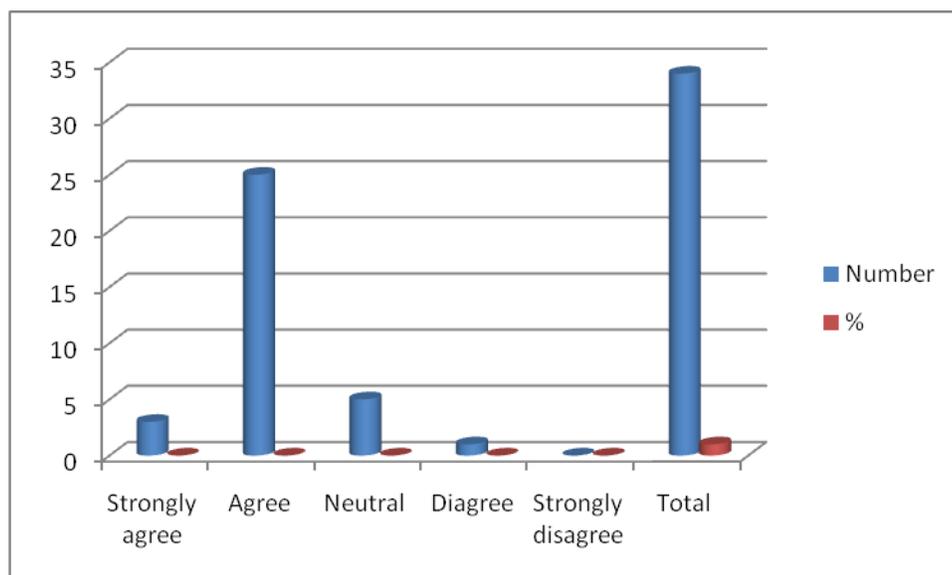
Section two: Tutorial and tutorial content (From item 9 to item 16)

This section was designed to focus on the tutorial and tutorial content in culture of the language classrooms. It attempted to collect information about culture of the language tutorial and content that first year students deal with. Furthermore, it aimed to collect first year students at Mohamed Kheider university thoughts about the tutorial and tutorial content. Accordingly, in the first five (05) the students were asked to indicate their level of agreement, from strongly agree to strongly disagree with the stated statements. Then, the students were provided with space to describe their experience in culture classrooms. After that, students were given the opportunity to state the changes they think it might improve this tutorial. Lastly, students were asked if they would support the use of student surveys as tool to improve the teaching of culture of the language tutorial. Moreover, this section aimed to explore students points of view about the tutorial and tutorial content of culture of the language and the changes they think may improve culture classes.

Item 09: Explanation of the syllabus

Table 9: teacher's explanation of the syllabus

Options	Number	%
Strongly agree	3	8, 8%
Agree	25	73, 5%
Neutral	5	14, 7%
Diagree	1	2, 9%
Strongly disagree	0	0%
Total	34	100%

**Figure 11: teacher's explanation of the syllabus**

In this question respondents were asked to indicate their level of agreement about the tutorial and tutorial content in culture of the language classroom (from strongly agree to strongly disagree). As the table above indicated, the majority of respondents (25 respondents) that represent (73, 5%) noted that they agree that their teacher explained the syllabus at the

beginning of the year while 3 respondents represent (8, 8%) said that they strongly agree with this item. On the other hand, 5 respondents that represent (14, 7%) claimed that they take a neutral side which is little bit inconvenient. Whereas, the percentage of (2, 9%) claimed that they do not agree and the teacher did not explain the syllabus of culture of the language at the beginning of the year. However, no respondent (0%) stated that he/she strongly disagree. As result, the strongly disagree option is an excluded rate.

