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Mohamed Kheider University of Biskra

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Department of Foreign Languages

Section of English

Introducing the Target Language Culture to EFL Learners to Enhance their Sociocultural Competence

A Case Study of Second Year Students at Habba Abd El-Madjid Secondary School

A Dissertation Submitted to the Department of Foreign Languages as Partial Fulfilment for the Master's Degree in Science of Languages

Presented by: Asma BOUDJELAL   **Supervised by:** Ms. Warda KHOUNI

Board of Examiners

President: Dr. Saliha CHELLI   University of Biskra

Supervisor: Ms. Ouarda KHOUNI   University of Biskra

Examiner: Mrs. Iméne GUETTAL   University of Biskra

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Dedication

I would like dedicate this humble work to:

My beloved parents whose education, support and patience made me the person I am today. Thank you for all the sacrifices you made to give us the good life we are having and sorry for being such a demanding, tiring person sometimes.

My siblings for their support and understanding.

My friends for believing in me and believing that I can achieve anything I want. I am indeed lucky that I had the chance to know such wonderful and amazing people like you.

My dear colleagues whom I spent with the best years in this university.

My aunt and best friend Sarah for supporting me and sharing my dreams.

My grandparents to whom I wish health and long life.

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Abstract

Despite the fact that Algerian students start taking courses of English language since the first year of Middle school, they finish their study years and graduate with a poor level in both understanding and producing the language. Among the many reasons that led to this situation, having little or no exposure to English language culture alongside learning English language itself seems to be one of the most frequently occurring reasons and one of the most lacking elements in the Algerian English language teaching curricula. This research attempts to investigate the effects that teaching English language culture has on Algerian EFL learners' sociocultural competence. We hypothesize that teaching culture to Algerian EFL learners will increase their sociocultural competence and improve their understanding of the language. This hypothesis was tested through conducting a quasi experimental study using a pre-test and a post test with a treatment that took six lessons long in-between. This procedure was followed by a quantitative data gathering and analysis process as well as a comparative study and a calculation of the t-test result to be used as a statistical proof to accept or reject the hypothesis. The sample of the experiment was a group of eighteen (N=18) students from Habba Abd El-Madjid Secondary School in El-Meghaier, El-Oued. They were selected depending on their averages of English language course on the first trimester of the academic year 2014/2015. After conducting the comparative study and calculating the value of the t test, the final results revealed a remarkable improvement among the majority of students concerning their sociocultural competence and their perception and understanding of authentic English language. These results formed a solid ground that enabled us to say that the element of culture should be integrated in English language curricula of Algerian schools and that it will take students' level one step further towards a better acquisition of English language.

List of Abbreviations

CLT: Communicative Language Teaching

EFL: English as Foreign Language

FL: Foreign Language

L₁: First Language/ Mother Tongue

L₂: Second Language

SL: Second Language

TL: Target Language

UK: United Kingdom

USA: United States of America

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1. Statement of the Problem

In the past, mastering a foreign language meant the ability to form grammatically correct sentences and having a large number of the vocabulary of that language. Later on, the phonetic aspect was paid attention to and the correct pronunciation of the language was one of the most important elements that the foreign language learner should possess to be defined as a competent language learner. Despite this, there was always this problem of the incapacity of holding a conversation and successfully communicating with other native and/or non native speakers of the foreign language.

It was confusing how such learners with this mastery of grammatical rules and this heavy amount of vocabulary could not send or produce messages with no break downs in conversation. This dilemma led experts in the field of applied linguistics to rethink in the way foreign languages were taught. Eventually, in 1966, a new term was introduced by Dell Hymes called communicative competence which simply refers to the idea that having proficiency in a foreign language requires, not only having a linguistic competence, but also having a discursive competence, a referential competence and a sociocultural competence which means having enough knowledge about the target language culture to be able to communicate effectively in that language and to behave appropriately in the target language society.

The notion of communicative competence was adopted by many applied linguists such as Canale, Swain, Bachman and many others. Each one of them explained it and gave a number of components from his own perspective. However, most of them agreed upon a certain component which is the sociocultural component. The reason is because language is deeply affected by its culture, and the utterances of any language can hardly be free from any cultural interpretations. Recently, the communicative approach is spreading worldwide for it introduced a new orientation towards foreign language teaching and learning and one of the most important aspects of this approach is integrating culture in foreign language curricula.

Experts mentioned above found that teaching a language cannot be separated from teaching its culture and mastering a foreign language does not only mean mastering its four

istening and speaking. They believed that the idea is ...age learners should have enough knowledge about the culture of the target language in order to know what to say and what not to say, and how to say it. In fact, being knowledgeable about the target language culture is said to be the fifth skill among EFL learners. Most of the world countries currently realize that teaching a foreign language cannot be isolated from teaching its culture. In fact, it makes no sense to teach a language that is far away from its cultural context which is the problem that exists in the Algerian educational system and results in the formation of poor language learners with little ability to produce socioculturally appropriate utterances, not to mention the successful understanding of the interlocutor's messages.

English language curricula in Algerian middle and secondary schools seem to have many beneficial characteristics for students. For example, since the first year of teaching English, teachers try their best not to use the mother tongue while teaching English. In addition, grammar is taught inclusively through deducing the new grammatical rules from sample texts or from the examples on the board. Also, global subjects are discussed continuously such as food safety, corruption, making peace, business, technology, news and tales, etc. Such subjects open the learners' minds to new domains of life and increase their vocabulary. Nevertheless, Algerian English language learners have always suffered from the poor level they have. Among the many possible reasons we could think of, having little exposure to the culture of English language is probably the most likely to occur.

We noticed that culture lessons are missing as far as English language curricula are concerned. These lessons are supposed to give learners insightful views about the culture of the foreign language under study. The point is not to get learners to study intensively the target language culture, but to have enough knowledge about that culture such as knowing the difference between these frequently heard terms: Great Britain, United Kingdom, and England, or knowing the flags of each one of these, or having some ideas about everyday life in both UK and USA including lifestyle, ceremonies, social and cultural events, national days, superstitions … etc. This study is an attempt to show how the different cultural aspects in the target language society can be realized in the language itself and how the possession of a considerable sociocultural knowledge can help in a better understanding of the language.

This study aims to investigate Algerian secondary school students' knowledge concerning English language culture and the role of teaching culture on the development of their sociocultural competence and comprehension of English Language. We attempt to shed light on the nature of the relationship between culture and sociocultural competence and the impact of not teaching the TL culture on the learners' low level of perceiving and communicating in the language.

3. Research Questions

The study attempts to answer the following questions:

1. To what extent is the culture of English language present in the lessons of English language introduced to secondary school students?
2. What cultural background do secondary school students have about English language? And if they do have any cultural background, what is the source of that background (English lessons, media, or other sources)?
3. What is sociocultural competence?
4. What is the relationship between Sociocultural Competence and culture?
5. Does culture teaching enhance EFL learners' sociocultural competence?
6. To what extent are teachers aware of the importance of introducing culture lessons to the secondary school students?
7. What are secondary school teachers' attitudes towards integrating culture lessons in the secondary school curriculum of English language?

4. Hypotheses

Introducing lessons of culture will improve secondary school students' sociocultural competence.

5. Research Methodology and Tools

What characterizes the scientific research is following definite steps and an organized well structure plan. Since the study is about testing the effect of one variable on

...ipulation of the independent variable will have on the ...asi experimental study. Also, the quantitative method of data gathering and analysis is going to be used for it is the most helpful in measuring the difference in performance before and after the treatment as well as the extent of the relation between variables.

6. The Sample of the Study

This study is devoted to Algerian secondary school students. In particular, second year students at Habba Abd El-Madjid Secondary School 2014\2015. The method that will be used is convenient sampling. The criteria adopted in selecting the representatives will be their marks concerning English language, i.e., those who have highest marks compared to other students in the population will be the subject of the experiment. The point to be proved, here, is that even students who manage to have the highest scores in English language exams lack the required amount of knowledge in order to be socioculturally competent. In addition, we want the students whom we are going to work with to have a relatively good level of English that will enable them to understand the teacher's talk.

7. Research Method and Tools

The study will start with a description of the importance of teaching culture to EFL learners and a definition of sociocultural competence and the techniques applied to increase it. Since the study attempts to examine learners' sociocultural competence in relation to learning the target language culture, an experiment will be conducted including a pre-test to measure the amount of knowledge they have about English language culture, a treatment that includes introducing lessons concerning different aspects of UK and/or USA culture and a post-test to examine whether or not their sociocultural competence has been improved. There will also be a questionnaire devoted to teachers to know their attitudes concerning integrating the target language culture in the curriculum.

This dissertation is going to be divided into two main parts; the theoretical and the practical part which are in turn going to be divided into two chapters. Each chapter within the theoretical part is going to be devoted to discuss one of the aforementioned hypothesis' variables while the chapters of the practical part are going to be devoted for the description of the experiment as well as the calculation and the interpretation of the results which will end with either accepting or rejecting the hypothesis.

In the first chapter, we will introduce the concept of culture in foreign language teaching context. We will explain the meaning of this concept and its importance in the EFL classroom as well as its historical background concerning its incorporation in EFL teaching curricula. Moreover, we will present some of the suggested models to integrate the culture element in the curriculum and the best strategies and techniques that may help the teacher introducing it in a simplified and comprehensible manner to the students. We will also try to briefly speak about these elements concerning their relation to as well as their attitudes towards culture teaching and learning.

The second chapter is devoted to the second variable of the hypothesis which is sociocultural competence. First, we shall define and explain this concept and then we will try to show its relation to the general term of communicative competence as well as the components that this concept is composed of. We will also show its connection with other concepts in the field of applied linguistic. As far as the classroom context is concerned, we will try to discuss what experts and researchers in this field have said about its teachability and the ways they suggested to develop it among learners.

The practical part is divided into two chapters. The first is entitled as "Implementation of the Experiment" in which the process of conducting the experiment is described in details including the content of both the pre-test and the post test as well as the treatment. This experiment will start with a pre-test administered to a group of eighteen (18) students in order to measure the level of cultural knowledge they have about English language speakers and speaking communities. Depending on the results of this test, a treatment will take place which contains lessons about the culture and social conventions of different countries that speak English as a native language. At the end of the treatment, students will be required to answer the post test in order to use its results in the comparative study.

...rt will be entitled as " Evaluation of the Results". A ...ch test will be included. After that, we will conduct a comparative study to measure the difference in performance between both tests and a calculation of the t test value which will enable us to accept or reject the formulated hypothesis. This research will end with a general conclusion and few recommendations for future research.

Chapter One

Introducing Culture to EFL Learners

Introduction

Recent studies in the field of foreign language teaching and learning emphasize the idea that mastering a foreign language does not only mean mastering its grammar, but also having the ability to produce the language in its appropriate cultural and social context. One should be fully aware of the culture and identity of their interlocutors so that they can communicate information successfully. This is the essence of foreign language teaching/ learning

In this chapter, the concept of culture will be defined in addition to its relation to language and what influence they have on each other. Its role in foreign language teaching and the reason why it should be included as well as how it should be taught or incorporated in English language curricula will also be discussed.

1. What is Culture?

The English word 'Culture' is derived from the Latin term 'cultura or cultus' meaning tilling, cultivating or refining. This concept, after being used for the first time by ancient Rome to refer to the "the cultivation of soul", it was used again by modern Europe in the 17th century to indicate the improvement of individuals' personal characteristics and skills especially through education. This meaning changed slightly over the next two centuries to refer to what people share in common or to what is produced by human beings. In the 20th century, it appeared as a basic concept in the field of anthropology in America. (Wikipedia, 2015)

Culture means cultivating and refining something to the extent that its final state brings about joy, admiration and respect. Brooks (1975, p. 20) refers to culture as "everything in human life and the best of everything in human life". Indeed, since culture represents the ultimate level of progress that any society has reached. Geertz (1983) also

...ce of individuals or simply, it is "the way people live" ...998) considers it as a bond among people who share the same geographical zone and history, and contribute in the shaping of one future by stating that it is a "membership in a discourse community that shares a common social space and history, and common imaginings" (p. 10). As for Hinkel (1999), it refers to areas of inquiry into human societies, groups, systems, behaviors, and activities. In other words, it is what any nation in the world is recognized with and known of by others.

Culture is what jumps into one's mind once hearing about a certain community or social group. For example, when someone says "Japan", one immediately thinks of these terms: Kimono, technology, sushi, samurai, Hiroshima and Nagasaki, commitment, organization, politeness, respect for time … etc. This is probably the reason why Tang (1999) describes it as the "soul" of the country and people who speak it. Brown (2000, p. 177) defines culture as "the ideas, customs, skills, arts and tools that characterize a given group of people in a given period of time". This perhaps means that culture is a broad or an umbrella term that is widely used in different contexts and by many people to refer to the above mentioned terms which are recognized sub-elements of culture such as values, norms, traditions, religion, arts, lifestyle, costumes, food, superstitions, verbal and non-verbal behavior, taboos and everything that is conventional or agreed to be acceptable or unacceptable in a certain society.

It is basically a human product except for the religious aspect (if the culture's religion is a heavenly religion). Liddicoat et al. (2003, p. 45) define culture as: "a complex system of concepts, attitudes, values, beliefs, conventions, behaviours, practices, rituals and lifestyles of the people who make up a cultural group, as well as the artefacts they produce and the institutions they create." From this statement we can understand that culture can be divided into two aspects: material and non-material, i.e., it can be concrete such as artefacts, institutions, architecture, clothes … etc or abstract such as values, beliefs, ideologies, attitudes … etc. Moreover, it is acquired and transmitted from one generation to another and this is expressed by Trinovitch (1980) when he describes culture as an all-inclusive system which incorporates both the biological and technical behavior of human beings which means that culture is composed of both inherited and acquired factors. These are also associated with their verbal and non-verbal systems of expressive behavior. This all inclusive system which starts from birth is acquired as the native culture.

heritage

In most cases, culture is used interchangeably with other terms such as civilization and heritage despite the big difference in meaning among them. Civilization refers to a better way of living and a more organized political, educational, legislative, administrative, economic system. Usually a civilization is the one that spreads its culture beyond its borders to the surrounding areas. In other words, it has a superior status and an authoritative position over other cultures which are affected by it and this affection appears itself in different aspects of these cultures.   Heritage, however, is what we, as members of a society, inherited from our ancestors. Heritage is transmitted from one generation to the next and this transmission is accompanied with a continuous modification in a way that new things are added and other things are given up because they are thought to be no more useful. Heritage can be classified as international human heritage that does not only belong to a certain society but to the humanity as a whole such as bones of human beings and animals that are traced back to the Stone Age. It can also be classified as national heritage that has to do with one particular society and a local heritage that belongs to a certain region within one society.

2. Culture with Big "C" vs. culture with Little "c"

Culture can be divided in terms of different categories and groups. Lee (2009) and Peterson (2004) have categorized culture into two general types: Big "C" culture and little "c" culture. Lee (2009, p. 78) refers to Big "C" culture as "the culture which represents a set of facts and statistics relating to the arts, history, geography, business, education, festivals and customs of a target speech society." For Peterson (2004), the culture relating to grand themes, is classified under Big "C" culture which includes the following themes such as geography, architecture, classical music, literature, political issues, society's norms, legal foundation, core values, history, and cognitive processes. The little "c" culture includes the little details of one community's everyday life. For Lee (2009, p. 78), this type of culture is "the invisible and deeper sense of a target culture" including attitudes or beliefs and assumptions. Peterson (2004) defines little "c" culture as the culture focusing on common or minor themes. It includes themes such as opinions, viewpoints, preferences or tastes, gestures, body posture, use of space, clothing styles, food, hobbies, popular music, and popular issues, and certain knowledge like, trivia, facts, etc. Big cultures or large "C"

abstract groupings of people such as nations and the or distinguished individuals in that society brings out in general such as the literature, music and intellectual products. On the other hand, small cultures or small "c" culture refer to any cohesive social grouping such as an extended family or a professional organization and the lifestyles of these people. (Halliday, 1999. Cited in Menard –Warwick, 2009; Chastain, 1976, Steele 1987. Cited in Harumi, 2002).

Big "C" culture and small "c" culture are not about being abstract or concrete (they can be both abstract and concrete), but it is about the major achievements of any society in the fields of literature, art, sports, social events, architecture and so on, as well as the minor details of everyday life and lifestyle of this society. Big "C" culture may be easily recognized. For instance, when hearing a certain kind of music, or seeing a building with a certain kind of architecture and decoration or eating a certain kind of food, one can easily guess whether this music or food belongs to the Far East or the Middle East cultures or it is simply a western food or music; the same goes for how houses, institutions and worship places are built. However, it does require a large amount of knowledge and access to a certain society to be able to know how they behave, how they interpret what they see and hear, what confuses them and what makes them comfortable and how sociocultural variables such as age, gender, social status and social power are determined and dealt with.

It is for this reason that the inclusion of both big "C" culture and small "c" culture is very important in foreign language teaching. For example, in case of one's self expression in both UK and USA, we find that American people tend to speak out their feelings of love, happiness, sadness and so on; however, English people seem to be very cautious and discreet. Moreover, they get very confused when someone speaks freely about their feelings in front of them. Another example is discussing one's health problems with others. In the Arabic culture, when someone has a certain health issue, regardless of its seriousness, they generally speak about it to their families, friends or even to strangers in certain contexts. However, this is absolutely not acceptable in USA, UK or any other Western country. In these societies, people do not discuss their health problems with others unless they are doctors because it is considered to be confusing and even rude. Ignorance of such information can cause endless problems to the speakers of the foreign language; that is why it is of a major importance to integrate the cultural aspect of the language in the process of teaching any foreign language and not to only focus on the linguistic and semantic aspects of it.

ure of a certain society is very important in a way that
side that society. Such knowledge can help them know
what to say, what not to say and how to act in certain situations. It can also help them
avoid awkward and undesirable situations.

3. Language and Culture

Language is the means by which culture is clearly expressed and "Language teaching
must inevitably be accompanied by teaching about cultural phenomena." (Risager, 2006,
p.9). Tang (1999) suggests that culture is language and language is culture which is true
since language represents the mirror that reflects any society's culture and is also
influenced by the culture and any changes that it may carry. According to Brown (1994, p.
170),

> Culture is deeply ingrained part of the very fiber of our being,
> but language is the most visible and available expression of that
> culture. And so a person's world view, self-identity, and systems
> of thinking, acting, feeling, and communicating can be disrupted
> by a change from one culture to another.

Mitchell and Myles (2004, p. 235) argue that "language and culture are not separate, but
are acquired together, with each providing support for the development of the other."

Foreign language learners have their own cultural identity; their own body language,
hand movements, facial expressions and other linguistically distinguished expressions.
When they are involved in the process of foreign language learning, they tend to
subconsciously use what they have already acquired from their mother culture in order to
fulfill certain communicative goals in the target language. This, to a great extent, resembles
the phenomenon that Krashen (1982) refers to as "mother tongue interference" or
"language interference" which implies that FL/ SL learners, unconsciously, borrow rules
from their L_1 in order to manage communicative barriers in their L_2. This act of rule
borrowing can be positive if the same rule exists in the learner's L_1, but negative if it does
not exist. However, negative language interference can be tolerated or even understood
despite the false application of the rule unlike the case of applying one's social and cultural
norms when communicating in the TL which can be misunderstood and not tolerated. It is
for this reason that teaching cultural knowledge will help students develop cultural

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...ces between their own culture and the target language ... able to know the appropriate linguistic and physical behavior to be produced in multiple contexts.

The teacher needs to provide opportunities for the learners to go beyond the plain linguistic meaning of the utterance into its correct cultural interpretation. Kramsch (1998) argues that if language is a social practice then culture should be the very core of language learning. Another evidence of the inseparability of language and culture by Kramsch (1998) is the fact that language expresses, embodies and symbolizes cultural reality which clearly shows that language and culture are bounded together. Bennett, Bennett and Allen (2003, p. 237) argue that "the person who learns language without learning culture risks becoming a fluent fool." Meaning that this will cause the learner to produce fluent language grammatically, but not necessarily to produce and understand it correctly in its social and cultural contexts and with its social and cultural interpretations.

Language is the container of culture; it is the means by which culture is realized. Wei (2005, p. 56) argues that language has a dual character: a means of communication as well as a carrier of culture. Also, Fantini (1995) stresses the symbiotic relationship between language and culture since language affects and reflects culture and vice-versa. Brown (2000, p. 177) points out the same issue when he says that "a language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture." Liddicoat et al. (2003) also claim that language and culture interact with each other in a way that culture connects to all levels of language use and structures. Gao (2006) claims that the interdependence of language learning and cultural learning is so evident that one can conclude that language learning is culture learning and consequently, language teaching is cultural teaching. The same goes for Wang (2008) when he astates that teaching a foreign language is teaching a foreign culture and that the foreign language teacher is a foreign culture teacher

4. Historical Background of Culture in Foreign Language Teaching

Until recently, linguistic-based language teaching was dominating the field of foreign language teaching through approaches like Direct Method, Audiolingualism, Total

Silent Way and others. The emphasis on the linguistic
graduation of language learners with a wide range of
vocabulary in mind and ability to produce grammatically correct utterances, yet low or no
ability to hold a conversation and negotiate meaning. Despite the debate among scholars
concerning the position and status of culture in foreign language teaching, it was not until
the 1990's that culture was considered and accepted in language teaching programs thanks
to the cultural studies carried out in the fields of anthropology and sociolinguistics.

In the 1960's and 1970's, investigations of the relationship between language and
culture led to empirical works by Hymes (1964) on language and culture, Kaplan (1966)
on rhetorical patterns accepted in different cultures and styles of writing, and Gumperz
(1972) on interactional sociolinguistics (Cited in Liu, 2009, p. 5). In the 1980's, there was
an urge to include the cultural aspect of the language in second and foreign language
teaching and many scholars like Byram (1989) proposed their models to include culture in
foreign language teaching. According to them, exposure to culture is more than needed; it
is a fundamental part in both first and second/foreign language acquisition and they argue
by saying that first language acquisition process is nothing but an act of socialization, i.e.,
an attempt from the child to be accepted as a member of the speech community in which
they live. Damen (1987) analyzed the influence of culture on interaction which later led
him to define cultural values and beliefs.

In the 1990's, the subject of culture has become more popular and widespread.
Kramsch (1991) emphasized that language cannot be learned without an efficient
understanding of the cultural context in which it is produced and that foreign language
learners must also be learners of the foreign culture. In other words, foreign language
learners need to be both bilingual and bicultural, not in the sense of embracing the other
culture and underestimating their own, but in a way that enables them to have insightful
views about the target culture and manage everyday conversations. What made it even
more needed for Risager (2007) is the increasing number of students studying abroad
especially through exchange programs and the evolutionary development that was
witnessed in the field of information and communication technologies (ICT) which made it
possible for people from different cultural backgrounds to have contact with each other.

In the 2000's, more emphasis was on content than on form. This is clearly explained
in the statement "students cannot truly master the language until they have also mastered

language occurs" (National Standards in Foreign p. 27. Cited in Peterson and Coltrane, 2003, p. 6). In addition, thanks to Byram's (1997) model of intercultural communication, which sociocultural competence was its starting point, learners were encouraged to find relations between different cultures through the observation of similarities and differences among them. According to Larzén-Östermark (2008, p. 528), the main aim of this stage is to develop "the ability to see how different cultures relate to each other in terms of similarities and differences and to look at themselves (the learners) from an 'external' perspective when interacting with representatives of other cultures."

5. Theories on Culture Learning and teaching

It is proved that language and culture are bounded together and inseparable. Consequently, language learning and culture learning are interrelated. Culture learning is defined by Crozet and liddicoat (2000, p. 1) as the result of the "acknowledgement and understanding of the links between language and culture as well as an understanding of how communication works across cultures." It is also defined by Paige, Jorstad, Siaya, Klein and Colby (2003, p. 177) as:

> The process of acquiring the culture-specific and culture-general knowledge, skills, attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process which engages the learner cognitively, behaviourally, and affectively.

Because of the dynamic nature of culture, learners need to be actively involved in the culture learning process by rising curiosity towards it and establishing the similarities and differences between the target language culture and their own culture. Byram and Planet (2000, p. 189) argue that "comparison makes the strange, the other familiar, and makes the familiar, the self strange and therefore easier to reconsider."

Teaching language in isolation cannot make the learner competent in that language. Therefore, culture needs to be incorporated in language teaching and learning curricula. Students need to learn the appropriate verbal and non-verbal behavior that goes along with any produced utterances bearing in mind that any linguistic expressions, gestures or body movements that are ordinary and acceptable in a certain society may be perceived

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grammatical mistakes to be tolerated by the members ... al errors are not. In fact, they are strongly emphasized and can contribute to an immediate rejection by the members of the target language community.

6. The Importance of Culture in Teaching English as Foreign Language

Speaking about English language teaching and learning in Algerian educational context, providing cultural knowledge to the learners along with the process of learning English language does not seem to be regarded as necessity, not to mention the category of teachers and learners who refuse it for thinking that it is a threat to their own values, beliefs and sociocultural identity as a whole. This may be the reason why culture is clearly absent in English language teaching curricula. In fact, most of what students know about English language culture comes from media in the first place such as movies, TV shows and series. Such source of information is far from being reliable or helpful for the fact that they can be easily biased and they deliver, in many occasions, a wrong image of any society's culture by encouraging stereotypes and misconceptions about it.

Language is influenced by its culture and so it is language teaching. McKay (2003) claims that culture influences language teaching in two important ways: linguistically and pedagogically. Linguistically, culture is significant in the linguistic dimension of the language itself, affecting the semantic, pragmatic, and discourse levels of the language. Pedagogically, it influences the choice of language materials because cultural content of the language materials and the cultural basis of the teaching methodology are to be taken into consideration while deciding upon the language materials.

It is important to start teaching culture early in order to open students' minds and get them to realize that they are not living alone in this world. It is because, as young learners, they see every aspect of life from their own cultural perspective. In other words, they view the world through their mother culture. In many cases, this may cause problems to them when facing other cultures and when they have to be in a situation where they deal with a person from a completely different cultural background. The early learning of the target language culture can provide learners with a better understanding not only of the foreign culture, but also their own culture. Moreover, they will develop a sense of tolerance and

...ations. Kitao (2000) claims that studying culture can ...culture and avoid the stereotypes.

Including culture in foreign language teaching is inevitable and also beneficial. Tomalin (2008) emphasizes the importance of culture when describing it as the fifth skill in addition to listening, speaking, reading and writing. He explains by saying that

> What the fifth language skill teaches you is the mindset and technique to adapt your use of English to learn about, understand and appreciate the values, ways of doing things and unique qualities of other cultures. It involves understanding how to use language to accept differences, to be flexible and tolerant of ways of doing things which might be different to yours. It is an attitudinal change that is expressed through the use of language.

Many national and international organizations support integrating culture in language teaching such as TESOL which has set the social and cultural appropriate use of English as one of its main goals, and the American Council of Teachers of Foreign Languages (ACTFL) which determines the standards based on "knowing how, when and why to say what to whom" (Onalan, 2005, p. 217). Byram in the 1990's also found it necessary for the educational aims to bear the cultural aspect in mind in order to encourage tolerance to unfamiliar, promote positive attitudes towards others and to reduce cultural biases. (Prodromou 1992)

7. Raising Cultural Awareness

It refers to the concept of developing knowledge of one's own culture while exploring the target language culture. Cultural awareness involves "a gradually developing inner sense of the equality of cultures, an increased understanding of your own and other people's cultures, and a positive interest in how cultures both connect and differ" (Tomlinson, 2001. Cited in Tomlinson & Masuhara, 2004, p. 3). It is the knowledge acquired by learners about their own culture and others' cultures in a positive way, i.e., they develop a sense of respect to their mother culture and other related and distant cultures and they eliminate the feeling of superiority or inferiority towards certain cultures at the expense of others by recognizing the equality of all cultures regardless of the place in which it occurred, the time through which it developed, flourished and declined and

ce it. According to Byram (1997), culture learning is

sense that learners start raising awareness of their own

culture and compare it and contrast it with the target culture.

Some scholars further divided this concept into categories. According to Tomalin and Stempleski (1993), cultural awareness comprises three qualities which are awareness of one's own culturally-induced behaviour, awareness of the culturally-induced behavior of others and ability to explain one's own cultural standpoint. Cultural awareness will also lead learners to realize how the multiple cultures that existed and still exist around the globe including their own culture and the target language culture have shaped the world as we know today. Crozet (2007, p. 5) asserts that "the turning inward of cultural information through self-reflection leading to enhanced understanding of the role of culture/language in the construct of worldviews."

In addition to the exploration of the target language culture and the better understanding of the learner's own culture, a well developed cultural awareness can lead the learner to a higher level of cross cultural communication. Kramsch (1993) and Byram (1989) believe that a sufficiently developed cultural awareness among learners will enable them to place themselves in a position where they can observe and reflect on both cultures. For Kramsch (1993), it is the place where learners are finally able to form their own understanding of the cultural differences of both cultures. In this process, language learners can bridge the gap between cultural differences and achieve their personal and communicative goals (Crozet & Liddicoat, 2000). They will develop "the ability to see how different cultures relate to each other in terms of similarities and differences and to look at themselves from an 'external' perspective when interacting with representatives of other cultures." (Larzén-Östermark, 2008, p. 528).

Concerning teachers, raising cultural awareness is a critical element that should be taken into consideration when teaching the foreign language culture. Gao (2006) states that foreign language teachers should be aware of the place of cultural studies in foreign language classroom and attempt to enhance students' cultural awareness and improve their communication competence.

Cultural empathy goes beyond cultural awareness, it exceeds being aware of a certain culture to being an understanding learner of that culture. According to Van Der Zee and Van Oudenhoven (2000, p. 1), "Cultural empathy seems important to 'reading' other cultures. People who score high on cultural empathy are able to identify with feelings, thoughts and behavior of people and groups who are part of different cultures." It means that the learners start placing themselves in the milieu of that culture and understanding why the speaker of the target language would say such utterance or behave in such way in a given context. Brislin and Yoshida (1994, p. 64) point out that cultural empathy occurs when "people not only accept cultural differences but are able to empathize with individuals from other cultures and change their behaviors when interacting with them." However, this statement is sensitive, to some extent, and its meaning needs to be analyzed. Our aim of introducing culture to students is to make them aware of what the target language speakers believe and how they behave and all the other aspects that can help in a better understanding of the language. It is not our goal by any means to make them feel ashamed of or reject their own social and cultural identity as it is not our goal to make them develop a sense of empathy towards the other cultures or to make them change their behavior unless that change of behavior does not go against their own culture.

7.2. Overcoming Stereotypes and Prejudices

There are always certain negative ideas, thoughts, beliefs that are stuck in people's minds about certain cultures or societies; actions we think they perform, things we believe they say or certain beliefs we are pretty sure that they embrace. All these negative thoughts we have about the others are defined as stereotypes. According to Byram et al. (2002, p. 27):

> Stereotyping involves labeling or categorizing particular groups
> of people, usually in a negative way, according to preconceived
> ideas or broad generalizations about them – and then assuming
> that all members of that group will think and behave identically

Stereotypes are not based on a scientific fact or a logical reasoning, but rather a feeling we develop or an opinion we adopt mainly based on what we hear and see around us whether it is the media or the people we interact with. Prejudices, on the other hand, are the judgments we make about these certain social groups and cultures based on these stereotypes. Byram et al. (2002) state that "prejudice occurs when someone pre-judges a

on their own stereotypical assumptions or ignorance."

Teaching the cultural aspect along with teaching the language should consider tackling the issue of stereotyping and prejudging as a priority. It should be an opportunity for both teachers and learners to face their own stereotypes and misjudgments concerning the target culture and to distinguish between what is right and wrong or to reflect upon what they think and what the reality tells them to think.

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8. Culture and Attitudes

Introducing the target language culture as part of foreign language teaching syllabus may receive various reactions from both teachers and learners. Some of them may seem neutral, others may be motivated and enthusiastic towards exploring the culture of the foreign language and the last category may not welcome the idea of having the target language culture as part of the syllabus. This category of people is more sensitive and defensive concerning this subject for the reason that they perceive it as an infringement of their own social and cultural identity.

8.1. Students' Attitudes towards Learning Culture

It is a fact that not all students will accept learning about a certain culture as part of learning the language especially if the foreign language culture is distant from the learners' own culture. The students' defensive attitude is due to their previous accumulative stereotypes and prejudices that were shaped through what these students see and hear in their everyday life. Byram et al. (2002) argue that stereotypes and prejudices are feelings and thoughts that are not based on reason or logic; therefore they need to be explored and challenged in a productive manner.

Some learners may be overwhelmed by the fear of being influenced by the target language culture in what is called as linguistic imperialism. This problem can be best solved by making a parallel between the learners' own culture and the target culture. Thus, students can get the best of both worlds, not to mention the pleasant experience resulted from discovering similarities and differences between both cultures which can foster tolerance and understanding.

Just like any other human being, teachers also have stereotypes and prejudices about other cultures and people which can be transferred intentionally or unintentionally to the students. Since it is almost certain that teachers have already determined attitudes towards the culture they are going to teach, there has been a debate of whether to be neutral when teaching another culture or to express attitudes explicitly (Byram et al., 2002). Of course, any person can have a very positive attitude towards a certain culture that they can make people fall in love with it or even influence them to be obsessed to know everything about it. Respectively, they can develop a very negative attitude that they can affect others to reject it or even hate it. However, if the person is in a very sensitive position like a teacher, it may lead to serious problems if they do not know how to teach without involving their personal attitudes or if they do not know how to speak about it without being carried away with it. The reason is that anything done or said by the teacher in the classroom will be always remembered by the students even after many years later.

It is difficult to be teaching neutrally a certain culture while having certain thoughts about it; therefore teachers are required to be careful when showing their own thoughts, feelings and opinions about any culture. They need to reflect upon their ideas and the effectiveness of transmitting these ideas to learners. They also need to encourage their students to speak out their stereotypes and prejudices in order to evaluate and discuss them by the teacher and the classmates. Moreover, both student and teachers should not forget the ultimate goal of culture learning which is not to dig deep down in the target culture and society or to analyze everything about them, but rather to make themselves aware of them, raise their curiosity and most importantly understand that the languages spoken by millions of people in the world are heavily influenced by their cultures. They need to have enough knowledge about these cultures in order to better understand these languages, yet they are not required to be experts about the target language culture; they should know the factual information that enable them to handle everyday situations.

9. Models of Integrating Culture in Language Teaching and Learning

As a result to the intercultural communication theory which was developed by Byram in the 1990s, many educational programs took into consideration the element of

as allowing a sense of tolerance towards the others, ...rds them and reducing cultural biases (Prodromou, 1992). Nowadays, the majority of scholars and researchers in the field of Applied Linguistics agree on the fact that culture plays an important role in learning any language and must be incorporated within foreign language teaching curricula and programs. The debate, however, is what aspects of culture should be covered, how it should be taught, what are the best ways to implement it and the most suitable means to introduce it to the learners. Kang-Young (2009) in his study speaks about the model proposed by Paige et al. (1999, 2003). This model is about integrating culture in language teaching and learning. According to Kang-Young (2009), Paige et al.'s (1999) model has two conceptual distinctions. The first distinction is concerned with the goals and outcomes that need to be achieved from culture learning and teaching

> Culture learning is the process of acquiring the culture-specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process which engages the learner cognitively, behaviourally, and affectively

(Paige et al., 1999, p. 50. Cited in Kang-Young, 2009, p. 78)

From Paige et al.'s (1999) definition of culture learning, two learning goals and outcomes are deduced which are culture general knowledge and culture specific knowledge. It is meant by culture general knowledge, the more apparent aspect of a certain culture and according to Paige et al. (1999, 2003); it refers to "the acquisition of knowledge, skills and attitudes that are more generalisable in nature and transferable across cultures" (Paige et al., 1999. Cited in Kang-Young, 2009, p. 78). However, the culture specific knowledge refers to the knowledge that is specific only to a certain society or may even differ across many regions and areas in one society. It is also referred to by Paige et al. (1999, 2003) as big "C" culture and small "c" culture which are explained above (p. 3).

The second distinction, according to Kang-Young (2009), is about the dimensions where these two aspects of culture learning should be achieved or realized and from the above mentioned definition, we can understand that these aspects should be reached cognitively through the knowledge provided, behaviourally through appropriate actions performed and affectively through the attitudes adopted with a dynamic, developmental

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an accumulative, active and reflective process and not

Kang-Young (2009), however, believes that Paige et al.'s (1999, 2003) model reveals some problems when implementing it in real EFL classrooms for it lacks the practical aspect. This model, according to Kang-Young (2009, p. 79), "does not offer a general set of specific themes (or topics) to accomplish the particular aspects of culture learning." He then gives a substitute represented in Lee's (2004, 2005) model "L2/FL Culture Teaching/Learning Tree" which he claims to offer a variety of activities to EFL teachers about each aspect of culture learning and teaching.

Kang-Young (2009, p. 81) points out that Lee's (2004, 2005) model includes sixteen (16) themes required for culture-general learning to be successfully achieved. These themes include cultural identity, how people perceive themselves as cultural entities and how the characteristics of their personalities differ according to the cultures to which they belong. Also, they tackle the impact that a certain culture has on human community and in what way it contributes to the flourishment of the human civilization in general. Also, they cover cultural adjustment stages that anyone undergoes when moving to a new country and being in touch with a new culture and their ability to culturally adapt in addition to cultural marginality when being exposed to more than one culture, culture stress and culture shock that emerges from social distance. These themes also include cultural learning and culture learning strategies, attitudes towards culture learning and intercultural attitudes towards cultural differences. They also discuss intercultural development and intercultural communicative competence as well as intercultural perspective taking skill and strategies adopted to deal with intercultural stress.

The first nine themes which are "The self as a cultural being", "Impact of culture on human communication", "Cultural adjustment stages", "Cultural learning", "Culture shock: social distance", "Culture stress", "Intercultural development", "Cultural identity", and "Cultural marginality" deal, according to Kang-Young (2009), with the cognitive aspect of culture-general learning. These themes deal with how learners perceive themselves as cultural entities, how the different cultures in the world, including their own culture, interact with and influence each other taking into consideration the fact that there are certain cultures with more power and status than others. They teach them how to deal with culture chock and culture stress and how to adapt themselves into the societies of distant

areness of their own social and cultural identity as well

The next five themes, for Kang-Young (2009), relate to "culture-general behavioral skills". It is concerned with the strategies adopted by the learners to ease the process of learning about the culture and to deal with the issue of culture stress; acquisition of intercultural communicative competence and developing a sense of respect and interest toward the other; acquisition of intercultural perspective-taking skills through allowing tolerance and understanding toward a different culture; and the ability to culturally adapt which gives the learners a wide range of resources for cultural learning and the ability to choose among them according to what suits their level, skills and personal preferences

The last two themes which are positive attitudes towards foreign cultures and intercultural attitude toward cultural differences aim at developing positive attitudes among learners towards different cultures in the context of interaction.

According to Kang-Young (2009), Culture specific knowledge of culture learning is further divided into two aspects which are big "C" target culture learning that includes 22 themes designed by Lee (2004, 2005) with references from Paige et al. (1999, 2003) and Hinkel (2001), and small "c" target culture learning that include 26 themes suggested by Lee (2004, 2005) with references from interculturalists' ideas (Levine & Adelman, 1993), sociological perspective (Dateman, Crandell, & Kearny, 1997), ethnography (Seal, 1997), and a sociolinguistic perspective (Brown, 2000; Hinkel, 2001).(Cited in Kang-Young, 2009)

9.1. Big "C" Culture Specific Knowledge

Such knowledge refers to awareness about races and ethnic groups, geographical areas, regions, regional varieties and historical sites of the target culture as well as its masterpieces of arts, artifacts, national treasures, literature and music. It also refers to awareness of its different achievements in various domains of life like agriculture, medicine, science, business, industry and marketing. It refers to having an idea about the government and the political system of the target society, its economic system and currency as well as its educational system. Moreover, it includes knowing about its infrastructure and metropolitan, postal system, traffic and transportation as well as mass communication. Not only that, but to be aware of how everyday life in such society goes

and consuming habits, how they dress and what their
d of food they like to eat and what kind of houses they
like to build, what kind of sports they are famous for and what sort of activities they are
involved in on their spare time. Also, knowing about what times of the year are considered
as holidays and what kind of festivals, ceremonies and parties they celebrate. Moreover,
how the family is constructed in the target language society and to what extent the bonds
within families are strong. More importantly, it refers to knowing exactly how they
communicate verbally and non verbally and how they perceive certain terms that are
related to communication such as touching and personal space. (Lee's model 2004, 2005.
Cited in Kang-Young 2009)

9.2. Small "c" Culture Specific Knowledge

This knowledge is more in-depth and detailed. It refers to being aware of terms like
freedom, individualism, privacy, competition, commitment and hard work, self-
improvement and self-reliance, personal control over environment and time, high and low
involvement, formality and informality and their relation to social status, age, gender …
etc, directness, openness and honesty and their relation to the closeness or distance with the
interlocutor, in addition to other terms like face consciousness, materialism, liberalism and
male-dominance. (Lee's model 2004, 2005. Cited in Kang-Young 2009)

According to Lafayette (1975), cultural goals in teaching language should include the
recognition or interpretation of major geographical characteristics of the target country. In
other words, where the country or countries in which the target language is spoken locate,
what kind of terrain they have, what is the predominant climate or how it changes over
seasons. They should also discuss the major historical events related to the target country
such as civil wars, conquests, ruling eras and major economic, political and cultural
transitions. Furthermore, they should take into consideration, major masterpieces of
architecture, literature, music and arts. In addition to small "c" aspect of culture which is
related to everyday cultural activities including greeting, shopping, marriage, customs,
education, manners, common gestures, facial and accoustic expressions and non-verbal
language in general.

to Facilitate Cultural input

Teaching a given language culture is a very sensitive matter that can work both ways. It can be a very motivating topic to the students to learn more about the target language culture and to better understand the language as it can be a lame and boring subject if the teacher is not acquainted with the techniques that should be used and the steps that should be followed to make the subject of culture teaching a fun, motivating and curiosity raising topic. The following are some techniques and strategies that can be used to facilitate this process:

10.1. Authentic materials

If there is any topic that is worth using authentic materials then it is the topic of culture. It can be troublesome to teach culture without any authentic materials. Although it is difficult for teachers to find any authentic materials especially if the target culture is distant, these materials are crucially important and worth making some efforts to find. Authentic materials like newspapers and magazine articles, printed speeches of celebrities, authentic instead of invented dialogues between native speakers, stories that are written by native speakers and tackle the life of native speakers of the target language during a certain period of history. These materials provide a wide access and exposure to the target language culture as they minimize biased views on this culture.

10.2. Realia

It is anything concrete that facilitates the process of learning by the students. Realia can also be difficult to obtain for teachers, but at the same time really important and worth the shot. In our case, realia can be anything produced by the target language community and culture such as real flags, money, calendars, toys that symbolize red buses, Big Ben, phone cabinets of England and so on. If the teacher is explaining the subject of superstitions, s/he, for example, can bring real clover plants or a horseshoe and, if they cannot, they may bring images of them such as images of currency dealt with in the target language community and images that explain why they call the ten dollars bill a blue tongue or a twenty dollars bill a lobster in Australia.

al aids

They are probably the most available yet most effective tools that ease the process of learning and support the teacher's explanation. Most students quickly lose concentration in the classroom if the whole lesson is based on "pure talking"; they may even start acting out and talking which results in discipline problems. Videos, however, are proved to be successful in attracting students and having their attention as long as they are displayed. In our case, the teacher can use videos for further explanation; they can use them to explain how money is used, how England, Scotland, Wales and Northern Ireland differ yet how they unite to form Great Britain and UK. They can also use them to show student how different festivals, ceremonies and events are celebrated in the target language society (societies). The reason why videos are very important and crucial in this case is that students consider them as almost their one and only window to the target culture and community. Through videos and audiovisual materials, students can see for themselves how native speakers act in their everyday life how they deal with certain events and most important, how they behave verbally and non-verbally.

10.4. Role plays

Role plays provide the opportunity for students to transmit input into output and actively work out their language. It is in role plays that students learn to communicate appropriately and behave the way they should in the target language and in real life situations. Through the use of role plays, students will develop a sense of awareness about what is socially and culturally regarded as acceptable or not. They can perform situations of greeting, request, invitation, compliment, direct and indirect complaint, starting a conversation, interrupting or changing subjects. For instance, after learning about the dos and the don'ts in the target language community, the teacher can ask the students or a group of them to play situations of what is considered acceptable and what is not in front of their classmates in order to better explain such situations to them and more effectively familiarize them with different norms, etiquettes or behaviors.

Most of us learn a foreign language in order to be able to communicate in that language, therefore one important fact that we need to bear in mind is that the way people communicate differs. It is influenced by their norms, values, beliefs, attitudes, history, social status, geographical area and many other interrelated factors. In one word, we can say that the way they communicate is influenced by their culture. It is now proved that language learning should go along with culture learning and understanding the social and cultural aspects of any language is a critical element to understand and produce the language itself. It is because how people produce and receive the language varies from one society to another and what may be regarded as ordinary or appropriate in one society may be considered as confusing and rude in another.

The debate now is not about whether or not to integrate culture in foreign language teaching curricula, but rather what aspect of culture should be included, to what extent it should be taught and how it should be taught. In other words, the debate is about whether the approach adopted to teaching culture will preserve the students' cultural and social identity or will lead them to reject their own culture and social norms and values.

Chapter two

Sociocultural Competence

Introduction

Teaching the target language culture should not be for the sake of only teaching the culture, but for the sake of developing learners' sociocultural competence and fostering their cross-cultural communication. Sociocultural competence is a key element to the communicative approach which is widely used in foreign language teaching nowadays. According to the founders of this approach, the main purpose for learning any language is to be able to communicate in that language. Therefore, the emphasis when teaching any foreign language is not only to enable students to master the linguistic aspect of the language, but teach them how to use this aspect in its appropriate social and cultural context.

In this chapter, the concept of sociocultural competence and how it is seen by different scholars as well as its relation with culture and other well-known terms in the field of applied linguistics will be discussed.