Item 10: The syllabus

Table 10: syllabus adequation

Options	Number	%
Strongly agree	1	2, 9%
Agree	21	61, 8%
Neutral	12	35, 3%
Diagree	0	0%
Strongly disagree	0	0%
Total	34	100%

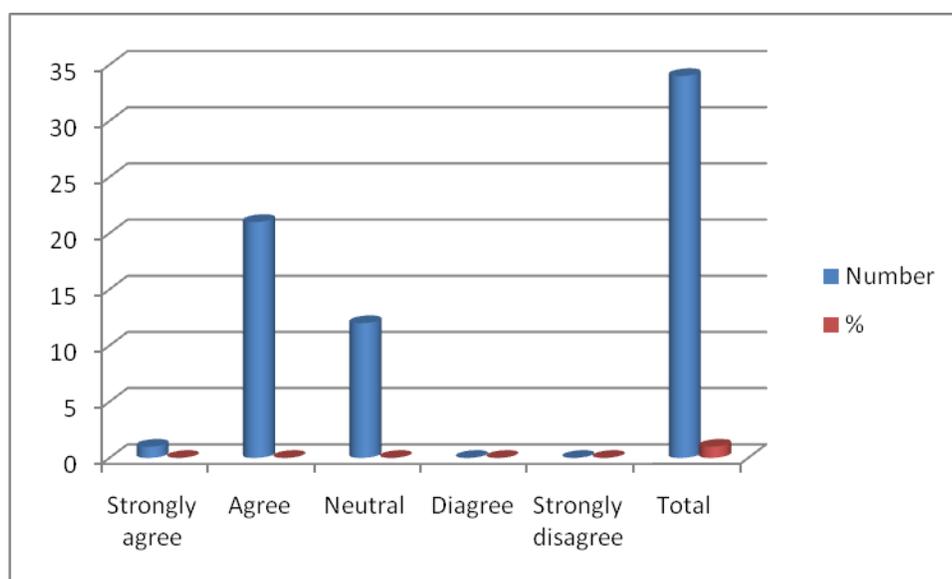


Figure 12: syllabus adequation

As it is clearly observed, the majority of respondents 21 that represent (61%) said that they agree with this item and the syllabus is adequate stated while (2, 9%) said that he/she strongly agrees. Whereas, a percentage of (35, 3%) claimed to have a neutral opinion about first year culture of the language syllabus. However, no respondent (0%) stated that he/she disagree or strongly disagree with this item. Consequently, these two options were excluded.

Thus, student responses gave us clear idea that first year culture of the language syllabus is adequate.

Item 11: The tutorial subject matter

Table 11: the tutorial subject matter

Options	Number	%
Strongly agree	7	20, 6%
Agree	22	64, 7%

Neutral	5	14, 7%
Diagree	0	0%
Strongly disagree	0	0%
Total	34	100%

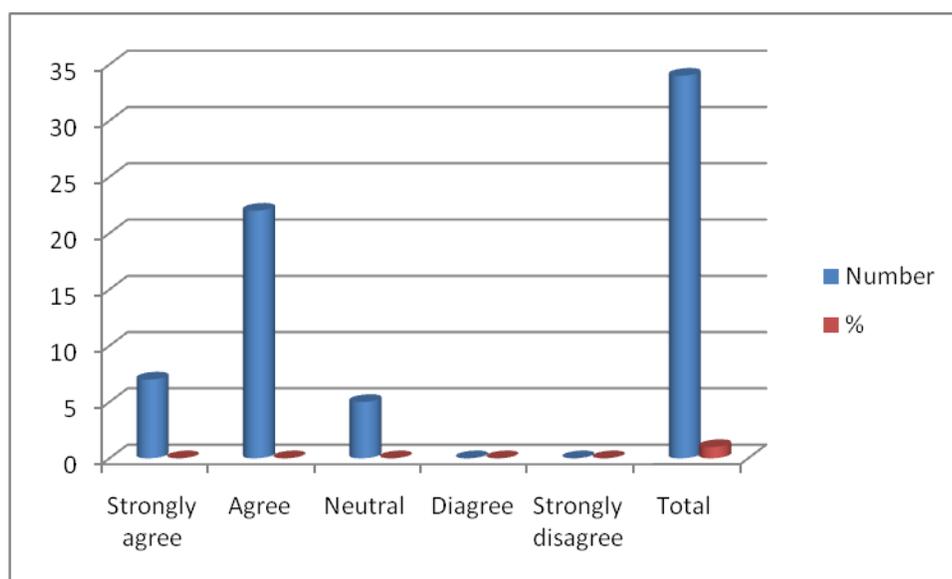


Figure 13: the tutorial subject matter

As it is shown on the table, the overwhelming majority of respondents (64, 7%) asserted they agree that the subject matter presented in culture of the language classrooms has increased their knowledge. Accordingly, 20, 6 of participants said that they strongly agree while 14, 7 of participants chose a neutral side. However, no respondent (0%) claimed that they disagree that the subject matter presented in culture of the language classes has increased his/her knowledge. Since no respondent said that he/she disagree or strongly disagree, these two options were excluded in this item.