1. Human Communication

Human communication is the way people exchange ideas, opinions and feelings, give orders and make decisions, speak about past events and make future plans. It is the act of initiating an utterance that is interpreted by one's interlocutor and responded to by another related utterance. Celce-Murcia and Olshtain (2000) state that human communication is used to achieve different personal and social goals and people choose the most appropriate forms to fulfill these goals according to the social context in which they appear. The way of communication differs from one language to another and from one society to another. In other words, it is influenced by the social and cultural rules that govern each community. Samovar et al. (1981) emphasize the inseparability of culture and communication and believe that communication is based on culture because it does not only decide how individuals should address each other and how the conversation should flow, but also helps

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their utterances, what possible meanings can one
mstances the utterance can be produced and what
meaning or meanings can be associated with each circumstance.

If human communication occurs between people who live in the same geographic area, have common history and share the same social conventions and cultural values, they are more likely to understand each other and in a quick manner without thinking about all the complicated processes that their interlocutor's mind has gone through to encode their messages not only at the linguistic or the grammatical level, but also at the social and cultural as well as the pragmatic level. They, also, do not have to think about the ways in which their own minds interpret and encode these messages. In other words, it all happens in a subconscious way. However, for non-native speakers who are trying to learn a foreign language, it can be exhausting in the sense that they have to actively to work that out in their minds and explore the culture and society of the target language in order to be able to produce such context-suited utterances and correctly understand them.

2. Communicative Competence

This concept that caused a major change in the way people perceive and understand foreign language teaching and learning was first introduced by Hymes (1972) as a reaction to Chomsky's notion of grammatical competence (1965). He claimed that "Chomsky's theoretical distinction between competence and performance did not include any reference to aspects of language use in social practice and related issues concerning appropriacy of an utterance to a particular situation" (Hymes, 1972. Cited in Usó-Juan and Alicia, 2006, p. 10). As a result, he initiated this concept in which he insists that the learner should master both the grammatical rules of the language and the appropriate use of these rules in social contexts. According to Hymes, communicative competence:

> Involves knowing not only the language code but also what to say to whom, and how to say it appropriately in any given situation. Further, it involves the social and cultural knowledge speakers are perused to have which enables them to use and interpret linguistic forms.
>
> (Hymes, 1972. Cited in Saville-Troike, 2003, p. 18)

Not only that, but it extends to include:

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pectation of who may or may not speak in
speak and when to remain silent, to whom
one may speak, how one may talk to persons of different statuses and
roles, what nonverbal behaviors are appropriate in various contexts,
what the routines for turn taking are in conversation, how to ask for
and give information, how to request, how to offer or decline
assistance or cooperation, how to give commands, how to enforce
discipline, and the like.

(ibid)

In a close definition to Hymes' (1972), Savignons (1991, p. 264) also defines communicative competence as "the use of language in social context, the observance of sociolinguistic norms of appropriacy". Brown (1994, p. 227) defines it as "that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts." (Cited in Knapp et al., 2009). Communicative competence is

The ability to relativise learners' own cultural beliefs, values and practices, to understand those of others, to establish a relationship between the two, and to accept difference rather than expect some universal harmony.

(Trim as cited in Starkey, 1999, p. 53. Cited in Choudhury, 2013, p. 22)

Communicative competence has been defined by many scholars who differ in what elements it is composed of, but agree on its core meaning which is anything additional to our linguistic competence that helps us gain the ability to behave appropriately linguistically and non linguistically in the target language.

3. Components/ Models of Communicative Competence

Hymes' new theory inspired many linguists to conduct in-depth research concerning this subject such as Canale and Swain (1980), Bachman (1990), Celce-Murcia (1995) and many others. Eventually, each one introduced his own model concerning the components of communicative competence.

3.1. Canal and Swain Model (1980)

This model of communicative competence was developed by Canale and Swain (1980) and it includes four components. Grammatical competence refers to the knowledge

including spelling, word formation and sentence ..., p. 29) define the grammatical competence as the "knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics, and morphology." Sociolinguistic competence refers to the knowledge of the sociocultural rules that govern the context in which the utterance is produced. Strategic competence refers to the possession of the communicative strategies that are used to avoid breakdowns in conversation. According to Canale and swain (1980), strategic competence refers to the verbal and nonverbal communication strategies that the speaker resorts may in order to repair defections in communication which itself is the result of whether performance variables or inadequate competence. It also refers to the use of compensation strategies such as paraphrasing or hesitation such as "er". Finally, discourse competence refers to the mastery of coherence and cohesion in utterances whether spoken or written. This model was further developed by Canale (1983).

3.2. Bachman's Model (1990)

This model was introduced by Bachmam (1990) and includes three competencies which are language competence, strategic competence and physiological mechanisms. Language competence is divided into organizational and pragmatic competence. The former is concerned with the grammatical and textual rules, while the latter refers to illocutionary competence (i.e. speech acts as functional units of the language) and sociolinguistic competence (i.e. the appropriate use of these functional units). Strategic competence refers to the appropriate use of language competence in a given context and physiological mechanisms refer to the neurological and psychological processes involved when language is produced.

3.3. Celce-Murcia et al.'s Model (1995)

The model of Celce-Murcia et al. (1995) divides communicative competence into four elements. Linguistic competence is concerned with language levels (i.e. phonology, morphology, syntax and semantics). They view linguistic competence as involving:

> The basic elements of communication, such as sentence patterns, morphological inflection, phonological and orthographic systems, as well as lexical resources (i.e., formulaic constructions, collocations or phrases related to conversational structures).

> (cited in Usó-Juan and Alicia, 2006, p. 13)

the knowledge or rules that enable the learner to ... eptable utterances. Discourse competence targets the unity of spoken and written texts, i.e., achieving coherence and cohesion in both of them. It refers to the correct application of discourse markers, turn taking mechanisms, overlapping, asking for repetition, opening and closing a conversation … etc. And actional competence refers to the actions performed by the speaker through speech acts.

3.4. Hedge's Model (2000)

Hedge's (2000) model consists of five components. Four of them were already tackled by other researchers which are linguistic or grammatical competence that is considered to be the corner stone for achieving communicative competence, discourse competence, strategic competence and pragmatic competence which is concerned with the correct interpretation of discourse. Pragmatic competence includes illocutionary competence which, according to Hedge (2000, p. 48) means "knowing how to use language in order to achieve certain communicative goals or intentions". Besides, he added a new competence which is fluency.

4. Communicative Language Teaching (CLT)

Within the last 50 years, language teaching has gone through many changes. It was first based on the mere acquisition of linguistic competence. Richards (2006, p. 6) states that "traditional approaches to language teaching gave priority to grammatical competence as the basis of language proficiency." Many teaching methods such as Audiolingualism and Situational Language Teaching emphasized the development and mastery of such competence. There were three major successive approaches to language teaching; traditional approach which was dominant up till late 1960s, classic communicative language teaching which emerged from 1970s until 1990s and current communicative language teaching which arose in 1990s and kept dominant until the present day.

Communicative language teaching began in Britain and USA in the 1960s to replace the Structural-Situational Language Teaching Approach that was rejected for the reason that it could not meet the students' needs and achieve the learning objectives. According to Richards and Rodgers (1986, p. 69), both American and British experts see that

age teaching comes from the theory of language as ge teaching is to develop what Hymes (1972) referred to as 'communicative competence'." Savignon (2002, p. 7) believes that CLT "is properly seen as an approach, or theory of intercultural communicative competence to be used in developing materials and methods appropriate to a given context of learning Contexts change". For Harmer (2007), CLT embraces the idea of how language is used instead of concentrating only on grammar which means that, in addition to learning about the linguistic aspect of the language, one should master language in use or should learn how it is used in its society and natural context.

The primary goal of this approach is to develop the learners' ability to communicate effectively in the target language rather than mastering the linguistic aspect of the language without knowing how to use it appropriately. Sárosdy et al. (2006) argue that Communicative Language Teaching is Content based, learner-centered, intercultural, experiential and holistic in which the whole personality would be developed during language teaching. Brown (2001) explains that communicative competence through all its components covers all the goals of foreign language classroom and that language techniques used by CLT engage learners in real and authentic communication situations and help them use language for meaningful purposes. Nowadays, many field researchers acknowledge Communicative Language Teaching and describe it as a revolutionary trend in the field of Applied Linguistics. Richards and Richard (2002, p. 90) comment on the benefits of the approach holding that "Communicative language teaching led to a reexamination of language teaching goals, syllabus, materials, and classroom activities and has had a major impact on changes in language teaching worldwide".

5. Definition of Sociocultural Competence

After the rise of the concept of communicative competence by Hymes (1972) and its development by following researchers, there was a shift in the way languages were taught and learned from a mere memorization and application of grammar rules, pronunciation and vocabulary to the desire to communicate and correctly fulfill the speaker's goals as well as correctly interpret their interlocutor's intentions. For this, there was a need to have

knowledge governing the target language speech

Having a Sociocultural competence is of a crucial importance for FL/ SL learners. This competence refers to having adequate knowledge about the social and cultural rules that are conventional in the target language society such as the level of formality when addressing others, non-verbal communication including eye contact, gestures, facial expressions, tone of speech, speed of delivery and length of silence or pause before turn-taking. Not only knowing them, but also appropriately applying them. In other words, to know such rules and to also know how these rules are realized in the target language. Johnson (2009, p. 13) argues that "Meaning does not reside in language itself, but instead in the social group's use of language." From what has been said, we can say that it is the use of cultural and social norms to deliver certain meanings or the production of certain utterances that refer to different aspects of culture and social conventions.

People are usually unaware of such difference. According to Hinkel (2001), both non-native speakers and native speakers may be unaware that cultures can vary as much as they do. In fact, they subconsciously perceive it to be the same in all societies which may cause a great deal of confusion, misunderstanding and even rejection among people from different cultural and social backgrounds for the reason that what might be normal in one society is considered to be rude, unacceptable or even a taboo in another.

Some examples of what may cause confusions are the length of silence and pauses during speech. While this is one of the characteristics of Eastern Asian societies in the sense that they take a longer period of silence before answering their interlocutor's question or comment on what they said, it may be considered by Western societies as a refusal to answer or unwillingness to communicate. Moreover, it is known that Mediterranean people generally use gestures and move their hands when they speak which may be perceived to be confusing or uncomfortable for their interlocutors from different geographical and social backgrounds. Also, in the case of giving and receiving gifts, manners of behaving greatly differ from one society to another. While it is totally acceptable in Western societies to open the gift right away after receiving it and in front of the person who offered it, it is considered very rude to do the same action with Japanese people. The appropriate behavior in this case after thanking the person who offered the gift would be putting it aside gently and waiting until the offerer leaves before opening it. The reason for

the sender does not like the gift. This clearly explains

concerning the importance of non-linguistic factors

to achieve the implied meaning intended by the interlocutor:

> Understanding what people mean by what they say is not the same as understanding the linguistic expressions they use in saying it…Every linguistic expression contains the potential for a multiplicity of meanings and which one is realised on a particular occasion is determined by nonlinguistic factors of context.

> Widdowson (1990, p. 102)

Sociocultural competence is not merely about having plenty of information about the culture and the society of the target language, but it is about using the learners' pragmatic ability with what they already know about the culture and society in order to decode their interlocutor's messages and figure out their intended meanings as well as to respond appropriately to them. There is not use from filling students' brains with plenty of information about the target language culture and society if they do not know how to use them for a better comprehension and production of the language.

6. Components of Sociocultural Competence

Sociocultural competence itself is further divided into other components. According to Celce-Murcia, Dornyei and Thurrell (1995, p. 24), there are four components of sociocultural competence; social contextual factors, stylistic appropriateness factors, cultural factors, and non-verbal communicative factors.

The social contextual factors include participants' variables such as age, gender, social status and social distance, in addition to the situational variables like time, place and social situation.

Stylistic appropriateness factors include politeness conventions and strategies such as in the previous case of offering a gift, Japanese people tend to respond by saying "Sorry" instead of "Thank you" for they think that "thank you" is not sincere enough which may not be quite understood by Western people if they do not have adequate social and cultural knowledge about this society. Besides, it includes stylistic variations such as degree of formality and speech registers.

sociocultural background knowledge of the target conditions, social and institutional structure which might be similar to what Hymes (1972) referred to as referential competence, meaning that FL learners should know about the physical and concrete materials that exist in the host community in addition to social conventions, rituals, major values, beliefs, norms, taboo topics, historical background, literature and arts. They also include awareness of major dialect or regional differences which is referred to by some researchers as sociolinguistic competence and cross-cultural awareness including differences, similarities and strategies for cross-cultural communication and this is known as intercultural competence.

Non-verbal communicative factors refer to kinesis factors known as body language including discourse controlling behaviors such as non-verbal turn-taking signals, backchannel behaviors and affective markers such as facial expressions, gestures and eye contact. Non-verbal communicative factors also include proxemic factors such as use of space, haptic factors such as touching, silence and paralinguistic factors such as acoustic sounds and non vocal noises. (Celce-Murcia et al., 1995)

It is meant by non verbal factors anything used by the target language speaker other than their linguistic utterances to support, explain, or describe what they say. It is probably the most implicit and most difficult factor to recognize. There are many students who are fluent speakers with almost authentic accent, but when it comes to non verbal behavior they apply their own norms. Non verbal behavior includes hand gestures, eye contact, body language, touching use of space, and silence (Celce-Marcia et al., 1995), in addition to facial expressions, head motions and so on. Gestures and what they symbolize differ from one society to another, thus students need to be careful when using them and they need to know what is perceived as appropriate or normal and what is perceived as ambiguous or rude in the target language society. They need to know whether the use of any gestures at all when talking is accepted or not for some societies consider it rude to use some of them like moving one's hands when they speak. The same goes for facial expressions and head motions which may be perceived as obscure, funny or rude. For instance, some societies use the head motion that is known in Western societies as affirmation to express negation and vice versa. The case of eye contact is probably the most contradictory and different from one society to another. Looking right in the eye of one's interlocutor is something important when talking to them in Western societies especially the American society, while it is considered rude in other societies like Arab societies especially if the

or if they are male and female. In addition, there are ... space and physical contact which American society values and insists on. They believe that each one has its own personal space that should not be violated and they do not appreciate the act of touching others when talking to them, or holding their hands (among males) even if they are close friends. Furthermore, when greeting, the kiss on the cheek, even among men, is much known in Arab societies and some Western societies like Italians, yet it is shown to be extremely unacceptable in the American society.

7. Sociocultural Competence and other Related Concepts in the Field

Sociocultural competence is not a standing alone concept in the field of applied linguistics. It is interrelated with many other concepts with which it resembles in some aspects and contrasts in others. In addition, it can be part of some of these concepts as well as it can be an umbrella term which contains some others and exceeds them to other aspects.

7.1. Sociocultural Competence and Intercultural Competence

In contrast to Sociocultural Competence which focuses only on developing the learners' knowledge about the culture and society of the target language, Intercultural competence takes into consideration both the learners' mother culture and the target language culture. According to Byram et al. (2002, p. 34), "Knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the 'world of origin' and the 'world of the target community' produce an intercultural awareness." Moreover, it includes a wider range of cultures other than the learners' L1 and L2 (*ibid*).

It seems that intercultural competence relies on increasing EFL learners' cross-cultural awareness and encourages them to see the world from the other person's perspective without focusing on the linguistic aspect, i.e., it does not make connections between the knowledge provided and how that knowledge is internalized in the language which is the essence of sociocultural competence.

Sociolinguistic competence studies dialects and language variations among different societies and social groups that speak the same language and is concerned with developing the ability to select the linguistic items that are most appropriate to their social context.

> Sociolinguistic competence requires adjusting one's grammatical forms to be appropriate to the setting in which the communication takes place. Attention is paid to such factors as the age, status, and sex of the participants and the formality of the setting.

> (Mizne, 1997, p. 13)

It is concerned with the linguistic varieties that exist in a given speech community and the ability to choose the socially appropriate linguistic form for each speech context including the ability to recognize formal and informal language, slang, jargon, tone, stress, pitch of voice and the linguistic forms used to address the elderly, males, females and people who have more social power and status. In addition, it refers to the fact of being aware of the different usages of certain vocabularies inside certain areas and regions within one society. For example, if you ask any English language learner about the meaning of the word "sad", they will answer by saying that it is the synonym of "unhappy". However, in some parts of Britain, it is used as a synonym to "lame" which, in this case, is not desirable to describe a person as being sad. Furthermore, subjects like dialects, pidgin, creoles, diglossia, registers, styles, and code switching are widely investigated in sociolinguistics (Wardhaugh, 2006)

It seems from what has been mentioned that sociocultural competence is broader than sociolinguistic competence since it deals with what has been mentioned and more. One can say that sociolinguistics in some way resembles stylistic appropriateness factors suggested as one of the components of sociocultural competence by Celce-Murcia et al. (1995). In fact many teachers in the field of Applied Linguistics still use these two terms interchangeably and are not aware of the difference between them.

7.3. Sociocultural Competence and pragmatic competence

Having adequate sociocultural knowledge is the lead to having pragmatic competence. According to Miller (1974):

> Most of our misunderstandings of other people are not due to any inability to hear them or to parse their sentences or to understand their

...rtant source of difficulty in communication is ...nderstand a speaker's intention.'

(Miller, 1974. Cited in Thomas 1982, p. 91)

Thomas also (1982, p. 91) believes that

> There is one area of pragmatic failure ('pragmalinguistic failure') which is fairly easy to overcome. It is simply a question of highly conventionalized usage which can be taught quite straightforwardly as 'part of the grammar'. The second area ('sociopragmatic failure') is much more difficult to deal with, since it involves the student's system of beliefs as much as his/her knowledge of the language.

Despite the interrelationship between these two competences, they do not mean the same thing. Sociocultural competence has to do only with the social and dimensional aspect of the speaker's utterance which may be dealt with, among other issues, in pragmatic competence. In other words, pragmatic competence deals with the speaker's intention and the listener's interpretation no matter what the utterance is or the dimensions it carries. However, sociocultural competence deals with the same thing but within the context of social and cultural aspects of the utterance.

The other difference that may exist between these two competencies is that pragmatic failure may take place between speakers from different linguistic, social and cultural backgrounds or between native and non-native speakers as it may occur among native speakers themselves. Let us consider the following example (Thomas 1982, p. 93):

- A (to fellow passenger on a long-distance coach): Ask the driver what time we get to Birmingham.
- B (to driver): Could you tell me when we get to Birmingham, please?
- Driver: Don't worry, love, it's a big place; I don't think it's possible to miss it!

In this example, we find that even though the participants are native speakers, the driver could not correctly interpret the utterance of "B". While the intention of "B" was to seek for information about the time it will take to get to Birmingham, the driver's interpretation was a request from "B" to inform him when they get to that place. Even with assuming that one of the participants (the driver) is a non-native speaker, his misunderstanding of what has been said by "B" would not the result of his lack of knowledge about the British society and culture. In contrast, sociocultural competence occurs primarily among interlocutors who do not share the same social and cultural background and sociocultural failure is mainly due to these differences. For example, when someone says that there was

nother person with no social background knowledge eneral will have no idea what this person is speaking about. However, if they do have this kind of knowledge, they would be able to draw the conclusion that this person is being sarcastic concerning the huge number of ethnic groups that widely exist in England especially in large cities to the extent that the number of white people became to seem very small compared to them.

8. Is Sociocultural Competence Teachable

It is apparent nowadays that teaching any language should go beyond merely teaching its linguistic aspect. According to Palmer and Sharifian (2007) language teachers are recognizing the need to incorporate sociocultural factors into their classrooms. However, it is not that easy to teach and develop the students' sociocultural competence. The reason is that teaching this competence occurs implicitly. According to Kramsch's (1993, p. 6), "Teachers have to impart a body of knowledge, but learners have to discover that knowledge for themselves in order to internalize it." In other words, the teacher may give the students the information and the knowledge they need and is able to provide access to the social and cultural rules of the target language society, but it is the students' responsibility to actively work out this knowledge and to find out how it is internalized in the language.

This may lead to another issue which is that students will not be certain of whether the conclusion they draw about their understanding of a certain context is right or wrong for they only rely on their feeling of what might be right or wrong, accepted or rejected based merely on the information and knowledge they have been taught. Hudson (2001) argues that sociocultural competence primarily encourages skills and sensitivity to context that are not open to a comparative type of assessment. There has always been a debate between many researchers in the field of applied linguistics concerning whether to explicitly make a connection between a certain piece of information about the target language society and culture and its internalization in the language or to just give hints to the students and make the links implicitly. It looks very much the same as the debate about whether or not to use the learners' mother language to explain the foreign language or whether or not to explain a certain word in the foreign language using its equivalent from

fact, many researchers do not support the explicit ... rmation and its possible internalization in the language itself as they do not support the use of the mother tongue to explain words from the target language. The reason is that probably this explicit explanation will exclude the process of the active working out of the language which is necessary in developing proficiency in the target language, besides it goes against the learner-centered teaching principle which requires the students to manipulate the language and explore it themselves. Moreover, the possible internalizations of one piece information in the language may be countless and giving the students one or two potential possibilities may close the students' minds and prevent them from thinking about the other possibilities and how the same information can be used differently in other contexts. For example, as a teacher, when you speak to your students about Halloween as a well known festival that is widely celebrated in the English language speaking countries, you can discuss with them about its date, the reason why it is celebrated and what people usually do on this day. However, do not tell them explicitly that it can be used ironically to make fun of someone else's outfit for example. Instead, you can emphasize the fact that people on this day wear scary costumes.

9. Incorporating Sociocultural Competence in EFL Teaching Curricula

When it comes to incorporating sociocultural competence in EFL curricula and the models provided in this matter, it is found that it receives less attention compared to the other components of Communicative Competence. Moreover, there is no clear formal structure that is introduced which builds up the students' sociocultural competence and attempts to develop it.

9.1. Textbooks

Although textbooks have been a good learning material and beneficial in teaching grammar, vocabulary and even phonetics and pronunciation, some experts believe that they are may not be preferable to teach sociocultural competence. The reason is that sociocultural competence requires an active working out of the language and its social and cultural dimensions and a continuous interaction between the source of the information and the receiver and this what it cannot be provided by textbooks in which the language is described, by Carter and McCarthy (1994), as being absorbed and produced in an

y. It has also been described by Byram et al. (1994) as
...tionship between language and thought. According to
Bardovi-Harlig (2001, p. 26), they "may play a role in perpetuating some of the nontarget-like realisation of speech acts." It means that the textbook may be even misleading by providing inappropriate input which, if acquired by the students, will lead to a failure in communication or even a rejection by their interlocutor. This explains Bardovi-Harlig's statement, "it is important to recognize that, in general, textbooks cannot be counted on as a reliable source of pragmatic input for classroom language learners" (2001, p. 25). He further argues that they provide unrealistic source of communication (2001). (Cited in Handford 2002)

9.2. Representational texts

Representational texts are believed to be the best substitute for language teaching textbooks for they encourage students to use information processing and schematic knowledge to figure out the intended meaning (Cook 1994). Representational texts are

> a type of text which may perform the important function of breaking down existing schemata, reorganising them, and building new ones…Schemata play a well-documented role in processing text, but certain texts may also play a role in building and adjusting schemata.

> (Cook 1994, p. 10)

Representational texts call upon learners to use their schematic knowledge to interpret meaning. They to some extent apply the principles of assimilation and accommodation since learners use their background knowledge to reach the implied meaning or they use the new information to modify and adjust their existing information. This kind of texts "is a site in which beliefs, values and points of view are produced, encoded and contested" (Carter and McCarthy 1994, p. 155). (Cited in Handford, 2002).

9.3. Dialogues

The use of more authentic and original dialogues which are distant from prescription and invention can be a very good tool to teach students sociocultural competence since they use English in context and as it is used in real life situations. Such kind of dialogues simply brings language back to life. Students will be able to widen their knowledge by counting all the possible interpretations of one utterance and the consequence of each

rience for themselves how it is like to produce the ... would they interpret it or react to it if said to them by actively practicing these dialogues in role plays. Short (1981, p. 200) states that

> The discussion of what is meant, implied, etc. by characters in dramatic dialogues can also be used in class to make students explicitly aware of the communicative nature of discourse … the foreign learner is going to be able to understand English well and fit in socially when using English himself.

According to Handford (2002), regardless of the material used to teach sociocultural competence, what matters is that learners can notice Celce-Murcia's (1995) factors and see for themselves that they exist across cultures and countries.

10. Sociocultural Competence in EFL Classrooms

Learners need to understand that there is a great possibility that people who speak a language other than theirs do not share the same values, norms, beliefs, and concepts as they do, and their perception of the world as well as their interpretation of events and their response to what they see and hear also differs. Smith (1985, p. 2), for instance, explains that "the presentation of an argument in a way that sounds fluent and elegant in one culture may be regarded as clumsy and circular by members of another culture." As a result, they need to learn that what is regarded as appropriate, acceptable, conventional is not necessary the same in the target language culture. Respectively, what is usually very normal to say in their everyday life may be considered weird, rude or even a taboo in the target language society and vise versa. For instance, in Arabic culture, it is totally normal for a person to speak or give comments about the physical state of another person after a long period of absence like "You have gained weight" or "You have lost weight" or "You have aged" whether they are men or women. In fact, it is even normal for a woman to comment on herself that she is getting older. Also, women have no problem telling their real age when they are asked to and do not understand the point of hiding it, especially married women. However, in Western societies, giving comments on somebody's physical state is not desirable unless they are very close people. Not to mention asking a lady about her real age which is extremely rude or describing her as looking older than she really is.

...milial background. For Arabs, it is rude to talk to ...ily background like who their parents, siblings, aunts, uncles, cousins or grandparents are. It is not enough for them to know only their interlocutors' first and last names especially if they are dealing with them frequently and not just one time in a lifetime such as colleagues, work mates, neighbors or the clerk in the grocery store at the corner. This behavior is due to the importance of the strong bonds and values within Arab families. One's family background may not be that important for people zho live in big cities. However, for people in smaller cities, towns and villages, this is important. They can actually spend a quite amount of time discussing the familial background of a certain person trying to figure out who the members of their family are, what they do for living and which tribe (s) they belong to. On the opposite, it is extremely rude and nosy, in Western societies, to know such things about a person even if you have a close relationship with them. In fact, people in Western societies cannot even see the point behind such behavior. This may be explained by the fact that the structure and combination of the Western families greatly differ from that of Arab families in the sense that the small family in the former has relatively weak bonds with the big family which extends to include the grand parents' siblings and cousins and their entire families within Arab families.

Another big difference lies in the issue of when to or not to talk to a person in the first place. It is very normal in Arab societies to start a conversation with a stranger sitting next to you in the bus, the doctor's clinic or any other situation where a group of people are gathered in the same place. In fact, a whole new friendship can emerge from such situation. However, in British and American societies, this kind of conversation can only take place in social events like a party in a friend or a family member's place and even engaging in such conversation does not mean asking intimate questions or sharing personal details about one's life otherwise, there is a big chance that the speaker will be faced by showing non interest, ignorance or even rejection if they try to start a conversation with strangers in public places.

Conclusion

Each utterance can have several meanings depending on the context and the circumstances under which it is produced. Only the sufficient knowledge of such natural

...ermine the appropriate interpretation of the utterance. ...s react if they know the utterances that have been produced and the context and circumstances in which they were produced, yet still cannot interpret their meanings? Or even worst, what would they do if something they said has resulted in an unexpected response from their interlocutors. To be able to communicate in a foreign language, one should be not only linguistically, but also socioculturally and pragmatically competent. For this goal to be fulfilled, the culture and social norms of the target language should be explored. This is not merely concerned with knowing and studying about such culture and society to develop awareness and allow tolerance and respect towards the others, but also and most importantly concerned with how such knowledge and information is internalized in the language itself.

Chapter Three

Experiment Implementation

Introduction

This chapter is devoted to the experimental part of this dissertation. The experiment is conducted to test the effect of teaching culture in developing EFL learners' sociocultural competence. This experiment is carried out with Second Year students in Habba Abd El-Madjid Secondary School. In this chapter, the aim, content as well as population and sample of the experiment are all to be thoroughly discussed below.

1. Aim of the Experiment

This experiment is conducted with second year students at Habba Abd El-Madjid Secondary School between the end of second trimester and the beginning of the third trimester. It aims at introducing lessons about the different aspects of culture in some English speaking countries such as United Kingdom, United States, Canada, Ireland, Australia and New Zealand and seeing whether or not it shall improve their sociocultural competence. We attempted to shed light mainly on what is most common among these countries and not to focus on the aspects of culture by which only one country is characterized. However, our primary focus was on the United Kingdom in many parts of the lessons that have been introduced considering the fact that British English is the one which is applicable in Algerian middle and Secondary schools and the one recognized in academic writing.

Again, the aim of the experiment is not to introduce culture for the sake of only learning about English Language speaking countries' culture or enriching students' knowledge about it, but most importantly to make them better understand English Language itself. Our aim and focus is to make them realize one important fact which is that any language in the world is heavily influenced by the culture of the society in which it is spoken and that almost every utterance that is produced by any person in this planet no matter what their language is, can hardly be separate from any cultural interpretations.

rning any language, including English language, one d how it is internalized in the language along with learning the language itself in order to be able to understand and interpret the language appropriately and also to respond correctly. In other words, having adequate knowledge about English Language culture will not only help the learners in their receptive skills, but also their productive skills since culture is considered by many researchers in the field as the fifth skill that is influenced by all the four skills and affects them simultaneously.

As mentioned above, the experiment was carried out with second year students in Habba Abd El-Madjid Secondary School between the end of second trimester and the beginning of the third trimester of the academic year 2014/2015. It started with a pre-test to examine the students' preliminary information about English language speaking countries which itself indicates their current level of sociocultural competence followed by a treatment that consisted of six lessons distributed on six sessions that lasted form one hour and ten minutes to two hours for each. The first lesson was an introduction to the English speaking world; the second lesson was about the currency used in some English speaking countries; the third lesson was about the religion and festivals of English speaking countries; the fourth lesson was idioms, proverbs and superstitions in UK mainly; the fifth lesson was about body language in English speaking countries with emphasis on USA and the last lesson tackled the subject of politeness and apology in English speaking countries. After the treatment had finished, the students took the post test based on what they have learned in the previous six sessions in order to see whether or not there has been an improvement in their performances.

2. The Population and Sample

The population of this experiment included second year students of Habba Abd El-Madjid Secondary School who were totally 254 students. The sampling method chosen was convenient sampling and the criterion that was counted is the students' averages in the subject of English language during the first trimester of the academic year 2014/2015. The sample included primarily the first thirty (30) students in this subject according to their averages and their teachers' recommendations. However, after eliminating the students who took only one of the two and those who decided not to attend the lesson, the whole number of the group became eighteen (18) students. The reason for choosing such sample is

...periment are required to have basically an adequate ...ng vocabulary and grammar that can enable them to proceed with learning about the culture. In other words, the ability to understand basic English whether it is written or spoken is a fundamental requirement that should be available in each participant. For example, if the students do not understand the verb "to locate" or the word "north", how can they understand the teacher when s/he says "Canada is located in North America"?

3. The Experimental Procedure

The experiment was conducted in three phases.

3.1. The Pre-Test

The pre-test was administered to all students (N= 18) to answer in a period of time that does not exceed one hour and a half. The test included ten questions all of which are supposed to be answered by any person with basic knowledge about English language speaking countries. To save time and effort, the questions were answered on the same paper. The first question was a multiple choice question concerning the difference between the terms United Kingdom, England and Great Britain and the students were asked to cross the right answer among three different possibilities. In the second question, students were asked to name the countries to which seven flags in the exam paper belong. In the third question, students were required to name four countries where English is spoken as a native language attached with their capital cities. In the fourth question, students were asked to give the number of the states of the United States of America in addition to naming four of them according to the students' knowledge and preferences.

In the fifth question, students were given a number of monuments and famous places in different English speaking countries and were asked to mention the cities in which they exist. In the sixth question, a writing space was given to the students in which they express their opinions about the main difference between American people and British people concerning their personalities. The seventh question was a trap question in which students were asked to name the current president of the United Kingdom in order to know whether students have any idea about the UK's political system. In the eighth question, students were asked to mention four ceremonies that English speaking countries celebrate. In the

to name the currency used in Canada and the United multiple choice question in which students were asked to choose among four possibilities what they think is the source of their knowledge about English language culture.

The pre-test results revealed that students do not have any cultural knowledge given the fact that they could not answer basic questions that any person, regardless of being an English language learner, with basic cultural knowledge could answer.

3.2. The Treatment

Based on the analysis of the students' performance in the pre-test and after knowing their real levels on cultural knowledge, the phase of treatment and lessons preparation began. As mentioned above, the treatment consisted of six lessons around one hour and ten minutes to two hours for each. Every lesson was devoted to a certain aspect of culture and had specific objectives that students were supposed to accomplish by the end of each session.

The main aim of this experiment was to enrich students' knowledge about English language speaking countries and to implicitly make the connection between such knowledge and the language itself. This aim could not only be accomplished by having sufficient knowledge about the culture and society of such countries, but also through the appropriate interpretation and response of any spoken or written English that consists of these social and cultural aspects. In fact, since the aim was to improve the students' sociocultural competence by explaining the different social and cultural norms of the target societies, more focus was devoted to receptive skills primarily listening and then reading.

Variety of technique and strategies were used in order to accomplish the lessons' objectives ranging from the teacher's oral explanation, text reading and question answering to video listening, guessing, imagining and using images and concrete items to facilitate the process of learning and understanding. It should be admitted that the subject of culture is not an easy matter to teach and learn especially if it is introduced in the traditional way with the teacher standing in front of the class and explaining without any aids or with a certain text to read with no extra support. Therefore, an effort was made to integrate visual aids such as maps, videos, images and charts all displayed through data show in addition to concrete materials whenever available.

The questions of the post test were designed based on what the students have learned along the six sessions. Unlike the pre-test which focused primarily on measuring the students' knowledge about the culture and society of English language speaking countries, the post test aimed at testing how the students could work out these information and figure out their appropriate meanings and interpretations when they are produced in different social contexts. The post test consisted of fifteen questions all of which are in the form of a small dialogue between native speakers or native and non native speakers. Each dialogue has from two to three moves and a certain sequence in one of these moves is underlined. Students were asked to interpret what was underlined. In other words, they had to explain why this person said this thing to that person or what his intention was by saying it.

4. Content of the Experiment

This experiment was conducted over six sessions and aimed at providing students with necessary information about cultural knowledge and social norms and values that any English language learner should have stating from general input such as the geographical locations of English language speaking countries, their capitals, flags, currency, ... etc which help students to be familiarized with the world that speaks the language they have been learning for quite several years, to more in-depth information such as body language, idiomatic expressions, superstitions and different cases of apology and politeness. The aim is not only to enable the students to acquire such information, but also to use them to understand and produce the language in a better and more appropriate manner.

4.1. The First Lesson: An Introduction to the English Speaking World

Lesson Focus

- To make students familiar with the status of English language in the world as a second language and the different countries where it is spoken as a native language.
- To make them aware of the preliminary information concerning the six countries that speak English as a mother tongue which are UK, USA, Ireland, Canada, Australia and New Zealand.

, students will be able to:

- Rank the status of English language among the world languages as a first and a second language.

- Point out on the world map the major six countries that speak English as a native language.

- Differentiate between official and national language.

- Distinguish between the terms: England, Great Britain and United Kingdom.

- Associate each country with its capital and flag.

Competencies: the competencies that are required to be developed by the learners are:

- A sense of awareness concerning the diversity of cultures and languages in the world.

- Realizing the importance and dominance of English language compared to other languages.

- Knowledge about the countries where English is spoken as a native language and their identities.

Required Materials and Resources

- Data show by which the world map, UK divisions, the six countries' capitals and the USA states are displayed. In addition to videos introducing Britain and the difference between UK, England and Great Britain.

- Flags of Canada, USA, UK, Great Britain, England, Wales, Scotland, Northern Ireland, Ireland, Australia and New Zealand.

Time

- This session took two hours. It was exceptionally the only session that took that much.

Procedure

The first lesson was a preparation and a warm up for the coming lessons. Students were not asked to do any exercises or any form of writing, but the method of discussion and guessing the right answer according to the students' prior knowledge was followed.

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a world map through the data show. Students were ages spoken in the world and the number of countries approximately. The aim of this question was to make them realize how small they are compared to the huge number of people and nations in the planet and that things are not just about them, their country or the continent in which they live. Another information, which was crucial to bear in mind from the very beginning, is that this huge number of people and nations, that exist out there in the world and speak different languages, have also different cultures which may slightly or heavily differ from their own. Afterwards, students were made aware that, because of the language barrier and because of the necessity to communicate and make contact with other people from different parts of the world due to economic, political, historical and educational reasons, there was a need to a unifying language that would make people from distant parts of the world understand each other. They were then asked to name the language that is widely spoken as a second language and were introduced to the term Lingua Franca.

Students were asked to name the countries where they think people speak English. Most of the answers were America, Britain, England, Canada and Australia. They were then made aware that there are more than sixty countries that consider English either as a national or an official language and had these two terms explained by giving examples about the status of Arabic, Tamazight and French in both Algeria and Morocco. Countries that use English such as Ghana, Nigeria and Zimbabwe in Africa; India and Singapore in Asia; Jamaica and Bahamas in the Caribbean and Trinidad and Tobago in South America were also pointed out in the map. Students were then told that the primary focus in the coming sections and lessons will be on six countries which are Canada, the United States of America, the United Kingdom, Ireland, Australia and New Zealand.

The flags of the aforementioned countries were randomly distributed to six students and then they were asked to come to the board and use the map displayed by the data show to put the flag on the country to which it belongs with the help of the teacher. Afterwards, students were exposed to the map of UK and Ireland and were introduced to the terms England, Wales, Scotland, Northern Ireland, Ireland Great Britain and the United Kingdom; the differences among them; the flag of each one of them and how some of these flags combine to form the flag of Britain and the flag of the United Kingdom. The question of why the flag of Wales does not exist in the UK's flag was also raised by the teacher and

g the teacher displayed a video in which the difference ...ries were explained.

Students were then asked to give the name of the nationalities of each of the aforementioned countries. For example, people who live in Canada are called Canadians, people who live in the USA are called Americans; people who live in Wales are called Welsh and so on. The teacher discussed with the students the issue of when people make a mistake by calling a Scottish person English and how that could be perceived negatively by the interlocutor. The teacher tried to explain the seriousness of the issue by giving examples from real life situations.

Students were afterwards asked to name the capital cities of the countries mentioned above such as Ottawa, Canberra, Belfast and Cardiff and London which was described by the teacher as one of the largest capital cities in the world by a population of eight million inhabitants. The term Washington DC was explained and how it is used to distinguish the capital from the state of Washington which brought the classroom to speak about the number of states in the USA and the difference between a city and a state. The teacher chose six cities that were wrongly written in the pre-test instead of states and showed the students, using the USA map, the states in which these cities locate such as Los Angeles that locates in California, Las Vegas in Nevada, Miami in Florida and so on.

At the End of the Lesson, A video entitled as "An Introduction to Britain" was then displayed to the students twice followed by a number of questions to be answered individually and orally such as where does the queen live? What are Cambridge and Oxford famous for? How many tourists come to England every year? What languages people of Wales speak? How many islands are there in Britain? And what is the name of the station from which people travel to France and Belgium? Finally, they were exposed to the social divisions of London (East and West London).

4.2. The Second Lesson: Currency in Some English Speaking Countries

Lesson Focus

- To make the students aware of the different names given to money in some English speaking countries and how it works.
- To be able to explain some expressions in which money-related terms are used by native speakers.

, students will be able to:

- Name the currency of different English speaking countries.

- Explain different expressions related to money use.

Competencies: the competencies that are required to be developed by the learners are:

- Knowledge about one important aspect of the target language society and culture which is money use and exchange.

- Reading skill through the texts they were given.

- Listening skill through the videos that present native speakers with authentic accent.

Required materials and resources

- A text distributed to students to read.

- Data show that displays images and videos about currency.

- Real money that is used in Algeria.

Time

- The time devoted to this session was one hour and a half.

Procedure

The lesson started with distributing a text entitled as "Currency in Some English Speaking Countries" in which the writer speaks about the money used in UK, USA, Canada and Australia. Students were asked to read the text silently and carefully for ten minutes then the teacher asked some volunteers to read the text out loud. After that, it was read by the teacher. The reading of the teacher was accompanied with oral explanation. For example, real money was used to explain the notions of "notes" or "bills" and "coins". The teacher had also to explain the meaning of the words "slang", "change", "cash", "bucks" … etc.

After the first explanation, the teacher had to move to a more in-depth explanation using images and videos. The images involved coins and bills of the British pound, the American dollar and the Australian dollar. Students were asked to describe the coins and bills in front of them by answering questions like how much this bill/note worth? Who is

oin? And what is the sentence that is written in the n dollar, the teacher had to explain, using images, the reason behind the names given to certain notes. After the explanation using images was done, the teacher used videos that further explain the British pound. The accent of the native speaker made it difficult for the students to understand, therefore the teacher had to repeat slowly what the speaker was saying. Another video about money in Canada was displayed and students were asked before watching the video to focus and tell the teacher afterwards about the new information that the speakers were discussing in the video.

At the end of the session, students were exposed to some money-related words and expressions such as the meaning of "penniless" and "something that is worth every penny".

4.3. The Third Lesson: Religion in Some English Speaking Countries

Lesson Focus

- To raise students awareness about religious diversity in the world.
- To enrich their vocabulary concerning Christianity and church hierarchy.
- To compare and contrast between their own festivals and the Western world festivals.

Objectives: by the end of the session, students will be able to:

- Name, read and write properly different religions in the world.
- Distinguish between the different ranks and titles given in the Catholic Church hierarchy.
- Name different festivals that are celebrated by native speakers.

Competencies: the competencies that are required to be developed by the learners are:

- Knowledge about religion in English speaking countries.
- Vocabulary enrichment concerning about religion and religious concepts.
- Reading and listening skills through texts and videos.
- Speaking through question answering.

Required materials and resources

- A text given to students to read and understand.

d chart all displayed by the data show.

Time

- An hour and a half was the time devoted to this session.

Procedure

The lesson started with an introductory question by asking the students to name the different religions they know. Then, they were exposed to the concept of the Abrahamic religions which include both Islam and Christianity. The lesson was then in the form of comparison between these two religions as a technique to understand and learn the necessary vocabulary concerning the subject. For example, they were asked to name the different dominations in Islam and then Christianity, this way they were introduced to the terms "Catholicism", "Protestantism" and "Greek Orthodoxy". They were then asked to name the sacred days in both Islam and Christianity and the places in which people from both religions do their prayers and different kinds of worshipping. The objective of the latter question is to introduce students to the terms "church", "chapel" and "cathedral" and to make them aware of the differences among them using images displayed by the data show. They were then asked to name the person Muslims consult in their religious matters and everyday problems and seek knowledge and wisdom from. Students had different answers such as "Imam", "Sheikh" and "Alim". The latter was substituted by the word "Scholar". The same question was given to students concerning Christianity. The students were able to say the name of the person only in Arabic.

They were then given a text entitled as "Catholic Church Hierarchy" and were asked to read it silently for ten minutes. After that, some volunteers read it loudly. The teacher displayed a pyramid chart that was used along with her reading in order to facilitate the process of explaining. After the primary explanation using the chart had finished, the teacher used images displayed by the data show for further explanation. Afterwards, students were introduced, using images, to the term "choir" and some of the tasks that a priest does. Knowing all this, students were asked to deduce the verb of the noun "priest" which is the thing they did not know. After giving the verb by the teacher, they were asked to guess the meaning of the expression "preaching to the choir". To guess the meaning, the teacher gave various speech situations in which this expression could be used. However,

…aning and could only understand it after several times

In the second section of the lesson, they were asked to name the different festivals that were celebrated in their city or country and their dates. Then, they were asked to name the different festivals they think English speaking countries celebrate and their dates. They were able to mention many of them such as Valentine's Day, Halloween, Christmas and New Year. However, they did not know the dates of all of them. In addition, they had confusion between Christmas and New Year. The teacher then asked the students about the reasons why they think they celebrate Halloween and Valentine's Day. After having the background stories of these two festivals explained, the teacher explained another two festivals to the students which they did not know before. The festivals were Easter and Bonfire Night which is exclusively celebrated in UK.

For more understanding, two videos were displayed one about Halloween and the other was a collection of some festivals celebrated in the UK. Each one of these videos was followed by some questions like what do people do on Halloween? What are the games they play? How can you describe the costumes they wear on this day? What is the famous phrase they say when they knock on the other people's houses? Concerning the second video, questions like what are the festivals that UK share with the other Western countries? What are the festivals that are exclusively celebrated in UK? How do British people celebrate Christmas? And what is New Year's Eve? Were asked and answered by the students.

4.4. The Fourth Lesson: Idioms, Proverbs and Superstitions

Lesson Focus

- To raise students' knowledge about the different idiomatic expression used by native speakers as well as their superstitions.

Objectives: by the end of the session, students will be able to:

- Distinguish between an idiom and a proverb.
- Use the vocabulary they already know in order to interpret the meanings of some idioms and proverbs.

...een idioms, proverbs and superstitions used in both ...nguage society.

Competencies: the competencies that are required to be developed by the learners are:

- Awareness about the different idiomatic expressions, proverbs and superstitions used in English speaking countries.
- Listening skill as well as speaking skill.
- A sense of creativity and imagination by inventing situations where they can use such expressions and thoughts.

Required materials and resources

- Images displayed by the data show.

Time

- One hour and a quarter was the time devoted to this session.

Procedure

The lesson started with asking students if they have ever heard of the words "proverbs" and "idioms" and they were able to say their synonyms in Arabic. They were then asked if they know the difference between them and their answer was negative. After explaining the difference, they were given a group of proverbs and asked to guess their meaning according to what they think it is in order to encourage them to speak out their thoughts and to get them familiar with speaking English. Proverbs started from the simplest and easiest such as "no gain without pain", "waste not want not" and "when there is a will there is a way" to the most difficult and complicated such as "an English man's house is his castle" and "burning the candle at both ends". In many situations, students were able to give the equivalent of some expressions from their mother language or dialect such as "the last straw that broke the camel's back" and "one's eyes are bigger than his/her belly". Students were also asked if they still remember the proverb "preaching to the choir" from the previous lesson. Students were then introduced to some idioms and their background stories such as "it's raining cats and dogs", "Goodie's two shoes", "never look a gift horse in the mouth" and "jumping in the bandwagon". They were then asked to imagine and bring out situations in which they can produce the expressions they have learned.

n, students were asked if they have ever heard of the ...er was negative too. The teacher used simulation of everyday situations that anyone may come across in order to explain the word. For example, to say " Well, while I was coming out of my house heading to the school today, I saw a black cat passing in front of me, so I knew that today is not going to be a good day". After the term was explained to them, they were asked to describe some situations from our society and culture where certain superstitions are used. Then, they were introduced to some famous superstitions in the UK. They were made aware that what might be considered bad luck in our culture can be a sign of good luck in their culture and vise versa. For example, seeing a black cat is believed to bring bad luck in our culture; however, it is thought to bring good luck in the British culture. Many images that represent three-leaf and four-leaf clovers, horseshoe, a walking underneath ladders and peacock feather were displayed to support the teacher's explanation. The teacher made sure, whenever available, to tell the reason or the background story of why certain things are believed to bring good or bad luck in the British society. For example, the peacock feather is believed to bring bad luck because of the evil eye shape on the feather.