Moreover, these responses clearly show that the subject matter presented in culture of the language classrooms beneficial for students.

Item 12: The grading criteria of the tutorial

Table 12: the grading criteria of the tutorial

Options	Number	%
Strongly agree	0	0%
Agree	16	47, 1%
Neutral	12	35%
Diagree	6	17%
Strongly disagree	0	0%
Total	34	100%

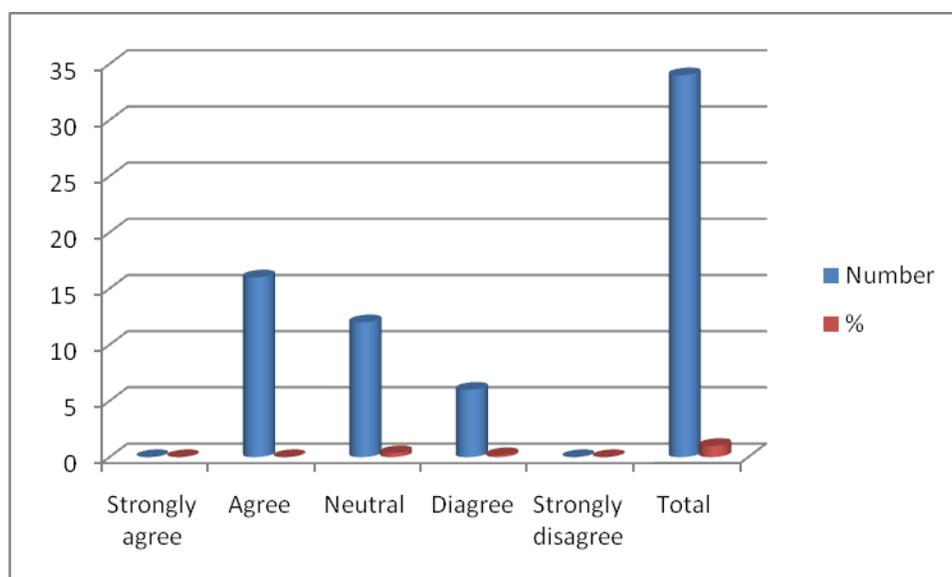


Figure 14: the grading criteria of the tutorial

It can be noticed that the majority of respondents (47, 1%) said they agree that the teacher explains the grading criteria of the tutorial. Besides, 35 of respondents claimed that

they take neutral side in this item. It is believed that those respondents who said that they are neutral, they might be discreet about their true opinions because they may fear expressing themselves or maybe they are incommunicable in nature. Contrariwise, (17%) of respondents noted that they disagree with is item and the teacher does not explain the grading criteria of the tutorial while no respondent 0 said he/she strongly disagree. In the same line, no respondent (0%) said they strongly agree that the teacher explains the grading criteria of the tutorial. Therefore, this option is excluded just as “strongly disagree” option.

Item 13: The tutorial materials

Table 13: the tutorial materials

Options	Number	%
Strongly agree	5	14, 7%
Agree	9	26, 5%
Neutral	4	11, 7%
Diagree	8	23, 5%
Strongly disagree	8	23, 5%
Total	34	100%