4.5. The fifth Lesson: Body language in Some English Speaking Countries

Lesson Focus

- To raise students' awareness of the different paralinguistic features used in some English speaking countries and their meanings.

Objectives: by the end of the session, students will be able to:

- Compare and contrast between the different moves, gestures and facial expressions that people in both their society and the target language society use.
- Interpret their meanings in accordance to the context in which they are produced.

Competencies: the competencies that are required to be developed by the learners are:

- Observation skill by noticing and realizing the different paralinguistic features used by native speakers, understanding their meaning according to the context and responding appropriately to them.
- Authenticity when using English not only by producing correct utterances, but also by using accurate body language to convey messages.

- Videos displayed by the data show.

Time

- One hour and fifteen minutes was the time devoted to this session.

Procedure

The lesson started with explaining the terms "body language" or "paralinguistic features". The form of this lesson was a comparison and contrast between the body language used in the Algerian society and the one used in various English speaking countries. The focus of this lesson was the paralinguistic features that do not mean the same thing as far as the Algerian society and English speaking societies are concerned or the paralinguistic features that exist in these societies, but do not exist in the Algerian society. Students were made aware that some moves and gestures that might be acceptable in our society are not tolerated in the target language society and vice versa. For example, moving hands a lot while speaking, as Algerian people usually do, is not quite done among British people. In fact, it may be confusing or even annoying in some cases. Also, crossing one's arms in a conversation is not something pleasant in the target language community for it shows lack of interest. Students were exposed to many situations and cases some of them were displayed through videos and others through simulation by the teacher.

Teacher and students discussed eye contact and how it differs between both cultures and societies. The teacher tried to explain the fact that, in our society, looking into one's eyes during a conversation is not an important element and it can actually become confusing and awkward especially among males themselves, males and females or if the speaker is talking to an older person. However, it is a crucial element to keep eye contact with one's interlocutor in English language speaking communities because it is a sign that you are fully engaged in the conversation and that you are interested in what your interlocutor is saying. Crossing fingers were also discussed as a gesture to hope for the better or to denote lying or an attention to renege on a promise if they were behind one's back. Other examples such as raising one's hands to pledge, use the index finger and the middle finger of both hands and move them in a certain way to stress or quote a certain part of your speech in addition to many other gestures.

two-part video about hand gestures in the American ... followed by a question to summarize what they have learned or, at least, what they could remember.

4.6. The sixth Lesson: Politeness and apology

Lesson Focus

- To make them realize the fact that what may be considered polite or appropriate way of apologizing in their society may not be the same in the target language societies.
- To make students aware of the correct ways to show politeness and to apologize and to be able to use them appropriately.

Objectives: by the end of the session, students will be able to:

- Compare and contrast between the different ways of apologizing used in their society and the target language society.
- Use the different expressions of apologizing in the right way.
- Respond politely to requests.

Competencies: the competencies that are required to be developed by the learners are:

- Fluency, through the correct use of apology and politeness strategies.
- Awareness of the different ways to make an indirect request and the correct ways to respond to them.

Materials and resources

- Handouts of speech act of apology and politeness theory from the module of Pragmatics simplified.

Time

- One hour and ten minutes was the time devoted to this session

Procedure

The lesson started with introducing the three "magical" words that are frequently used in the target language societies and which can help English language learners to

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...void troubles or misunderstanding. These words are ... students were made aware of the importance of these three words for English language speakers for they express politeness. First, students were asked what they would say if they want to apologize for someone. Many expressions were said like "I am sorry", "I apologize", and "pardon me". They were then asked how they would apologize if what they did is really offensive and serious like damaging someone precious hand watch. They answered by saying that they would say "I am sincerely/truly sorry", " I hope that you forgive me", " I really didn't mean to do that" or " I will buy a new one for you". An issue was discussed which is the culture of apologizing in Algeria and many students agreed that Algerians do not like to apologize for they believe that apologizing is a sign of weakness especially males.

To show the difference between how Algerians apologize and how native speakers of English apologize, a student was selected by the teacher and asked to imagine a situation in which he gets angry at his friend for some reason and say harsh things which he was not supposed to say. Then, he was asked to think about what he would say when he recognizes his fault and wants to apologize according to the way we usually apologize in our society. He said that he would say "I am sorry". The teacher commented by saying that "sorry" is not enough. The student added the expression "I didn't mean it". The teacher asked the student to continue and, at this point, the student said that he would say that he was angry and tell him why he was angry and why he said such things to his friends. Using this answer, the teacher tried to explain one important element in apologizing which may result in misunderstanding and even rejection for people who belong to other cultures. The fact of explaining why one did or said certain things when apologizing, may be accepted in our society, but not accepted in other societies such as English speaking societies or the Japanese society because they think that this kind of explanation reveals that the speaker was not sincere enough in his apology. In fact, as far as the Algerian society is concerned, explaining directly the reasons that pushed someone to say or do negative things to another person without saying may be an apology in itself. In other words, it is used as an indirect apology instead of saying "I am sorry" explicitly.

The case of making requests was then discussed. The teacher asked student about the different expressions they know to make a request and they answered by saying "Can you …", "Could you …" and "I wonder/was wondering if you can/could…". Then, the expression of "Do you mind …?" was given to students using many examples and they

to each example. The goal of such question is to make

request that would normally be responded to by saying "No", "Not at all" which means "No, I do not mind" and not to answer by "Yes" or "Of course" which means "Yes/of course, I mind doing that".

Conclusion

In this part of chapter three, we tried to present the experiment in details describing the focus, objectives and required competencies of each lesson. As one can see, we started from the more obvious and general knowledge to be acquired to the more specific and detailed information. In other words, we attempted, in this experiment, to move along the continuum from big "C" culture towards small "c" culture. A variety of activities and techniques were integrated ranging from text reading, question answering and group discussion, to video and lesson summarizing, situation imagining and thoughts and opinions expressing. In many cases, the teacher had to use personal experience, stories and everyday situation facts and events in order to keep motivation and high level of concentration among students and raise their attention.

Chapter Four

Evaluation of the Results

Introduction

The central aim of this research is to test whether teaching culture to English language learners will increase their sociocultural competence. In this chapter, the results of the conducted experiment will be presented, tested and interpreted in accordance with the hypothesis and in relation to the research questions and research problem. In order to see whether acquiring and understanding cultural knowledge will help EFL learners improve their sociocultural competence in terms of both correct perception and performance, there will be a detailed description and analysis of the participants and their results in both pre-test and post test. In addition, there will be a comparative evaluation of the results of both tests using the mean and the standard deviation scores.

1. The participants

The sample of this experiment was a group of eighteen (18) Students selected among 254 second year students from Habba Abd El-Madjid Secondary School. The students were non-randomly chosen since the counted criterion was their averages in the subject of English language during the first trimester of the academic year 2014/ 2015. In other words, the participants were among the top thirty (30) second year students in this institution. The reason why we decided to specifically rely on this standard is that we wanted to make sure that our participants already have the ability to basically understand what will be delivered by the teacher in the classroom and also the ability to discuss and speak out, even in a basic manner, their thoughts and concerns or ask questions. In other words, if we chose a random way of sampling, we would have found ourselves dealing with another problem which is whether students comprehend the language of the teacher in the first place regardless of the meaning of what is being delivered or the topic that is being discussed. Consequently, instead of focusing on the subject of the lesson, the teacher would have wasted time explaining vocabulary or grammatical rules that students were

...r level. The dilemma of not understanding what the ... our classes and it has other sources which we did not want to interfere and hinder the process of the experiment.

2. The Pre-Test

The pre-test was delivered to students in the form of a question-answer or multiple choice questions. It was a traditionally designed test with ten questions to be answered. Two questions were multiple choice questions, one question required some writing and thought expressing and the rest of the question were direct and included naming or mentioning different things such as flags, states, cities, … etc. Students answered on the same paper to save time and effort. The aim of the pre-test was to measure cultural knowledge among students which, itself, indicates their level of sociocultural knowledge. Based on the results of this test, the teacher was able to know the starting point of teaching culture because all the questions of the pre-test involved relatively direct and non-complicated questions about apparent aspects of English language speaking countries that anyone with a basic knowledge about them could easily provide the right answers.

3. The Post Test

The post test was designed based on what has been tackled during the whole six lessons to test whether sociocultural competence has improved among students. It consisted of fifteen questions all of which have been answered in the same paper. It did not have the same form and content as the pre-test. It was more in-depth and complicated than the pre-test and it needed an active working out and manipulation of what has been learned. In addition, it had more space devoted for writing to explain answers unlike the pre-test. The post test was in the form of small dialogues inspired from real life situations that can happen among native speakers themselves or native and non-native speakers. Each one of these dialogues had a certain underlined utterance that cannot be possibly understood for learners without any sociocultural competence. Students were asked to carefully read each dialogue, try to imagine the situation and the context in which the utterances were produced and then try to interpret the correct meaning of the utterance or

...thing or what he intended to say. The aim of the post ...d make use of their cultural knowledge in a way that enables them to correctly interpret what is being said or referred to.

4. Analyzing the Results of the Experimental Group

In this part, the quantitative data obtained from both the pre-test and the post test results are to be presented in details. The students who took only one test were excluded.

4.1. The Pre-Test Achievement

In this section, we will deal with the first part of the experiment which is the pre-test. After delivering it to the students, their papers were corrected, their results were analyzed and the data collection process proceeded. We will start with a detailed description and analysis of the pre-test questions and students' answers.

4.1.1. The Description of the Pre-Test

As mentioned above (page 47), the pre-test consists of ten questions that aim at measuring the students' cultural knowledge. The questions were direct, specific and did not require long pieces of writing. Besides, grammar and spelling mistakes were tolerated since the aim was to test the knowledge itself and not how that knowledge is written. For example, in the second question, they were asked to name the countries to which the flags belong. Some students wrote "astralia" and " Irlanda" instead of "Australia" and "Ireland". Such mistakes were not counted during the correction.

4.1.2. Analysis of the Pre-Test Results

We are going, here, to present each question individually and comment on and analyze students' answers to it.

1. What is the difference between these terms: United Kingdom, England and Great Britain?
   a) England includes both United Kingdom and Great Britain

   b) United Kingdom includes both England and Great Britain

   c) Great Britain includes both England and United Kingdom

	Number	Percentage (%)
a	07/18	39
b	09/18	50
c	02/18	11
Total	**18**	**100**

Table 1.1: Students' Answers about the Difference between GB, UK and England

As one can notice, two (11%) students thought that England and United Kingdom are part of Great Britain; seven (39%) of them believed that England includes both United Kingdom and Great Britain; and nine (50%) students (half of the group) could guess the correct answer which is (b).

2. Name the countries of the following flags:

(d

Answer	Number	Percentage (%)
a	07	39
b	08	44
c	00	00
d	00	00
e	05	28
f	08	44
g	07	39

Table 1.2: Students' Answers about the Countries and the Flags

Concerning the second question, no one could get the full mark. Eight (44%) students could recognize the flags of Australia. Surprisingly, eight (44%) students could

though they could not write it correctly. Seven (39%) ... f Great Britain and seven (39%) also knew the flag of Ireland. Five (28%) of them could identify the flag of Scotland. However, no one could name the flags of Northern Ireland and the United Kingdom and the reason why they could not recognize the latter one is, probably, because they had confusion and identified it already as the flag of Great Britain or Britain as many of them wrote in (a).

3. Name four countries that speak English as their native language. Mention the capital city of each one of them.

Answer (country)	Number	Percentage (%)
(Great) Britain	15	83
America/ USA	13	72
England	09	50
Australia	05	28
United Kingdom	02	11
Canada	02	11
South Africa	01	06

Table 1.3: Students' Answers about English Language Speaking Countries

Answer (capital)	Number	Percentage
London	13	72
Washington	08	44
Cape Town	01	06

Table 1.4: Students' Answers about the Capitals of English Speaking Countries

In this question, fifteen (83%) students out of eighteen could mention Britain or Great Britain; nine (50%) of them mentioned England and two (11%) mentioned the United Kingdom. Among these students, there were those who mentioned the three of the aforementioned countries in one answer and repeated the same capital more than once and their answers were counted and considered right. Thirteen (72%) students mentioned the USA, but only eight (44%) of them could name its capital city. Five (28%) students mentioned Australia, but all of them made a mistake by associating it with Sydney as the capital city instead of Canberra. Two (11%) students mentioned Canada, but no one of

Only one (06%) student named South Africa with its

4. How many states are there in the USA? Name four of them.

Answer (Number of States)	Number	Percentage (%)
50 states	02/18	11

Table 1.5: students' Answers about the Number of States

Answer (Examples of States)	Number	Percentage (%)
New York	12	67
Washington	08	44
California	06	33

Table 1.6: Students' Answers about the Names of States

In this question, surprisingly, only two (11%) students out of eighteen could guess the correct number of states. What is even more surprising is that the majority of answers were not even close to the right answer. Some of them said they were "four" states and others said they were "eighty" or "eighty one" states. Concerning the states, they had a great confusion between a "state" and a "city". They mentioned many cities like "Los Angeles" which was mentioned by fourteen (78%) students out of eighteen; "Las Vegas" which was mentioned six (33%) times; and "Chicago" which was named by two (11%) students. Some of them even mentioned "Hollywood". There is a doubt that even those who could mention New York (67%), Washington (44%) and California (33%) meant, actually, the cities and not the states. However, their answers were accepted since they are also states.

5. Name the cities in which these monuments/ places locate:

	Number	Percentage (%)
(New York)	08	44
Big Ben (London)	14	78
Buckingham Palace (London)	00	00
St James Park (London)	00	00
Central Park (New York)	06	33
Hyde Park (London)	04	22

Table 1.7: Students' Answers about the Location Cities of some monuments and Places

Again, no one could have the full mark for the fifth question. Only eight (44%) students out of eighteen knew where the Statue of Liberty locates. Probably, they did not know what the Statue of Liberty is or they knew it in Arabic, but could not make the connection with its synonym in English. Only six (33%) students knew that Central Park is in New York and only four (22%) knew that Hyde Park is in London. More than half of the students (78%) knew that London is where Big Ben locates. However, no one had any idea where Buckingham Palace and St James Park locate. It should be mentioned that some students answered to this question by mentioning countries such as England, Britain, USA … etc, but their answers were not counted because they were asked to mention the cities.

6. What do you think is the main difference between American people and British people concerning their personalities?

In this question, students were given a small space to write and express their thoughts and opinions. Although the question was direct and specific since it limited students to talk about the differences they think they exist between American and British people only in terms of personalities, many students talked about other things. Nine students (44%) spoke about the differences in the language spoken; some gave examples of these differences like saying " I wanna" in the USA instead of "I want to" and others simply said that the English spoken in Britain is British English and the one spoken in USA is American English. One of these nine students said that American people speak English "better" than British people. Five students (28%) spoke about ethnicity; they said that there are "black" people in the USA, but there are only white people in Britain. One student (06%) said that there is a difference in culture between the two countries. Three (17%) students did not answer the

fuzzy answers. However, all the above answers were
nts had, to some extent, related answers for which they
had half of the mark devoted to the question. One of them said that Americans are "open-minded" and "liberated", but British are not; another one said that British people are "more polite"; another student said that American people "respect others and don't judge them like British people."

7. What is the name of the UK's current president?

The aim of this question was to test students' knowledge about the regime in UK. The simple required answer was to say that UK does not have a president, but a queen. However, no one among the eighteen students could provide such answer. Fourteen (78%) students left the space devoted to the answer blank; two (11%) students said that they did not know and two (11%) other students provided wrong answers by saying "United kingdom"

8. Mention four ceremonies that English speaking countries celebrate.

Answer	Number	Percentage (%)
New Year	09	50
Christmas	09	50
Valentine's Day	08	44
Halloween	07	39
Women's Day	03	17
Independence Day	02	11

Table 1.8: Students' Answers about Festivals in English Speaking Countries

In this question, nine (50%) students mentioned "New Year"; also nine (50%) students mentioned " Christmas"; eight (44%) students mentioned "Valentine's day"; seven (39%) students mentioned " Halloween"; three (17%) students mentioned " Women's Day" which was counted and two (11%) students mentioned " The Independence Day" which was also considered correct even though they did not mention the country which celebrates this day.

9. Mention the currency that each of the following countries deal with.

	Number	Percentage (%)
(Canadian Dollar)	08	44
United Kingdom (British Pound)	01	06

Table 1.9: Students' Answers about Currency of Canada and UK

In this question, eight (44%) students said that the currency used in Canada was "Dollar" and it was accepted even though they did not say "Canadian Dollar". Only one (06%) student said that the currency used in UK was "Jenih Isterlini" and the answer was accepted since they meant the "Sterling".

10. What do you think is the source of your knowledge about English language culture?

Option	Number	Percentage (%)
a	10	56
b	07	39
c	14	78
d	02	11

Table 1.10: Students' Source of Knowledge about English Language Culture

In this question, students were asked to cross the choice they think is suitable concerning the source of their cultural knowledge about English speaking countries. 14 (78%) students said that internet is the source of their knowledge; 07 (39%) students said that it is media; two (11%) students said they had other sources. However, unexpectedly, ten (56%) said that the source of their cultural knowledge is English language lessons introduced in the classroom. In the coming sessions, these ten students were asked why they have chosen that option and whether they are receiving any lessons about English language culture. They said that they misunderstood the question and they thought that it was about the source of their knowledge about English language itself. No points were devoted to this question; it was only for seeing what the major source (s) of cultural knowledge among students are.

	Scores of the Pre-Test (/20)
	03.00
02	03.50
03	03.50
04	04.00
05	04.25
06	05.00
07	05.25
08	05.75
09	06.25
10	06.50
11	07.50
12	07.75
13	08.00
14	08.00
15	08.25
16	08.25
17	10.00
18	10.50
Total	115.25

Table 2.1: The Pre-Test Results for each Student

As one can see, the scores were limited from three (03/20) out of twenty to ten point five (10.5) which means that the highest mark was ten point five (10.5) and the lowest mark was three (03). Out of eighteen students, only two got average scores. Two students got three point five (3.5); two others got eight (08) and two others got eight point twenty five (8.25). The median is six point four (6.4) and the range is seven point five (7.5).

Calculation of the mean

$$= \frac{\sum}{} = \frac{.}{}$$

Calculation of the variance

Participants	Pre-Test Scores	Mean	Difference (d)	Difference Squared (d^2)
01	03.00	6.40	-3.40	11.560
02	03.50	6.40	-2.90	8.4100
03	03.50	6.40	-2.90	8.4100
04	04.00	6.40	-2.40	5.7600
05	04.25	6.40	-2.15	4.6225
06	05.00	6.40	-1.40	1.9600
07	05.25	6.40	-1.15	1.3225
08	05.75	6.40	-0.65	0.4225
09	06.25	6.40	-0.15	1.3225
10	06.50	6.40	0.10	0.0100
11	07.50	6.40	1.10	1.2100
12	07.75	6.40	1.35	1.8225
13	08.00	6.40	1.60	2.5600
14	08.00	6.40	1.60	2.5600
15	08.25	6.40	1.85	3.4225
16	08.25	6.40	1.85	3.4225
17	10.00	6.40	3.60	12.960
18	10.50	6.40	4.10	16.810
			0.05	88.5675

Table 2.2: The Pre-Test Scores of Difference and Difference Squared for each Student

$$V = \frac{\Sigma}{\quad} = \frac{\cdot}{\quad}$$

Calculation of the Standard Variation

$$S = \sqrt{} = \sqrt{}.$$

$$S = 2.22$$

N	Tests	Mean	Standard Deviation
18	Pre-Test	6.40	2.22

Table 2.3: Students' Overall Scores (Mean and Standard Deviation).

Based on the analysis of students overall scores and their individual answers on each question of the pre-test, we were able to discover the amount of knowledge they have about the target language culture as well as their strengths and weaknesses concerning other skills and competencies that, in one way or the other, are related to the main research topic. The values that have been calculated are going to be compared with the same values of the post test.

4.2. The Post Test Achievement

After the treatment was accomplished throughout six lessons of receiving comprehensible input and doing various tasks about different aspects of English language speaking countries' culture and social norms, the post test was administered to the students based on these lessons. It aimed at testing whether there has been any improvement in their sociocultural competence based on their performance. There was also another aim for this test. The issue of whether sociocultural competence should be taught explicitly or implicitly has been tackled and discussed in "Chapter 02". Therefore, we, deliberately, delivered some information explicitly and others were delivered implicitly. In other words, the teacher explicitly explained certain information and just gave hints about others. In this test, we aimed at testing whether students could actively work out these information and

…d interpretations according to different contexts. After … results were analyzed and the quantitative data was gathered. A description of the post test is tackled below.

4.2.1. The Description of the Post Test

This test consisted of fifteen questions in the form of small dialogues or conversations between two people who are either native speakers of English or non-native speakers. Each dialogue had from two to three moves and each move had a number of sequences. There was a certain sequence in each dialogue which was underlined and students were asked to explain the speaker's intention by saying it

4.2.2. Analysis of the Post Test Results

In this part, each question as well as students' answers to it are going to be presented and described.

1) Peter: How is it going with the new project, John?

   John: Fingers crossed…

- What did John intend to say?

In this question, 10 (55%) students got the right answer which is that John was hoping for the better. One of these ten students said that john had the best wishes about the project which was also accepted. Two (11%) students said that the project was not bound; we could not explain what they meant. One (05%) student said that he did that to get attention. Another one (05%) said that john meant that the project is the best. On the opposite, another student (05%) said that he meant that the project is not good. One student said that john was happy because something good happened. One student (05%) left the space for writing the answer blank and another one provided a non-understood answer.

2) Annie: Alex has bought a new car, did you see it?

   Sam: Yeah, That car must be worth every penny.

- What did Sam mean?

When someone says that something is worth every penny, they are actually complimenting on it. Therefore, what matters in the answer is that students should understand that the expression revealed a kind of compliment and they should show that in their answers. Five (28%) students simply said that Sam meant that the car was good or

accepted. Eight (44%) students explained more by [...] but it is worth (deserves) all the money that was paid and their answers were also accepted. However, three (17%) commented by saying that the car was expensive and took all Alex's money. Their answers were not accepted because they did not show compliment. Two (11%) students had meaningless answers or simply repeated what has been said.

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

   Jimmy: I'm <u>penniless</u>, bro!

- What did Jimmy mean?

Seventeen (94%) students had the right answer. They said either John was broke or he did not have money to go on the trip. Many of them wrote "broken" or "brok" instead of "broken". One (5%) provided a non-understood answer.

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.

   Liam: Well! <u>You need a Benjamin to get that one</u>.

- What did Liam mean?