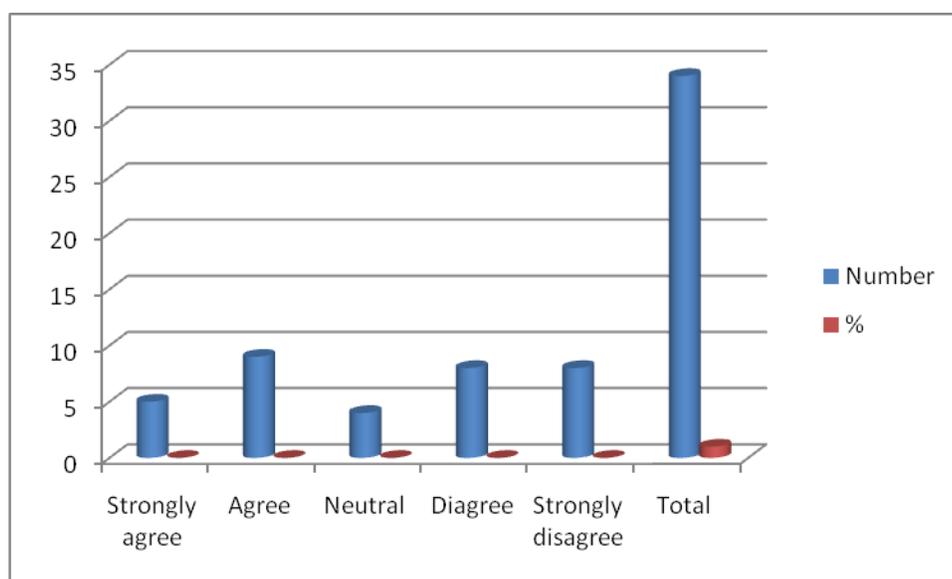


Figure 15: tutorial materials

According to the result obtained from the above table, 5 respondents that represent (14, 7%) said that they strongly agree that the tutorial materials are modern and updated. Likewise, 9 respondents that represent (26, 5%) said that they agree with this item while (11, 7%) of respondents chose to take a neutral side. But, (23, 6%) of respondents said that they disagree and tutorial materials are neither modern nor updated. Likewise, (23, 5%) of respondents noted that they strongly disagree with this item and culture of the language tutorial does not contain updated materials.

Item 14: Students' tutorial experience

Table 14: students' tutorial experience

	Number	Percentage
I love it	6	17, 6%
Not satisfying	20	58, 8%
Neither good nor bad	8	23, 5%

34	100%
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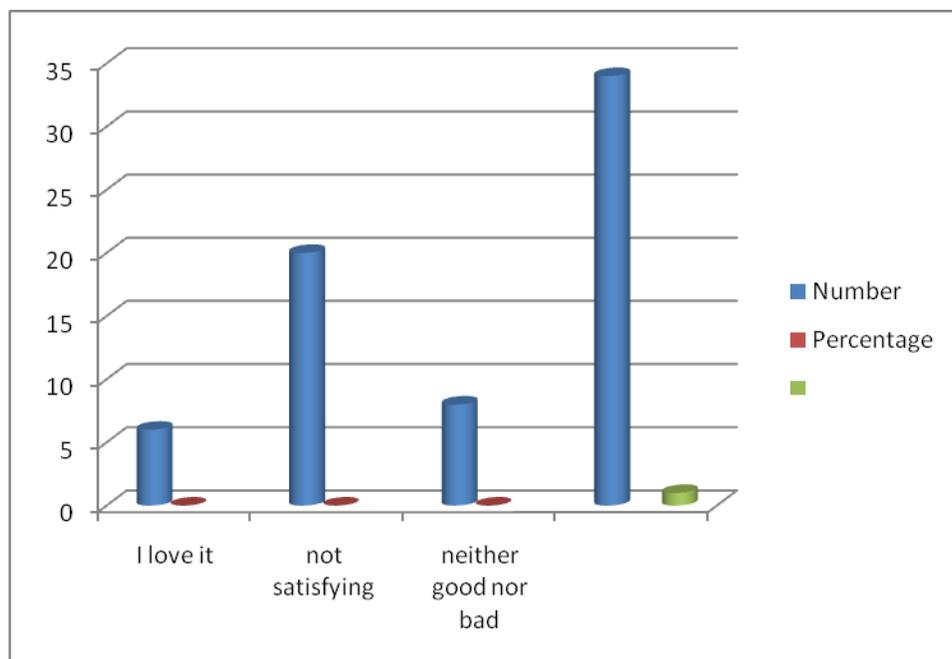


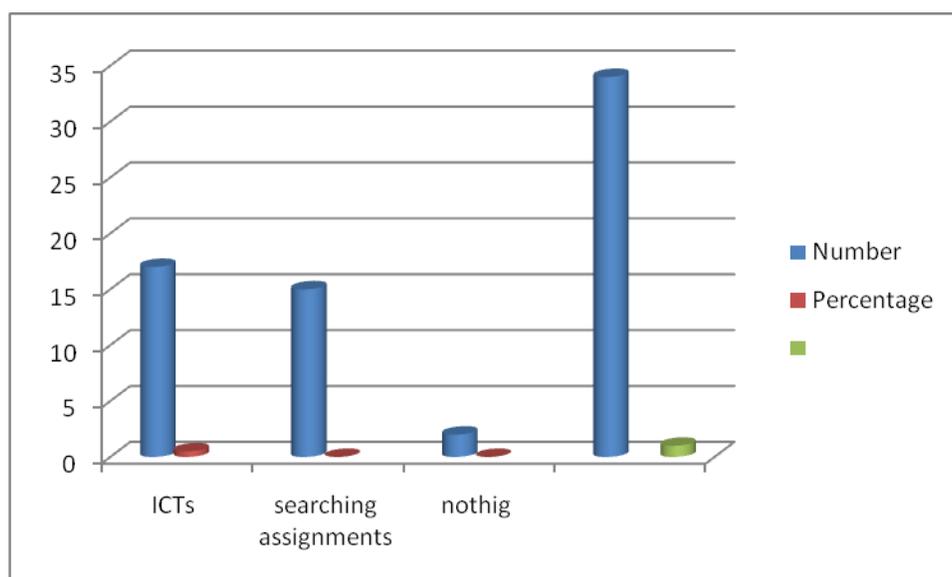
Figure 16: students' tutorial experience

As it is shown on the table, the overwhelming majority of participants (58, 8%) claimed that their experience in culture of the language classes is not satisfying. These participants used different expressions to describe their experience such as not very pleasant, not good and boring. On the other hand, (17, 6%) asserted they have had a positive experience in culture class. Furthermore, these participants noted that enjoy and love culture of the language module. Moreover, a percentage of 23, 5 described their experience as neither good nor bad. Maybe these participants look up see specific modifications.

Item 15: Students' recommendations

Table 15: students' recommendations

	Number	Percentage
ICTs	17	50%
searching assignment	15	44, 1%
Nothing	2	5, 9%
	34	100%

**Figure 17: students' recommendations**

In this item respondents were provided with space to state recommendations they think would improve the content of culture of the language tutorial. (50%) of participants mentioned ICTs. These participants believe ICT should be engaged in culture of the language teaching in order to ameliorate the teaching outcomes. Accordingly, (44, 1%) of participants suggested assignments in form of small researches. This group of participants claimed assignments and letting students dig for information is better than spoon feeding them.

However, (5, 9%) of participants said they suggest nothing. These students claimed that culture of the language tutorial needs no modifications and it is satisfying as it is.

Item 16: Student position of “student surveys”

Table 16: students' position of "student surveys"

	Number	Percentage
yes	32	94, 2%
No	1	2, 9%
I do not know	1	2, 9%
	34	100%

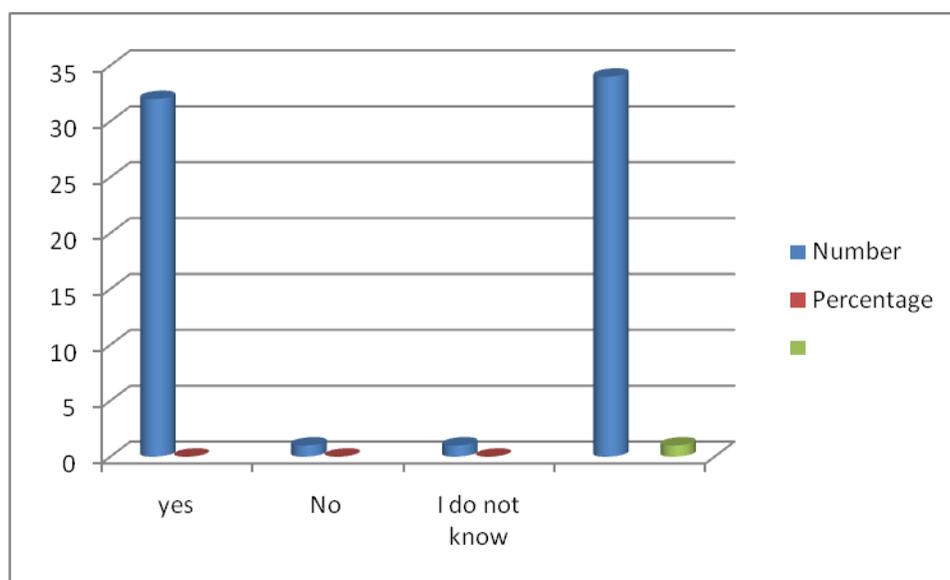


Figure 18: student position of "student surveys"

From what has been mentioned above, a great number of respondents (94, 2%) supported the use of student surveys as tool to improve the teaching of culture of the language. However, only (2, 9%) of respondents believed that student surveys will not improve the

teaching of culture of the language. Likewise, (2, 9%) of respondents said they do not know whether to support student surveys or not.