Ten (55%) students provided the right answer by saying that Liam meant that Jack needed one hundred dollars to buy the game. Four (22%) students had meaningless answers. Three (17%) students said that the game was expensive and needed much money to buy it, but their answers were not counted. One (5%) student left the space devoted to answer blank.

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):

   A (enters saying): <u>the bus was late</u>. (Then takes a seat)

   B (looks angry): <u>You could have at least apologized</u>.

- What was the intention of Mr. A?
- Did Mr. B understand Mr. A's intention?

Only four (22%) students out of eighteen provided the full right answer by saying that Mr. A's intention was to apologize and that Mr. B did not understand what Mr. A meant.

five (28%) students said that is was an apology which ...) students said that he was trying to explain why he was late, but their answers were not accepted. Four (22%) students provided non-complete, non-related answers or had misunderstood the question. Three (17%) students left the space provided to answer blank and one (5%) student said that Mr. A's intention was a request.

Thirteen (72%) agreed that there was a misunderstanding between Mr. A and Mr. B regardless of their answers to the previous question. Three (17%) students thought that Mr. B understood Mr. A's intention and two (11%) left the space devoted to the answer blank.

6) Paul: Do you expect Sheila to be late for the party?

Georgette: Is the pope Catholic?

- Did Georgette answer Paul's question?

- How?

Fourteen (78%) students agreed that Georgette answered Paul's question and one of them commented by saying that she answered in an indirect way. Three (17%) students said that she did not answer his question; one of them explained by saying that it is because he asked one question and she answered with asking another question and the other one said that her answer was "out of the question" because he was talking about Sheila and she was talking about "the pope Catholic". One (5%) student left the space blank.

Two (11%) students out of eighteen provided fully correct answers for both questions. One of them said that Georgette answered Paul's question and explained by saying that the answer to the question "Is the pope Catholic?" is "yes", so it means that "yes, Sheila is going to be late". The other one further added that being late is a habit that Sheila has.

With eliminating the two students who got the right answer. The explanations of the twelve students who agreed that Georgette answered Paul's question differed. Four of them said that Sheila will not be late and will come on time. One of these four explained by saying that she is as important as the pope, so she should be on time; another one said that the pope is never late for the church, so she will never be late for the party and another one said that she is not busy like the pope and she has nothing to do, so she should be able to come on time. Three (17%) students said the opposite. They said that Georgette's answer

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e, but their explanations also differed. One said it is ... r the church and the other one said that she is as busy as the pope, so she will be late. One (05%) student said that Georgette meant that Sheila is not going to attend because she is "so Christian" and she does not go to parties. Two (11%) students provided non-related answers and other two (11%) left the space for answer blank.

7) The Chinese student enters a cafeteria in London at 07:00 and says: Oh! I'm the first one to arrive. I think I came early.

Waitress: Don't worry! <u>All London will be here within few minutes</u>.

Chinese student: <u>Huh?!</u>

- What did the waitress mean?
- Did the Chinese student understand her?

Eight students (44%) had the fully right answer. They all said that the waitress meant that the cafeteria will be full in few minutes or that a lot of people will come in few minutes. One of these eight student added that the waitress actually wanted to make the student feel relaxed by saying that. Also, they agreed that the Chinese student did not understand her.

Three (17%) students thought that the Chinese student understood what the waitress meant. One (5%) left the space for answer blank and the rest of them (78%) agreed that the student did not get the waitress' intention.

Apart from the eight students who successfully interpreted the waitress' comment, four (22%) students provided non-complete or non-understood answers or simply repeated what the waitress said. Two (11%) students said that she meant that "all London go to cafeteria early". One (5%) student thought that she meant that "Chinese people get up early"; another one (5%) said that she meant that "London has a big number of people" and another students said that she meant that "the student is not early" and that "all students come late few minutes". One (5%) left the space blank.

8) A: Why does she act in such arrogance?!

B: Well, <u>she lives in west London</u>.

- Did B answer the question of A?
- Explain?

that "B" answered "A's" question, but no one could

all said that people of West London are rich or upper class, no one made the connection between her being rich and arrogant. Two (11%) students thought that "B did not answer the question of "A" and one of them explained that "B's" answer is not related to the question of "A". Three (17%) left the space for answer blank.

9) Ann: I can't believe how you could get out of that trouble so easily.

   Sue: Yeah! <u>I think it's because the four-leaf clover I found today on my way to school.</u>

- What did Sue mean by saying that?

   Nine (50%) students got the right interpretation for Sue's comment. They said that four-leaf clover brings good luck and others added that it was the cause why she could get out of the trouble so easily. Four (22%) students provided non-understood answers or they simply did not know how to formulate their answers. Three (17%) students left the space for answer blank. One (5%) student said that the four-leaf clover is "bad" and another one (5%) comment by saying that "God and the four-leaf clover helped her", but his/her answer was not counted because he did not mention "good luck" which is a key phrase in the answer.

10) Doris: I need you to go to the audition with me tonight, Sandra. <u>You know you're my four-leaf clover</u>.

- What did Doris intend to say?

   Half of students (50%) got the right answer, they commented on Doris' intention by saying that "Sandra brings good luck like the four-leaf clover" others added that "if Sandra goes, good things happen and Doris will be accepted in/pass the audition". Four (22%) students left the space for answer blank and other four (22%) non-complete or non-understood answers. One (5%) student said that "to find a four-leaf clover is good", but his/her answer was not accepted.

11) Hanna: Girls, what do you think of my new look?

   Christine: <u>I didn't know Halloween was today</u>.

- Did Christine answer Hanna's question?

- Explain.

Christine answered Hanna's question, but only seven ...erpretation for Christine's comment. They explained it by saying that Hanna look strange, scary, not ordinary or bad and that Christine did not like her look. The other eleven students had different interpretations. Five (28%) of them identified Halloween; they said it is on "October 31" when people "dress scary" or wear "strange clothes". Two (11%) others said that "Halloween is today". Three (17%) explained Christine's utterance by saying that she forgot or did not know that Halloween was today and one (05%) provided a non-understood answer. One (05%) student said that Christine did not answer Hanna's question and one (05%) provided explanation instead of answering the question with "yes" or "no".

12) Carry: I wonder how things are going between Sarah and her parents after they found out about her suspension.

Amanda: <u>An Englishman's home is his castle</u>.

- What did Amanda want to say to Carry?

Six (33%) students out of eighteen have provided the right answer; they said that Sarah wanted to tell Amanda "don't be nosey", "don't ask about others' personal life and be responsible for you own" or "it's something between Sarah and her parents and it is not your business". Five (28%) students left the space for answer blank. Four (22%) students provided poorly formulated answers. Two (11%) students said that she meant that English men do not like others to "come" to their lives or speak about their personal problems. Even though the explanation is right, they related it with "English men" instead of associating it with Carry. One (05%) student said that the expression meant that "Amanda lives respectful with her family".

13) A member of the scientific council: I strongly believe that the scholarship should only go to those students who have been working hard for the last four years.

Another member: <u>You're preaching to the choir</u>.

- What did the second member intend to say?

Nine (50%) students managed to interpret the correct meaning of the second member's comment. They said that he meant that "you said something we know" and "it's not new information". Four (22%) did not answer the question. Three (17%) provided

the underlined utterance as it is and one (05%) said
~~working~~ "working hard".

14) Teacher A: How did your students do in their exams?

   Teacher B: Well, <u>freshmen have done a great job, but sophomores! ….. it's a mess.</u>

- What did teacher B mean?

   Seven (39%) students had the full correct answers; they said that the teacher meant that "student of first year did great, but students of second year were horrible and did not do well on their exams". One (05%) student had the half of the answer because he/she commented on second year students with no reference to first year students. Three (17%) students did not answer. Three (17%) others had fuzzy answers. Two (11%) students answered by saying that "some students did good work and others did not do well" without explaining what freshmen and sophomores mean. Another student (05%) did the opposite when s/he only explained what freshmen and sophomores mean without explaining the teacher's answer as a whole, so s/he did not get the full mark for his/her answer. Another one (05%) labeled freshmen as first year students and sophomores as third year students.

15) Eve: Come here Nicole. Let me introduce you to my friend Sally; she lives in Scotland.

   Nicole: Nice to meet you Sally. So… you are English!

   Sally (looks irritated): <u>No, of course not. Oh my God; I can't believe that you just said that.</u>

- Why did Sally look so much angry?

   Ten (55%) students got the right interpretation for sally's response. They said that she was angry because "she is Scottish and Scottish people don't like to be called English". Three (17%) students did not answer the question and two (11%) provided fuzzy answers. Two other (11%) students said that Sally was angry because " she is Scottish and Scottish people hate/don't like English" or "don't like to become English" and their answers were not accepted. One (05%) student said that Sally was angry because "she does not speak English well".

   It has been noticed, while correcting the post test papers, that some students could not distinguish between male and female names of the people participating in the dialogues. In other words, they used the pronoun "he" for female participants and vice

...ed when correcting. Concerning the issue of what has ... has been implicitly delivered, we noticed that the majority of students were able to answer the questions which required information that have been explicitly introduced such as questions one, two, three, four and fifteen. However, less than half of them were able to answer the questions that required some extent of manipulation or working out of the language. For example, in question six, eighty nine percent (89%) of the students could not make the connection between the utterance produced by Georgette (Is the pope Catholic?) and Paul's questions. They had many other interpretations and some of them even thought that Georgette did not answer the question of Paul. Also, in question eleven, only thirty nine percent (39%) had the right interpretation and the majority had other thoughts about why Christine said such thing like "I did 't know Halloween was today" to Hanna. But again, only the fact that students were able to develop their own thoughts and interpretations to what they have heard or read, even if they are not the most accepted ones, is an achievement itself given the fact that before the treatment they were not even able to answer very simple and basic questions like what is the currency of UK or Canada. Especially when we see that the interpretations they have formulated are not completely out of subject and that they are to some extent related to the utterance itself. In other words, they make sense even if they were wrong and the reader can understand why they had such thoughts and interpretations.

	Scores of the Post Test (/20)
01	03.00
02	04.00
03	04.00
04	06.00
05	07.00
06	07.00
07	07.00
08	10.00
09	11.00
10	11.00
11	13.00
12	13.00
13	13.00
14	13.50
15	16.00
16	16.00
17	18.00
18	18.00
Total	**190.5**

Table 3.1: The Post Test Results for each Student

As noticed above, the scores of the post test are limited from three (03) to eighteen (18) out of twenty. In other words, the highest mark is eighteen (18) and the lowest mark is three (03) out of twenty. Eleven students among those eighteen got above average scores. The median is eleven (11) and the range is fifteen (15).

Calculation of the mean

$$= \frac{\Sigma}{} = \frac{}{}\cdot$$

Calculating the Variance

Participants	Post Test Scores	Mean	Difference (d)	Difference Squared (d^2)
01	03.00	10.55	-7.55	57.0025
02	04.00	10.55	-6.55	42.9025
03	04.00	10.55	-6.55	42.9025
04	06.00	10.55	-4.55	20.7025
05	07.00	10.55	-3.55	12.6025
06	07.00	10.55	-3.55	12.6025
07	07.00	10.55	-3.55	12.6025
08	10.00	10.55	-0.55	0.3025
09	11.00	10.55	0.55	0.3025
10	11.00	10.55	0.55	0.3025
11	13.00	10.55	2.55	6.5025
12	13.00	10.55	2.55	6.5025
13	13.00	10.55	2.55	6.5025
14	13.50	10.55	2.95	8.7025
15	16.00	10.55	5.45	29.7025
16	16.00	10.55	5.45	29.7025
17	18.00	10.55	7.45	55.5025
18	18.00	10.55	7.45	55.5025
			1.1	400.845

Table 3.2: The Post Test Scores of Difference and Difference Squared for each Student

$$V = \frac{\sum}{} = \frac{\cdot}{}$$

Calculation of the Standard Variation

$$S = \sqrt{} = \sqrt{} .$$

$$S = 4.72$$

N	Tests	Mean	Standard Deviation
18	Post Test	10.55	4.72

Table 3.3: The Post Test Overall Scores (Mean and Standard Deviation)

Depending on their post test scores, we can say that there has been a noticeable improvement among students in general. The post test values that have been calculated together with the pre-test values that have been found will be used in the comparative study below.

5. Comparative Evaluation of the Pre-Test and the Post Test Achievements

This part is devoted to conduct a comparative evaluation concerning students' achievements in both pre-test and post test. This process is essential since it enables us to see whether there has been any development in students' sociocultural competence after having received comprehensible input about cultural and social knowledge of the target language speaking communities and doing various activities to work out this knowledge. Consequently, it will allow us to test the hypothesis posited at the beginning of this dissertation and finally accepting or rejecting it.

resentation and a comparison of the students' scores in

mean and the standard deviation.

N	Test	Mean	Standard Deviation
18	Pre-Test	6.40	2.22
	Post Test	10.55	4.72
	difference	4.2	2.5

Table 4.1: Comparison of Pre-test and Post-test Achievements by Mean and Standard Deviation of all Students

The data in the tables show that there has been a remarkable change and improvement in students' performance in general with a total mean difference of '4.2' points. We noticed that the mean have developed by more than four score. In other words, it has become ten point fifty five (10.55) in the post test after it was only six point forty (6.40) in the pre-test. The same goes for the standard deviation which reached four point seventy two (4.72) in the post test after it was two point twenty two (2.22) in the pre-test which is more than the double.

The next table presents students' performances in both tests with the difference in performance between them.

	(/20)	Post Test (/20)	Difference
		07.00	+04.00
02	03.50	13.00	+09.50
03	03.50	13.50	+10.00
04	04.00	04.00	00.00
05	04.25	07.00	+02.75
06	05.00	16.00	+11.00
07	05.25	11.00	+05.75
08	05.75	11.00	+05.25
09	06.25	03.00	-03.25
10	06.50	13.00	+06.50
11	07.50	07.00	-0.50
12	07.75	10.00	+02.25
13	08.00	13.00	+05.00
14	08.00	16.00	+08.00
15	08.25	04.00	-04,25
16	08.25	06.00	-02.25
17	10.00	18.00	+08.00
18	10.50	18.00	+07,50
Total			

Table 4.2: Comparison of Score Difference between Post Test and Pre-Test for each Student

As we can see, among eighteen students who have undergone this experiment, thirteen students have witnessed a noticeable improvement in their performances. The slightest improvement was with student number twelve (12) who went from seven point seventy five (07.75) in the pre-test to ten (10) points in the post test. However, the most remarkable improvement was the one of student number six (06) who had five (05) points in the pre-test and sixteen (16) points in the post test. There are some students whose scores have increased, yet still below average such as students number one (01) and five (05) who had three (03) and four point twenty five (04.25) points in the pre-test, respectively, and seven (07) points for both in the post test. Student number four's level remained the same since he got four (04) points in both tests. There are four students whose scores show a decrease in performance from the slightest decrease of zero point five

r point twenty five (-4.25). The only reason for this

those students did not take part in all the six sessions. In other words, the teacher has witnessed their absence in two sessions. Moreover, we notice that the students who got the highest marks in the pre-test like students number seventeen (17) and eighteen (18) kept on the same level since they are the same students who got the best marks in the post test too. However, we notice that some students who got five (05) points or less in the pre-test like students number five (05), three (03) and two (02) were able to increase their levels and have better marks in the post test than many of their classmates who did better than them in the pre-test.

6. Hypothesis Testing

The hypothesis is tested through a statistical procedure using a t-test. There are two types of t-tests which are unpaired t-tests (independent-samples t-tests) and paired t-tests (dependent-samples t-tests). In the former type, the results of two independent samples are compared. These two samples are also referred to as the experimental group that has gone though a treatment and the control group who has took both pre-test and post test without receiving any treatment. The most appropriate type of t-tests, in our case, is the paired t-test (dependent-sample t-test) since the data were only gathered from the same sample who was tested twice, before and after the treatment which means that every student has two scores. The main aim of the statistical test is to calculate the probability of the results that may have occurred under the null hypothesis; if the calculated probability is less, or equal to 0.05 the null hypothesis will be rejected in favor to the alternative hypothesis. (Chelli, 2011. Cited in Assassi, 2013).

In this study, the null hypothesis (H_0) states that teaching culture to EFL learners has no effect on their sociocultural competence. In other words, there is no remarkable difference between the mean of the pre-test and the mean of the post test. However, the alternative hypothesis states that teaching culture to EFL learners will increase their sociocultural competence. In other words, there is a remarkable difference between the mean scores of the pre-test and the post test. Having a probability value equals to 0.05, means that only 05% of the results is due to chance while 95% of the results are approved and confirmed. The 0.05 p value indicates the unlikelihood of the null hypothesis to be true and the smaller it gets, the more powerful the alternative hypothesis is and the more

hypothesis. We have chosen a degree of freedom for

The t-test calculation procedure is conducted for ensuring that there is a relationship between the hypothesis' variables and to prove that the independent variable which is teaching culture has a strong impact on the dependent variable which is students' sociocultural competence.

6.1. Testing the Hypothesis

As mentioned above, the whole aim of this study is to see whether culture teaching has an effect on sociocultural competence. For this two hypotheses have been formulated:

The null hypothesis/H_0 = assumes that teaching culture does not affect sociocultural competence among EFL learners.

The alternative hypothesis = assumes that teaching culture to EFL learners will increase their sociocultural competence.

- Calculating the degree of freedom:
  Given that:
  df = N-1   and   N = 18
  Then :
  df = 18-1 = 17
  The degree of freedom is 17.
- The probability (p) value is given as 05% = 0.05

In order to reject or accept one of the previously formulated hypotheses, the t-test must be calculated.

Finding the critical value of the t-test:

$$t = \cfrac{}{\sqrt{\cfrac{\sum - \cfrac{(\sum \quad)}{}}{(\quad\quad)}}}$$

Before calculating the t-ratio, we need to calculate the matched score difference (d) of both tests and the difference squared (d):

Participants	Pre-Test Scores	Post Test Scores	Difference between Matched Scores (d)	Difference between Matched Scores Squares (d^2)
		The Experimental Group		
01	03.00	07.00	-04.00	16
02	03.50	13.00	-09.50	90.25
03	03.50	13.50	-10.00	100
04	04.00	04.00	00.00	00
05	04.25	07.00	-02.75	7.5625
06	05.00	16.00	-11.00	121
07	05.25	11.00	-05.75	33.0625
08	05.75	11.00	-05.25	27.5625
09	06.25	03.00	+03.25	10.5625
10	06.50	13.00	-06.50	42.25
11	07.50	07.00	+00.50	0.25
12	07.75	10.00	-02.25	5.0625
13	08.00	13.00	-05.00	25
14	08.00	16.00	-08.00	64
15	08.25	04.00	+04,25	18.0625
16	08.25	06.00	+02.25	5.0625
17	10.00	18.00	-08.00	64
18	10.50	18.00	-07,50	56.25
			-75.25	685.9375

Table 5.1: Difference and Difference Squared between Matched Scores of Pre-Test and Post Test for each Student.

6.2. The Calculation of the T-Test

- Finding the critical value of the t-test

(d) is the matched scores difference between the pre-test and the post test.

Given that:

$$t = \frac{}{\sqrt{\dfrac{\Sigma \; \dfrac{(\Sigma \quad)}{}}{(\quad)}}}$$

Then:

$$t = \frac{\dfrac{\cdot}{}}{\sqrt{\dfrac{\cdot \; \dfrac{(\quad \cdot \quad)}{}}{(\quad)}}}$$

$$= \frac{\dfrac{\cdot}{}}{\sqrt{\dfrac{\cdot \qquad \cdot}{(\quad)}}}$$

$$= \frac{\dfrac{\cdot}{}}{\sqrt{\dfrac{\cdot}{}}}$$

$$\sqrt{\quad} = \frac{\cdot}{\cdot}$$

$$t = -3.79$$

7. Interpretation of the Results

After having calculated the t-test which was equal to three point seventy nine (3.79), we notice that this value is greater when compared with the critical value one point seventy four (1.76) (see Appendix 6). This leads us to reject the null hypothesis (H_0) which assumes that teaching culture to EFL learners has no effect on their sociocultural competence. On the opposite, it proves the alternative hypothesis which states that teaching culture to EFL learners increases their sociocultural competence. Consequently, we can say that the hypothesis that has been posited at the beginning of this research is true by means of the experiment conducted and the final results achieved by students.

Through the process of this experiment many new issues were revealed and many questions, including the ones that were posited at the beginning of this research, were adequately answered. Through the students' overall results in the pre-test and their responses, noticed behaviors and observed performances during the introduced lessons, we can say that our students, in general, do not have any sufficient cultural background about English language which they spend several academic years learning it. Most of them do not have the cultural background they are supposed to have at their level. Moreover, the few of them who, to some degree, managed to answer some of the pre-test questions, stated that the source of their cultural knowledge does not come from English language lessons that are introduced in the classroom, but from media, internet and other sources. This latter answer itself indicates that culture of English language is also absent in Algerian English language teaching curricula because if it was even to some extent present, most of students would have been able to answer the pre-test questions which we stated before that anyone with basic knowledge about English language speaking countries can answer not to mention their culture.

al interviews with secondary school English language

em concerning the importance of teaching the TL culture in the classroom and their attitudes towards it took place during the conduction of this research. Many teachers whom we spoke with revealed their concerns about the absence of this element in the curriculum and expressed their agreement and encouragement to integrating culture in it. Some of them even provided previous versions of English language that were used in 2001 with plenty of culture lessons and commented by saying that the content back then was more useful, fun and interesting.

Conclusion

This chapter was devoted to the practical part of the study. In this part, a full description and analysis of the sample, research method and tools were described and analyzed. To prove the truthfulness of the hypothesis, an experiment was conducted including a pre-test to test the students' preliminary knowledge about the subject, a treatment that students went through to learn more about the subject under study and a post test delivered at the end of the experiment to see whether or not there has been any improvement in their levels and competencies. After the experiment was conducted, data gathering and analysis process has begun. A full description and analysis of the pre-test was conducted and then there was a detailed description about the process of the treatment followed by a full description of the post test and the students' answers to it. Using a comparative study, the data gathered from both tests were compared to each other followed by certain procedures to analyze them a test the hypothesis. Hypothesis testing was done by calculating the t-ratio which result established a reliable proof for accepting the hypothesis which assumes that teaching culture to EFL learners will increase their sociocultural competence.

on and Pedagogical Implications

to investigate a very crucial element in foreign language teaching yet very neglected and almost absent in the Algerian English language teaching context. It aims at investigating the influence of teaching English language culture on Algerian EFL learners' sociocultural competence. Learning about English language speaking countries culture and social norms and conventions in parallel with learning the linguistic aspect of the English itself such as grammar, phonetics, syntax and semantics will improve students' understanding for the language and provide them with the necessary skills to be used in order to interpret what is being heard or read. Not only that, but it will also help them to better produce the language and move from a mere construction of a string of sentences that are barely expressive and grammatically incorrect in many cases to a very authentic language that is very close from what is produced in its native society. To investigate this issue, a quasi experimental study was conducted in a typical Algerian secondary school with a group of eighteen (18) second year students from different streams who share one common point which is a relatively acceptable level in English language. The participant took a pre-test and based on its result the lessons of the treatment were designed. After the treatment, they had to take another test to see whether there has been any improvement in their competence based on their performance and the comparative study followed.