Hence, these results clearly show that students see student surveys as tool to improve the teaching of culture of the language.

Brief Conclusion to the Student's Survey

From the student surveys analysis, it has been observed students' dissatisfaction about culture of the language tutorial and the teaching methods is rationalized. The lack of communication, lack of feedback and the outdated teaching materials result in demotivating students.

In addition, the data from student surveys shown that students would support the use of student surveys as an instrument to improve the teaching of culture of the language.

General Conclusion

The results obtained from the previous years has shown that first year EFL at Mohamed Kheider Biskra University suffer from underachievement in culture of the language tutorial. The last led us to conduct this research "the role of student surveys to improve the teaching of culture of the language". The present study aimed to explore shed light on student surveys as tool to improve the teaching of culture of the language. In addition, this research attempted to explore what can culture of the language teachers learn from their students' opinions. Also, it attempted to explore teachers and students attitude towards the use of student surveys.

This work contain two chapters, the first chapter was devoted to the theoretical part of the study. On the other hand, the second chapter was devoted to the fieldwork. Firstly, the first chapter included theoretical background of culture. To be precise, it involved the definition of culture and its characteristics. Also, it included the teaching of culture of the language in EFL classes and the goals of teaching culture. Additionally, outlined the history of teaching culture. Secondly, it highlighted the definition of student surveys and its historical background. Moreover, it included

On the other hand, the second chapter was devoted to the fieldwork. Initially, this chapter dealt with practical part of the study. First, it included a literature review about the research methodology (rational of the research, population and sampling and data collection methods). Then, it shifted to data analysis.

To achieve the research aim, researcher adopted for exploratory method. To gather the necessary information the researcher opted for two data collection methods; an interview, which has been administrated to first year EFL teachers, and a questionnaire, which has been administrated to first year EFL students. Both teachers and students were from Biskra University. The sample of this study included three (n=3) culture of the language teachers and thirty-four (n=34) students.

Accordingly, the obtained results from the interview and the survey questionnaire proved that the teachers and students have a positive attitude towards the use of student surveys as tool to improve the teaching of culture of the language. In other words, both teachers and students believe that the more student communicate their issues through student surveys the better results they achieve, from low marks to improving to teaching of culture. Moreover, teachers and students recommended the implementation of student surveys.

Furthermore, the obtained results showed that first year EFL students are neither satisfied with the current teaching methods nor with the outdated teaching materials. First year EFL student showed discomfort towards the lack of communication with their teachers. Also, they showed displeasure towards the use of outdated teaching materials.

To sum up, it can be deduced that this research helped to shed light on issues that encounter first year EFL teachers and students which prevent the betterment of the teaching of culture of the language. Now, it has become clear that students can participate in the process of improving the teaching of culture of the language module.

Recommendations

The researcher proposed a series of recommendation which may contribute in the betterment of the teaching of culture of language.

- ❖ It is highly recommended to opt for different teaching methods to make the teaching process effective and efficient.
- ❖ It is highly recommended to give students space to express their opinions and thoughts.
- ❖ It is recommended to create healthy student-teacher relationship that promotes academic success.
- ❖ It is recommended that teacher recognize their students as individuals with their own specific capacities and learning differences.
- ❖ It is recommended to incorporate audio-visual aids and technology in the teaching process.
- ❖ Due to the loaded lessons, it is recommended to minimize the amount of information presented in each lesson to make student concentrate better and understand all different criteria of the lesson.

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Interview questions

1) How would you describe your experience in the teaching field?

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

2) How would you describe your experience in the teaching of culture of the language module?

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

3) Describe your teaching style and methods.

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

4) How much do you want to know to know about your students in order to improve your teaching methods?

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

- 5) How much do you want to know from your students in order to improve the teaching of culture of the language?
.....
.....
- 6) What kind of tools do you use to communicate and build a relationship with your students?
.....
.....
- 7) Have you ever used student surveys in your classes? (Student surveys are surveys used for gathering feedback from students on teaching practice as an improvement tool and performance measure. It also helps teachers to develop a stronger relationship with their students).
.....
.....
- 8) Have you received feedback from a student and how you handled that?
.....
.....
- 9) What do you think of the use of student surveys as a tool for improving the teaching and would you support its implication?
.....
.....
.....
- 10) If you have any additional comments or suggestions, please add them below.
.....
.....
.....
.....

Thank you for taking the time to
answer the questions

-
2. The teacher encourages discussions and response to questions.
 3. The teacher uses variety of instructional methods to reach course objectives(e.g. group discussions, student presentations)
 4. I'm satisfied with the teacher's teaching methods
 5. Information about the assessment are communicated clearly
 6. The feedback is always provided within the stated timeframe
-

7. What do you like the best about you teacher's teaching methods?

.....

8. What do you like the least about the teacher's teaching methods?

.....

9. What changes would you recommend concerning the teaching methods to improve the teaching in culture of the language classes?

.....

Section two: Tutorial and tutorial content

- Please cross the response that represents your opinion

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
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1. The syllabus was explained at the beginning of the course
 2. The syllabus of the course is adequate
 3. The subject matter presented in the course has increased my knowledge of the subject
 4. The teacher explains the grading criteria of the course
 5. The course materials are modern and updated (slides, documentation)
-

6. So far, how would you describe your experience in culture of the language course?
.....
.....
.....
7. What changes would you recommend to improve the course of culture of the language?
.....
.....
8. Would you support the use of student surveys for feedback as tool to improve teaching of culture of the language?
.....
.....
9. If you have any further comments, please leave them below.
.....
.....

Thank you

Student Survey questionnaire

Course:

Teacher:

Full name:

Dear students,

This survey is designed for a dissertation of master degree which aims to explore the impact of student surveys on teaching of culture of the language tutorial. Your precious participation would be of great help to accomplish this research. You are expected to give honest answers after a careful reading of the questions stated bellow.

Your cooperation is highly appreciated. Bless you all^^

Section one: Teacher and teaching style

- Please cross the response that represent your opinion

strongly	Agree	Neutral	Disagree	Strongly
	agree			disagree

10. The teacher stimulates my interest in the subject.

11. The teacher encourages discussions and response to questions.

16. What changes would you recommend to improve the course of culture of the language?

.....

17. Would you support the use of student surveys for feedback as tool to improve teaching of culture of the language?

.....

Thank you

الملخص

لا يمكن فصل عملية تعليم وتعلم اللغة الأجنبية عن تعليم ثقافة اللغة. بمعنى آخر، يستلزم أحد العناصر الآخر. علاوة على ذلك، هناك أهمية كبيرة لثقافة تعليم وتعلم اللغة المستهدفة وتحسين اللغة الأخيرة عملية مستمرة. كان الهدف من الدراسة الحالية هي استكشاف دور استطلاعات الطلاب لتحسين تدريس ثقافة اللغة. ويسعى أيضًا إلى تسليط الضوء على فهم أفضل لموقف المعلمين والطلاب تجاه تنفيذ الاستطلاعات المذكورة. بالإضافة إلى ذلك، من أجل الإجابة على أسئلة البحث والتحقق من فرضياتهم المقترحة، توثق الدراسة طريقة استكشافية تتكون من أداتين لجمع البيانات، ومقابلة

المعلمين واستبيان استبيان الطلاب. تم إجراء مقابلة مع السنة الأولى لثقافة معلمي اللغة (3) في جامعة محمد خيضر بسكرة واستبيان استبيان تم إجراؤه على أربعة وثلاثين (34) طالباً في السنة الأولى من اللغة الإنجليزية كلغة أجنبية في نفس الجامعة. ونتيجة لذلك ، كشفت النتائج التي تم الحصول عليها من تحليل مقابلة المعلمين واستطلاع الطلاب أنه على الرغم من إدراك المعلمين لأهمية استبيانات الطلاب ، إلا أنهم لم يستخدموها مطلقاً في فصولهم الدراسية. من ناحية أخرى ، أظهر الطلاب موقفاً إيجابياً تجاه تنفيذ الاستطلاعات. أخيراً، لتعزيز تدريس ثقافة اللغة، أصبحت الحاجة إلى استطلاعات رأي الطلاب ضرورة.