This dissertation was mainly divided into two parts which are the theoretical and the practical part. The theoretical part was further divided into two chapters. The first chapter was devoted to discussing the first variable of the posited hypothesis which is culture. We started with a general introduction to the concept of culture and the multiple definitions given to it by many experts in the field as well as a distinction between the concept of culture and other related terms that people usually use interchangeably. We also tried to clarify the difference between the various aspects of culture and their categorizations. A historical background of the concept and the different stages that the incorporation of the element of culture has gone through in many approaches that were adopted around the world were also discussed. We then attempted to explain the tight relationship between culture and language and we tried to explain the fact that any language is strongly influenced by the culture and the society or societies in which this language is natively spoken and that mastering the linguistic aspect of the language is only half way to mastering the language as a whole. In addition, some theories concerning culture teaching

d. As we went further, we attempted to explain the ...L classrooms and how that would work for the benefit of students in a way that enables them to better understand and perform the language. We then discussed the concept of cultural awareness and cultural empathy and how the learner can make benefit from learning the target language culture through discovering his own. Another important issue that we believe it should be taken into consideration while teaching culture is to make students deal with stereotypes and misconceptions and differentiate between what they hear or read and what the reality is. We then attempted to discuss the issue of attitudes of both teachers and students concerning teaching and learning culture and how to deal with the negative attitudes. Finally, we attempted to shed light on some culture teaching models which has a gradation characteristic by moving from the more general and simple to the more detailed and complicated aspects.

In the second chapter, the dependent variable which is sociocultural competence was handled. We started with a brief introduction about human communication as being the only channel through which people from different geographical areas, social and cultural backgrounds exchange thoughts, feelings and experiences. Based on the fact that the ultimate aim for which languages ever existed is to communicate, we chose to briefly speak about the concept of communicative competence and demonstrate some of its well-known models as well as to shed light on the communicative language teaching approach before discussing the concept of sociocultural competence. After defining this concept, a demonstration of its components was tackled and we find it necessary to say that there are no clear-cuts between these components and that we found them to a great extent interrelated. In addition, a brief comparison and contrast between sociocultural competence and other related concepts was presented. Another issue concerning the teachability of sociocultural competence and the means through which it can be acquired was then discussed. Finally, we presented the relationship that sociocultural competence has with another umbrella term which is pragmatic competence.

The practical part was presented in the third and the fourth chapters. It was conducted in the form of an experiment to test the aforementioned hypothesis which implements that teaching English language culture to EFL learners will increase sociocultural competence among them. This part proceeded with a full description of the aim of the conducted experiment and how it targets the students' sociocultural competence through delivering cultural knowledge concerning English language speaking societies.

ient was a group of eighteen (18) second year students
n school who got higher averages compared to their
peers in the English language subject in the first semester. The experimental procedure
started with a pre-test to measure students' basic knowledge about some English language
speaking countries. After the pre-test, the treatment started in the form of six lessons that
address different aspect of English language speaking societies' culture ranging from these
countries biographies, currencies, religion and festivals to their superstitions, idiomatic
expressions, proverbs and body language. Variety of techniques, aids and activities were
used to ease the intake process. After the treatment had finished, students took the post test
to see whether or not students' sociocultural competence has improved. The post test
greatly differed from the pre-test in both form and content. Unlike the pre-test, it was not in
the form of direct questions about obvious aspects of certain countries' cultures, but in the
form of mind challenging questions that pushed the students to reflect upon the knowledge
they have been receiving concerning its possible meanings and usages. In other words, it
led them to work out their knowledge and think about their different internalizations in the
language. Based on the students' results in both tests, a comparative study was conducted
by calculating the mean scores, the standard deviation and the t test value which was
compared to the appropriate critical value. This comparison revealed a noticeable
improvement in sociocultural competence among students and openness towards new ways
of interpreting and using the language. The results of the comparative study provided
strong evidence that culture is, indeed, the fifth skill and that it is a very important element
that should be incorporated in our foreign language curricula since it provides access to
authentic language and enable students to see for themselves how English language is used
in its society.

This experiment that we have implemented reached its objective. Students who were
subject to this experiment have made a huge leap. They have moved to a whole the next
level and explored new things they would never have the chance to discover through their
English language curriculum. They have been acquainted with another side of English
language and new perspectives to understand, perceive and interpret it in addition to new
techniques to produce it using information and knowledge that was not available for them
before. The ultimate aim to learn any language is to be able to successfully communicate
using that language by the very end. Therefore, this is one of most important aspects that
should be borne in mind when starting to teach the language because it is not just a bunch

certain rules and their exceptions. In fact, this is only ... hat should be considered is how to use these linguistic items the right way; how to manipulate and produce them in a manner that is authentic or, at least, close from authentic. How to use them in a way that produces the desired response from one's interlocutor and does not result in confusion, misunderstanding, breakdown in conversation or worse, rejection. Moreover, how to gain the necessary knowledge and competence that enable the learner to get the right interpretation to what their interlocutor is saying considering the context, the tone of the voice, the body language, the references they are using and other circumstances which all, in one way or the other, are strongly influenced by one's culture and social norms. It is all about learning about the target language culture and society along with learning the language itself.

Finally, we end this research with some recommendations and pedagogical implications that form the essence of this study. The fact that our students did not have any cultural knowledge whatsoever that they could not even differentiate between male and female names of people is really alerting. English language teaching cannot be separated from culture teaching and, for Algerian English language curricula, introducing culture to EFL learners has become an obligation rather than an option. It is a fact that the foreign language teacher is a culture teacher and the foreign language learner is a culture learner or they should be. Therefore, teaching English language culture must be incorporated in the English language curricula for Algerian secondary schools not for the sake of only the better perception and production of the language itself, but also to awake students' senses and open their minds, from an early age, for the cross cultural and pragmatic differences around the world. This process of culture teaching should be graded in a way that smoothly moves from the very simple, general and obvious input to the very specific, detailed and complicated input.

This teaching of culture should not be done in the traditional manner or the way other subjects are usually taught with the mere use of textbooks and the complete reliance on oral explanation. The use of aids such as videos, images, ICT tools, concrete objects and any other items where authentic language is produced is a must when teaching the target language culture for they are the only window through which students can see what the culture and social conventions really look like and how the language is really exchanged in its natural context. These aids will shorten the process of language learning with keeping the same benefits including skills and competencies that students would possess by the end

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... time and efforts that may be spent with no guaranteed

Most of English language used in our classroom is invented, so strict using minimum vocabulary to deliver information it is a prescribed language. We should allow more authentic and native like English language to have larger access to our classes and lessons instead of this prescribed language that blocks students' minds instead of opening them. We should perform that kind of language that opens the doors to new ways of manipulation and using the language that is very much close to the way used in its native context.

Proceeding with integrating lessons of culture in the curriculum will have endless benefits. We have seen the eagerness among students and their thirstiness to learn more; their eyes were sparkling each time they knew something about the other world which they did not know before or each time they understood something which was confusing and mysterious for them before. Regardless of improving their sociocultural competence and consequently their communicative competence, these lessons will provide a motivating atmosphere for learning; they will provide them with fun that is one very important aspect to keep motivation, concentration and ability to accommodate and absorb more, yet unfortunately is the most neglected aspect and the most lacking element in our English language classes.

Concerning teachers, in addition to the professional information that they should go through in order to learn about how such complicated subject is be taught, another kind of formation needs to be incorporated which is summer trips to the target language society or societies. These summer trips that have touristic goals which aim at getting teachers in touch with the culture of English language, in the first place, should also include programs of intensive training and workshops. The reason is because there are many aspects of culture that cannot be fully understood unless the teacher personally experiences them and explores them in their natural setting.

It seems also to be advisable for the teacher to explicitly point out to the learner that politeness markers are an integral part of the foreign cultural system, and should neither be used nor interpreted by reference to the learner's native system. More effective teaching of the behavioral component may minimize native cultural interference and prevent impolite, ineffective, or otherwise inappropriate behavior on the part of the learner.

nether to include culture before or after students have language. We believe that no matter how long students study the language they will not fully reach the ultimate level of linguistic competence, at least not by the time devoted for them to learn the language (Algerian school students spend 7 academic years learning English), which mean that we should not count the possibility of waiting the learners until they master the linguistic aspect of the language. However, this does not mean to start teaching them the culture right from the beginning, not even right after they reach the basic level. What we should bear in mind is the students' sense of evaluation. In my viewpoint, culture integration should not start until our student finish their first four years of English studying. It is because, until this stage is finished, students' sense of evaluation is still low and their social and cultural identity is still not fully built. In this case, teaching culture will be more of a problem than of a mean towards a better understanding of the language. Teaching culture at this level may lead students to reject their own culture and social norms and values and may lead them to be blind followers and imitators of everything that the other culture produces or contains. Another solution is to teach them aspects of big "C" culture during the first years of leaning English and live the aspects of small "c" culture to more advanced and mature learners who have the ability to learn about the other, but not necessarily to be the other.

Students who did not do well in the post test prove that culture cannot be taught outside the classroom or without a teacher given the fact that they were able to obtain the lessons they have missed from their classmates with their explanations. It shows that culture being taught in the classroom with the supervision and the guidance of a trained teacher is a crucial element in both the simplification of the input and monitoring of the content of the input that reaches the student mind.

Limitations

Although the aim was to increase the students' sociocultural competence, the results of the pre test and students' performances in the classroom during the lessons made us realize that we were actually building it from scratch. Students' performances and responses in many situations revealed that they had no sociocultural competence and if we did not take their level into consideration, we would have been trying to develop or improve something which did not even exist. It is because they had no cultural knowledge earlier that they could not develop any level of sociocultural competence.

In this experiment, more focus was on competence rather than performance. The teacher gave more importance to understanding, but little space was given to real practice apart from answering the questions, speaking out thoughts and trying to summarize what has been seen in the videos or what has been learned in the whole session. The reason is perhaps because of the lack of time and the below-average speaking skill among the majority of students even though they were among the best.

Concerning the post test, it would have been even better if some situations were added in which we ask students what would they say or how would they respond if certain things were said to them in order to see whether they have become able to use their cultural knowledge to respond appropriately to different utterances with social or cultural references and interpretations.

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Appendices

Appendix 1

Materials Used in Lesson One

1. A world map used to explain divergence in the world and point out some of the countries that speak English as a second language as well as the ones that speak English as first language using their flags:

2. A map used to explain the difference between England, GB and UK:

cities of English speaking countries:

A used to point out some of the USA states:
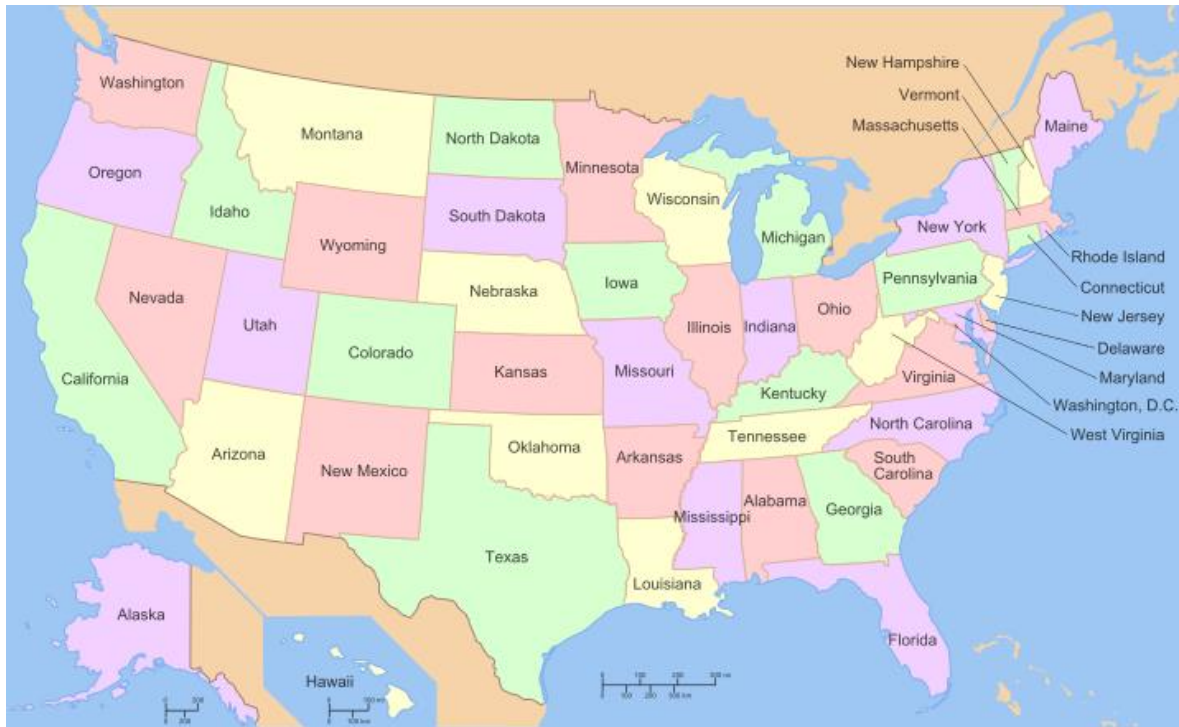
4. The link to the video entitled as "Introduction to Britain":

https://www.youtube.com/watch?v=NL66NfKUWDE

Appendix 2

Materials Used in Lesson Two

1. Text entitled as "Currency of English Speaking Countries" given to students to read and discuss:

There are some things that are essential to living or traveling in a new country. One of these things is understanding how the currency works, and how to talk about it. Though it is not difficult to pay for something with "five dollars", when a friend of yours asks to borrow a "fiver", it may not be as clear. Money can be made up of either notes or coins. Below is some common <u>slang</u> for money in some English-speaking countries.

Terms used in several countries:

- **Fiver**: A note worth 5. ($5, £5, etc.)
- **Tenner**: A note worth 10 ($10, £10, etc.)
- **Grand**: 1000 of a currency ($1,000, £1,000, etc.)
- **Dough**: General word for cash
- **Change**: The money returned when a payment is more than the amount needed

UK:

Money of England and Wales is different from money of Scotland and the money of Northern Ireland because it is produced by the Bank of England. However the other countries' money is produced by the Bank of Scotland and the Bank of Northern Ireland.

- British money is measured in **pounds, sterling** and **pence**, though people mostly just say **pounds** and pence.
- 1pound = 100 pence.
- A pence is also referred to as "penny".
- Currency is either written as **GBP**, **£** or **p** (referring to pence) for coins less than £1.
- Collectively, paper money is known as **notes**.

USA:

American money is divided into **dollars** and **cents**. 1 dollar = 100 cents. Currency is written as **USD**, **$** or **¢** for coins less than 1 dollar (cents). Collectively, paper money is known as **bills**.

- 10-cent coin is called a **dime**.
- 25-cent coin is called a **quarter**.
- One Dollar is also known as a **single**.
- 100 Dollar bills are called **Benjamins**.

Cash is a term for money in general, as well as a way to pay. The question "Cash or credit?" means would you rather pay with actual money or on a credit/debit card? **"Bucks"** is a plural slang term for dollars. "I paid 20 bucks for this shirt."

Canada:

- Currency in Canada is also called **dollars** and **cents**. It is written as 1CAD, C$1 or $1.
- Collectively, paper money is called **bills**.
- In Canada, there is both a $1 coin and a $1 bill. The $1 coin is also called a **loonie**.
- There is also a **toonie** (two loonies), which is a $2 coin.

Australia:

- In Australia, money is divided into **dollars** and **cents**.
- Collectively, Australian dollars are called **notes**.
- Australian money, in slang, are referenced by their colors.
- A ten dollar note is called a **blue-tongue** because the note is mostly blue.
- A twenty-dollar note is known as a **lobster** because the note is mostly red.
- A fifty-dollar note is called a **pineapple** because the note is mostly yellow.
- However, a one-hundred-dollar note is known as a **tree frog, crocodile or jolly green giant**.

Retrieved from: http://kaplaninternational.com/blog/quick-english-money-talks/

(modified)

ritish Pound:

3.   Images used to explain the US Dollar:

116

4. Images used to explain the Australian Dollar:

117

118

the British Pound is explained:

https://www.youtube.com/watch?v=rxG4l1odDf8

6. The link of the video in which the Canadian Dollar is explained:

https://www.youtube.com/watch?v=sT_iJVUVIpE&spfreload=10

Appendix 3

Materials Used in Lesson Three

1. Images used to explain the difference between church, chapel and cathedral:

2. The text entitled as "Catholic Church Hierarchy":

The Catholic clergy is organized in a strict, sometimes overlapping hierarchy:

Pope: Head of the church, he is based at the Vatican. The pope is infallible in defining matters of faith and morals.

Cardinal: Appointed by the pope. There are 178 cardinals worldwide. As a body, he advises the pope and, on his death, elects a new pope.

Archbishop: An archbishop is a main bishop or a metropolitan diocese, also called an archdiocese.

Bishop: He is a teacher of church doctrine, a priest of sacred worship, and a minister of church government.

...can administer most of the sacraments, including the ... e can be with a particular religious order or committed to serving a congregation.

Deacon: A transitional deacon is a seminarian studying for the priesthood. A permanent deacon can be married and assists a priest by performing some of the sacraments.

Nun: Women who commit themselves to serve the church and devote themselves to God. They live their whole lives in monasteries.

Retrieved from: http://www.infoplease.com/ipa/A0922582.html (modified)

3. The pyramid chart used to explain the text:

HIERARCHY OF
The Catholic Church

- Pope
- Cardinals
- Archbishops
- Bishops
- Priests
- Deacons
- The Laity

hierarchystructure.com
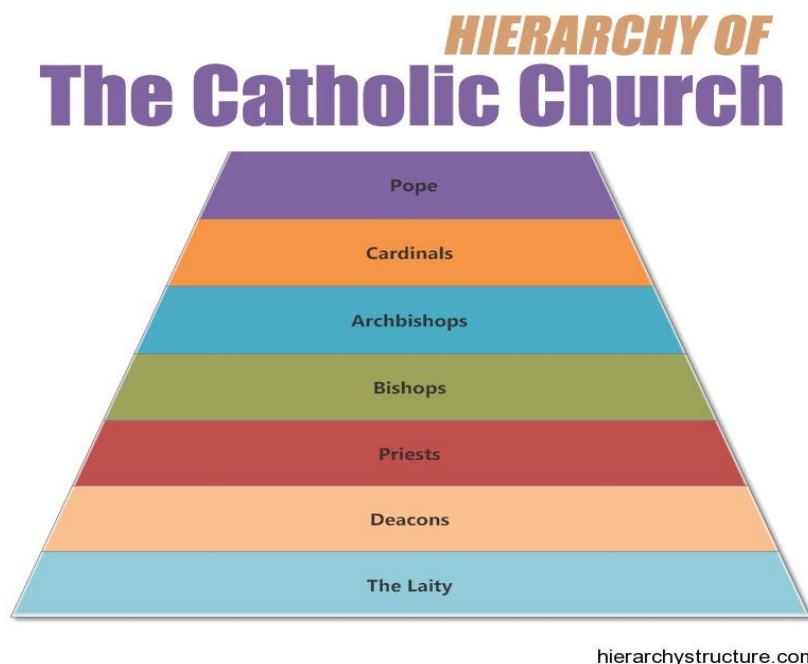
4. Images used to explain the terms of the hierarchy:

5. The image used to explain the term "choir":

6. The images used to explain some of the priest's tasks:

as "Halloween in Britain":

https://www.youtube.com/watch?v=TSsPTSMWoJE

8. the link of the video about the several festival celebrated in Britain:

https://www.youtube.com/watch?v=0xTVlXoEtzE

Appendix 4

Materials Used in Lesson Four

Images used to explain some superstitions:

Appendix 5

Materials Used in Lesson Five

The links of the two-part video entitled as "Hand Gestures":

1. Part one:

https://www.youtube.com/watch?v=S8hnO9w8YPg

2. Part two:

https://www.youtube.com/watch?v=0UyP4b5lEJQ

Appendix 6

Critical Value Table

α (1 tail)	0.05	0.025	0.01	0.005	0.0025	0.001	0.0005
α (2 tail)	0.1	0.05	0.02	0.01	0.005	0.002	0.001
df							
1	6.3138	12.7065	31.8193	63.6551	127.3447	318.4930	636.0450
2	2.9200	4.3026	6.9646	9.9247	14.0887	22.3276	31.5989
3	2.3534	3.1824	4.5407	5.8408	7.4534	10.2145	12.9242
4	2.1319	2.7764	3.7470	4.6041	5.5976	7.1732	8.6103
5	2.0150	2.5706	3.3650	4.0322	4.7734	5.8934	6.8688
6	1.9432	2.4469	3.1426	3.7074	4.3168	5.2076	5.9589
7	1.8946	2.3646	2.9980	3.4995	4.0294	4.7852	5.4079
8	1.8595	2.3060	2.8965	3.3554	3.8325	4.5008	5.0414
9	1.8331	2.2621	2.8214	3.2498	3.6896	4.2969	4.7809
10	1.8124	2.2282	2.7638	3.1693	3.5814	4.1437	4.5869
11	1.7959	2.2010	2.7181	3.1058	3.4966	4.0247	4.4369
12	1.7823	2.1788	2.6810	3.0545	3.4284	3.9296	4.3178
13	1.7709	2.1604	2.6503	3.0123	3.3725	3.8520	4.2208
14	1.7613	2.1448	2.6245	2.9768	3.3257	3.7874	4.1404
15	1.7530	2.1314	2.6025	2.9467	3.2860	3.7328	4.0728
16	1.7459	2.1199	2.5835	2.9208	3.2520	3.6861	4.0150
17	1.7396	2.1098	2.5669	2.8983	3.2224	3.6458	3.9651
18	1.7341	2.1009	2.5524	2.8784	3.1966	3.6105	3.9216
19	1.7291	2.0930	2.5395	2.8609	3.1737	3.5794	3.8834
20	1.7247	2.0860	2.5280	2.8454	3.1534	3.5518	3.8495

https://www.easycalculation.com/statistics/t-distribution-critical-value-table.php

Appendix 7

Students' Pre-Test Production

Student 1

Group: ..... A ....   Stream: .... 2 علوم تجريبية ....

1. What is the difference between these terms: United Kingdom, England and Great Britain?
   a) England includes both United Kingdom and Great Britain ☐
   b) United Kingdom includes both England and Great Britain ☑
   c) Great Britain includes both England and United Kingdom ☐

2. Name the countries of the following flags:

   (a)   (b)   (c)   (d)

   (e)   (f)   (g)

   a) ..... Britain ....
   b) ..... American ....
   c) ..... Ingltra (England)
   d) ..... Itali
   e) ..... Isthalia
   f) ..... wil
   g) ..... Koldiwwar ....

3. Name four countries that speak English as their native language. Mention the capital city of each one of them.
   a) ..... American .... Capital City: ... American ....
   b) ..... Britain .... Capital City: ... British ....
   c) ..... Itali .... Capital City: ... italian ....
   d) ..... Ingltra .... Capital City: ... England ...

4. How many states are there in the USA? Name four of them.
   Number of states: .... 10 .... United ....

127

.... (USA)

.... UK)

3) .... (U.NO)

4) .... UniSef ...(UNS.F.).....

5. Name the cities in which these monuments/ places locate:

- Statue of Liberty: England ....
- Big Ben: ..... American ....
- Buckingham Palace: .. British ....
- St James' Park: .. Intali ....
- Central Park: ..... Istrali ....
- Hyde Park: .... Wild ....

6. What do you think is the main difference between American people and British people concerning their personalities?

+ the American people Black and white the Language of AMerican is English.

+ the British people white the language of British English.

7. What is the name of the UK's current president?

...... United Kingdom (UK) ....

8. Mention four ceremonies that English speaking countries celebrate.
   a) happe New year ......
   b) happe Valentain ......
   c) ....
   d) ....

9. Mention the currency that each of the following countries deal with.
   a) Canada: ... Youro ¢ ....
   b) United Kingdom: ....

10. What do you think is the source of your knowledge about English language culture?

   a) English language lessons introduced in the classroom ——→ [ ]
   b) Media (TV) ————————————————→ [ ]
   c) Internet ————————————————————→ [✓]
   d) Other sources ——————————————————→ [ ]

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Group: ...2.b.......   Stream: ....Language.............

35/20

1. What is the difference between these terms: United Kingdom, England and Great Britain?
   a) England includes both United Kingdom and Great Britain ☐
   b) United Kingdom includes both England and Great Britain ☐
   c) Great Britain includes both England and United Kingdom ☒

2. Name the countries of the following flags: (01)

(a)   (b)   (c)   (d)

(e)   (f)   (g)

0.5 a) ....Britain.............
0.5 b) ....ASTRAYA...........
    c) ......USA................
    d) ....
    e) ....
    f) ....
    g) ...COD..ٌٌٌٌ............

3. Name four countries that speak English as their native language. Mention the capital city of each one of them. (1.5)
   0.5 a) ....USA..................................Capital City: ...Wachmton..1..
       b) ......INDIA........................Capital City: ...Mombay.......
       c) ....Capital City: ....
       d) ....Capital City: ....

4. How many states are there in the USA? Name four of them. (0.5)

Number of states: ....

1) .....New year. o.5.................
2) .....Les fagas..........................
3) .....Chekago.............................
4) ...Postan...............................

5. Name the cities in which these monuments/ places locate: o.5

   - Statue of Liberty: .....A. mexam.........................
   - Big Ben: ....Londan.-.t.................
   - Buckingham Palace: ....
   - St James' Park: ....
   - Central Park: ....
   - Hyde Park: ....

6. What do you think is the main difference between American people and British people concerning their personalities?

He difference is British people is the original people
of this language and they disenain American
and B have been taicin in American
countrie

7. What is the name of the UK's current president?

........I don't Know.!.......................
....

8. Mention four ceremonies that English speaking countries celebrate.
   a) ....
   b) ....
   c) ....
   d) ....

9. Mention the currency that each of the following countries deal with.
   a) Canada: ....
   b) United Kingdom: ....

10. What do you think is the source of your knowledge about English language culture?
    a) English language lessons introduced in the classroom ——→ [X]
    b) Media (TV) ——————————————→ [ ]
    c) Internet ——————————————→ [ ]
    d) Other sources ——————————————→ [ ]

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a) England includes both United Kingdom and Great Britain ☐

2. Name the countries of the following flags:

d) ....

b) ....Capital City: ....

4. How many states are there in the USA? Name four of them.

2) ....
3) ....
4) ....

5. Name the cities in which these monuments/ places locate: (0,5)

   - Statue of Liberty: ....
   - Big Ben: ..*London*...
   - Buckingham Palace: ....
   - St James' Park: ....
   - Central Park: ....
   - Hyde Park: ....

6. What do you think is the main difference between American people and British people concerning their personalities?

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

7. What is the name of the UK's current president?

....
....

8. Mention four ceremonies that English speaking countries celebrate. (0,5)
   a) .*Crissmasse*...........................
   b) ..*H.aloulin*...........................
   c) ....
   d) ....

9. Mention the currency that each of the following countries deal with.
   a) Canada: ..*Y.euro*...................
   b) United Kingdom: .*Dollar*...................

10. What do you think is the source of your knowledge about English language culture?
    a) English language lessons introduced in the classroom ⟶ [a]
    b) Media (TV) ⟶ [   ]
    c) Internet ⟶ [X]
    d) Other sources ⟶ [   ]

132

04/20

1. What is the difference between these terms: United Kingdom, England and Great Britain?
   a) England includes both United Kingdom and Great Britain ☐
   b) United Kingdom includes both England and Great Britain ☑
   c) Great Britain includes both England and United Kingdom ☐

2. Name the countries of the following flags:

(a) (b) (c) (d)

(e) (f) (g)

   a) .... Britain ....
   b) .... American ....
   c) ...... England ....
   d) ....
   e) ....
   f) .... Wil ....
   g) ... Kadivan ....

3. Name four countries that speak English as their native language. Mention the capital city of each one of them.
   a) .... American .... Capital City: ....
   b) ..... Britain .... Capital City: British ....
   c) .. England .... Capital City: England ....
   d) ..... Itale .... Capital City: ....

4. How many states are there in the USA? Name four of them.

Number of states: .... No ....

133

m.......

2) ....

3) ...... Unisef ...... (U.N.sF) ....

4) ...... (U.N.O) ....

5. Name the cities in which these monuments/ places locate:

- Statue of Liberty: ...... England ....
- Big Ben: ... America ....
- Buckingham Palace: Itali ....
- St James' Park: ....
- Central Park: .... America ....
- Hyde Park: .... Britain ....

6. What do you think is the main difference between American people and British people concerning their personalities?

... the British people whit the language of British england the American people Black and whiht ......

7. What is the name of the UK's current president?

...... United Kingdom ....

8. Mention four ceremonies that English speaking countries celebrate

a) ... New Year ....
b) ... Valantin ....
c) ....
d) ....

9. Mention the currency that each of the following countries deal with.

a) Canada: .... Youro & ....
b) United Kingdom: ....

10. What do you think is the source of your knowledge about English language culture?

a) English language lessons introduced in the classroom ➝ [ ]
b) Media (TV) ➝ [ ]
c) Internet ➝ [✓]
d) Other sources ➝ [ ]

134

Group: ....

Stream: ...2ⁿᵈ language............

04/25 20

1. What is the difference between these terms: United Kingdom, England and Great **(01)** Britain?

   a) England includes both United Kingdom and Great Britain ☐

   b) United Kingdom includes both England and Great Britain ☑

   c) Great Britain includes both England and United Kingdom ☐

2. Name the countries of the following flags: **015**

(a)   (b)   (c)   (d)

(e)   (f)   (g)

   015 a) .Britain...................
   ✗ b) ..U.S.A.....................
   ✗ c) England...................
   d) ....
   e) ....
   ✗ f) ..Kurya.....................
   ✗ g) .India........................

3. Name four countries that speak English as their native language. Mention the capital city of each one of them. **1.5**

   0.5 a) .America....................Capital City: New York ✗.........
   0.5 b) .United Kingdom.................Capital City: ....
   0.5 c) .Britain....................Capital City: ....
   d) ....Capital City: ....

4. How many states are there in the USA? Name four of them.

   Number of states: ...80.....................................

135

2) ....

3) ....

4) ....

5. Name the cities in which these monuments/ places locate: (0, 5)

   - Statue of Liberty: . England ....
   - Big Ben: ...Wachington ....
   - Buckingham Palace: ....
   - St James' Park: ....
   - Central Park: New Yourk ....
   - Hyde Park: ....

6. What do you think is the main difference between American people and British people concerning their personalities?

   ...The American can speak English better than people of british ....
   ....
   ....

7. What is the name of the UK's current president?

   ....
   ....

8. Mention four ceremonies that English speaking countries celebrate. (0, 75)

   a) .... New year
   b) ..... Halloyne
   c) ..... Santa (kristmase)
   d) ....

9. Mention the currency that each of the following countries deal with.

   a) Canada: ...Usd...................
   b) United Kingdom: ....

10. What do you think is the source of your knowledge about English language culture?

    a) English language lessons introduced in the classroom ⟶ [ ]
    b) Media (TV) ⟶ [ ]
    c) Internet ⟶ [✓]
    d) Other sources ⟶ [✗]

136

Group: ....   Stream: ..Language..........

1. What is the difference between these terms: United Kingdom, England and Great Britain?
   a) England includes both United Kingdom and Great Britain ☐
   b) United Kingdom includes both England and Great Britain ☐
   c) Great Britain includes both England and United Kingdom ☑

2. Name the countries of the following flags:

(a)   (b)   (c)   (d)

(e)   (f)   (g)

   a) ...Britain...........
   b) .ASTralya...........
   c) ..UlSA...........
   d) ....
   e) ....
   f) ....
   g) .Cocleraur...........

3. Name four countries that speak English as their native language. Mention the capital city of each one of them.
   a) ......U.S.A.....................Capital City: ..Washantan..
   b) ....Capital City: ....
   c) ....Capital City: ....
   d) ....Capital City: ....

4. How many states are there in the USA? Name four of them.

Number of states: 8..................................

137

1) .... *(1)*

2) ... *Not ... California* ....

3) ... *Las Vegas* ....

4) ... ~~Hollywood~~ *Chicago* ...

5. Name the cities in which these monuments/ places locate: *(01)*

   - Statue of Liberty: ... *America* ....
   - Big Ben: *London* ....
   - Buckingham Palace: ....
   - St James' Park: *California* ....
   - Central Park: *New york* ....
   - Hyde Park: ....

6. What do you think is the main difference between American people and British people concerning their personalities?

   The difference between American people and British people, people in USA ~~told~~ dosen't talk like British people for example: I want p (in US.A) they say I wanna ...

7. What is the name of the UK's current president?

   ....
   ....

8. Mention four ceremonies that English speaking countries celebrate. *(0,5)*

   a) *Cris Chrismes* ...
   b) *Valantine* ....
   c) ....
   d) ....

9. Mention the currency that each of the following countries deal with.

   a) Canada: ....
   b) United Kingdom: *Dollar* ....

10. What do you think is the source of your knowledge about English language culture?

    a) English language lessons introduced in the classroom ⟶ [ ]
    b) Media (TV) ⟶ [✓]
    c) Internet ⟶ [ ]
    d) Other sources ⟶ [ ]

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Group: 4.1.3.3. Stream: ...Science...

1. What is the difference between these terms: United Kingdom, England and Great Britain?
   a) England includes both United Kingdom and Great Britain ☒
   b) United Kingdom includes both England and Great Britain ☐
   c) Great Britain includes both England and United Kingdom ☐

2. Name the countries of the following flags:

(a)   (b)   (c)   (d)

(e)   (f)   (g)

   a) ..england. (Britain).
   b) Australia
   c) ....
   d) ....
   e) scotland
   f) ....
   g) india

3. Name four countries that speak English as their native language. Mention the capital city of each one of them.
   a) ..english British... Capital City: ...London...1...
   b) ...Australane... Capital City: ....
   c) .... Capital City: ....
   d) .... Capital City: ....

4. How many states are there in the USA? Name four of them.

Number of states: ...48 States...

139

2) .... wasmenten o,5

3) .... Las Vigas ....

4) .... las anglass ....

5. Name the cities in which these monuments/ places locate: ⓞ1

   - Statue of Liberty: ..... America ....
   - Big Ben: .... London. ✓ ....
   - Buckingham Palace: ....
   - St James' Park: .... england ....
   - Central Park: ..... new york ...... ✓ ....
   - Hyde Park: ....

6. What do you think is the main difference between American people and British people concerning their personalities?

...the difference between American people and British people mcation languge that American people is american english and Britain is British english..

7. What is the name of the UK's current president?

....

8. Mention four ceremonies that English speaking countries celebrate. ⓞ5
   a) ... new year ....
   b) .. celebrate of love (Valantine).
   c) .... crissmasse ....
   d) ....

9. Mention the currency that each of the following countries deal with.
   a) Canada: ... Luna ....
   b) United Kingdom: . dolar ....

10. What do you think is the source of your knowledge about English language culture?
   a) English language lessons introduced in the classroom ⟶ ☒
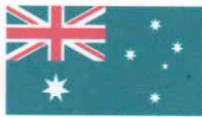   b) Media (TV) ⟶ ☐
   c) Internet ⟶ ☒
   d) Other sources ⟶ ☐

1. What is the difference between these terms: United Kingdom, England and Great Britain?

   a) England includes both United Kingdom and Great Britain [X]

   b) United Kingdom includes both England and Great Britain [ ]

   c) Great Britain includes both England and United Kingdom [ ]

2. Name the countries of the following flags:

   (a)   (b)   (c)   (d)

   (e)   (f)   (g)

   a) ...British...
   b) ...America...
   c) ....
   d) ....
   e) ....
   f) ...Chanes...
   g) ....

3. Name four countries that speak English as their native language. Mention the capital city of each one of them.

   a) ...American... Capital City: ...Wachenton...
   b) ...British... Capital City: ...London...
   c) ...England... Capital City: ....
   d) .... Capital City: ....

4. How many states are there in the USA? Name four of them.

   Number of states: ...8...

2) ....A.s. ....

3) ....

4) ....

5. Name the cities in which these monuments/ places locate: ⟨0,5⟩

   - Statue of Liberty: ..American✗..............................

   - Big Ben: ..London..0,5..............................

   - Buckingham Palace: ....

   - St James' Park: ....

   - Central Park: ....

   - Hyde Park: ....

6. What do you think is the main difference between American people and British people concerning their personalities?

there is a difference between American people and British people in English Language

7. What is the name of the UK's current president?

....

....

8. Mention four ceremonies that English speaking countries celebrate. ⟨0,5⟩

   a) ..~~British~~..............

  0,25 b) civil indefence.

  0,25 c) Celebrate of the new year

   d) first war and second war wourld
         wourld

9. Mention the currency that each of the following countries deal with. ⟨0,25⟩

   a) Canada: .Dolar...............

   b) United Kingdom: ....

10. What do you think is the source of your knowledge about English language culture?

   a) English language lessons introduced in the classroom ⟶ ☒

   b) Media (TV) ⟶ ☐

   c) Internet ⟶ ☐

   d) Other sources ⟶ ☒

the boxes

142

Stream: .....Scienc...........................

6,25 / 20

1. What is the difference between these terms: United Kingdom, England and Great Britain? ✗

   a) England includes both United Kingdom and Great Britain ☑

   b) United Kingdom includes both England and Great Britain ☐

   c) Great Britain includes both England and United Kingdom ☐

2. Name the countries of the following flags: ①

(a)   (b)   (c)   (d)

(e)   (F)   (g)

   ✗ a) ...... Kingdome .....
   ✗ b) ..American ....
   ✗ c) ..Britain ....
   ✗ d) ..Imgland ....
   0,5 e) ..Eoketland ....
   ✗ f) ..Kwildaz ....
   0,5 g) ..Ireland ....

3. Name four countries that speak English as their native language. Mention the capital city of each one of them. ③

   0,5 a) ...... Britain ....Capital City: ..Zondon ....✓....
   b) ..India ....Capital City: ..Delhi ....
   0,5 c) ..American ....Capital City: ..Waohantan ✓.....
   d) ....Capital City: ....

4. How many states are there in the USA? Name four of them 0,5

   Number of states: ....58.........................

143

2) ...xess. angenia.........................

3) ....

4) ....

5. Name the cities in which these monuments/ places locate: (١,٢)

   - Statue of Liberty: .New york..٢.١.........................
   - Big Ben: ..London..٠.٥.............................
   - Buckingham Palace: ....
   - St James' Park: ...A. maxican.✗.........................
   - Central Park: ....
   - Hyde Park: .London..٠.٢........................

6. What do you think is the main difference between American people and British people concerning their personalities?

....The difference. between American people and British people in language and American people Blab and British people white...

7. What is the name of the UK's current president?

....

....

8. Mention four ceremonies that English speaking countries celebrate.

   a) ....
   b) ....
   c) ....
   d) ....

9. Mention the currency that each of the following countries deal with.

   ٠.٢٥ a) Canada: ....dolar..................
   b) United Kingdom: Onau..................

10. What do you think is the source of your knowledge about English language culture?

   a) English language lessons introduced in the classroom ——→ [ ]
   b) Media (TV) ————————————→ [X]
   c) Internet ————————————→ [X]
   d) Other sources ————————————→ [ ]

144

Group: ....   Stream: ...Science...........................

1. What is the difference between these terms: United Kingdom, England and Great Britain? (01)

   a) England includes both United Kingdom and Great Britain   ☐

   b) United Kingdom includes both England and Great Britain   ☒

   c) Great Britain includes both England and United Kingdom   ☐

2. Name the countries of the following flags:

(a)   (b)   (c)   (d)

(e)   (f)   (g)

   a) Ostralia....................

   b) Amirican....................

   c) Britain....................

   d) ....

   e) ....

   f) ....

   g) Auth-Africa..............

3. Name four countries that speak English as their native language. Mention the capital city of each one of them. (2,5)

   a) U.S.A ....Capital City: New-york   0,6

   b) Britain.....................Capital City: London   0,6

   c) Undia.....................Capital City: New-dalhy

   d) Ostralya.....................Capital City: Sudny   0,1

4. How many states are there in the USA? Name four of them. (01)

Number of states: ...58.................................

145

3) ..Washnton..a.5......................

4) ....

5. Name the cities in which these monuments/ places locate: (1,5)

   - Statue of Liberty: .New.york..a.5................
   - Big Ben: ..London...a.5...........................
   - Buckingham Palace: ....
   - St James' Park: ....
   - Central Park: ....
   - Hyde Park: ..London..a.6.......................

6. What do you think is the main difference between American people and British people concerning their personalities?

....the difference between American and British
....people is in the language........................
....
....

7. What is the name of the UK's current president?

....
....

8. Mention four ceremonies that English speaking countries celebrate. o,5
   0,25 a) Halween.......................
   b) .Kresmaas. Krees-maase
   0,25 c) ..Valantaine...................
   d) ....

9. Mention the currency that each of the following countries deal with.
   a) Canada: ...Bnso...................
   b) United Kingdom: .yawro...................

10. What do you think is the source of your knowledge about English language culture?
    a) English language lessons introduced in the classroom ——►[ ]
    b) Media (TV) ——————————————►[X]
    c) Internet ——————————————►[X]
    d) Other sources ——————————————►[ ]

146

Stream: ....

1. What is the difference between these terms: United Kingdom, England and Great Britain?
   a) England includes both United Kingdom and Great Britain ✓
   b) United Kingdom includes both England and Great Britain ☐
   c) Great Britain includes both England and United Kingdom ☐

2. Name the countries of the following flags:

(a)   (b)   (c)   (d)

(e)   (f)   (g)

a) England
b) Australian
c) Britain
d) Hirset
e) Bosna
f) Wils
g) Irlanda

3. Name four countries that speak English as their native language. Mention the capital city of each one of them.
   a) England .... Capital City: ....
   b) Australian .... Capital City: Sidney
   c) Britani .... Capital City: London
   d) Hirst .... Capital City: ....

4. How many states are there in the USA? Name four of them.

Number of states: ....four........................

147

3) ....New york....

4) ....lous Anjlos....

5. Name the cities in which these monuments/ places locate:

- Statue of Liberty: ..New York..
- Big Ben: ..london..
- Buckingham Palace: ..Australian..
- St James' Park: ..England..
- Central Park: ..U.S.A..
- Hyde Park: ..Italian..

6. What do you think is the main difference between American people and British people concerning their personalities?

....difference it is people Blak of Amerisam and British....

7. What is the name of the UK's current president?

....

....

8. Mention four ceremonies that English speaking countries celebrate.

a) ..Red Hair..

b) ..Valnty Day..

c) ..New year..

d) ..Women day of National.

9. Mention the currency that each of the following countries deal with.

a) Canada: ..Dolar..

b) United Kingdom: ..yoro..

10. What do you think is the source of your knowledge about English language culture?

a) English language lessons introduced in the classroom ——→ ✓

b) Media (TV) ——————————————→ ☐

c) Internet ——————————————→ ✓

d) Other sources ——————————→ ☐

148

Stream: ....

80.0 / 20

1. What is the difference between these terms: United Kingdom, England and Great Britain?
   a) England includes both United Kingdom and Great Britain ☐
   b) United Kingdom includes both England and Great Britain ☒ ✓
   c) Great Britain includes both England and United Kingdom ☐

2. Name the countries of the following flags:

(a) (b) (c) (d)

(e) (f) (g)

   a) .Britain...............
   b) .Austaualia...............
   c) .England...............
   d) ....
   e) ....
   f) ....
   g) India...............

3. Name four countries that speak English as their native language. Mention the capital city of each one of them.
   a) .America.............Capital City: ..Washington.. ✓
   b) .Austaualia.............Capital City: ..Sidny.... ✗
   c) .Britain.............Capital City: ..Britame...........
   d) .South Africa.............Capital City: ..Capetaun.. ✓

4. How many states are there in the USA? Name four of them.

   Number of states: ....8 ✗ ....

149

3) ...Laus Vegas...

4) ...America... New York

5. Name the cities in which these monuments/ places locate: (0,5)

- Statue of Liberty: ......England.... Washington..
- Big Ben: ....Britain.....................
- Buckingham Palace: ....
- St James' Park: ....
- Central Park: ....New york...0.5.....................
- Hyde Park: ....

6. What do you think is the main difference between American people and British people concerning their personalities?

I think the diffrence between American people and Britisch people is in their culture is very diffrence and British more polite than American people (0.5)

7. What is the name of the UK's current president?

....
....

8. Mention four ceremonies that English speaking countries celebrate (0,5)
   a) Christmas (1 January)
   b) Hallowin
   c) ....
   d) ....

9. Mention the currency that each of the following countries deal with (0,5)
   0,25 a) Canada: ....Dollars........
   0,25 b) United Kingdom: B....Jensh Isterlini

10. What do you think is the source of your knowledge about English language culture?
    a) English language lessons introduced in the classroom ⟶ [X]
    b) Media (TV) ⟶ [ ]
    c) Internet ⟶ [X]
    d) Other sources ⟶ [ ]

Stream: Science ....

06/20
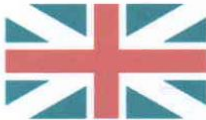
1. What is the difference between these terms: United Kingdom, England and Great Britain?

   a) England includes both United Kingdom and Great Britain ☐

   b) United Kingdom includes both England and Great Britain ☒

   c) Great Britain includes both England and United Kingdom ☐

2. Name the countries of the following flags:

(a) (b) (c) (d)

(e) (f) (g)

   a) ....

   b) ....

   ✗ c) British ....

   d) ....

   e) ....

   ✗ f) China ....

   ✗ g) India ....

3. Name four countries that speak English as their native language. Mention the capital city of each one of them.

   0,5 a) America .... Capital City: Washington ✓

   0,5 b) England .... Capital City: London ✓

   0,5 c) Britain .... Capital City: ....

   0,5 d) Canada .... Capital City: ....

4. How many states are there in the USA? Name four of them. 1,5

Number of states: 56 ....

151

.....rnia....0,5.

.....ngles.....

3) ......New York.....0,5.....

4) Washington.....0,5.....

5. Name the cities in which these monuments/ places locate: (01)

- Statue of Liberty: New york 0,5 .....

- Big Ben: London.....0,5.....

- Buckingham Palace: .....

- St James' Park: .....

- Central Park: .....

- Hyde Park: .....

6. What do you think is the main difference between American people and British people concerning their personalities?

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

7. What is the name of the UK's current president?

.....
.....

8. Mention four ceremonies that English speaking countries celebrate. (0,5)

0,25 a) ..Chrismas.....

0,25 b) ..Hollowine.....

c) ..New year.....

d) .....

9. Mention the currency that each of the following countries deal with.
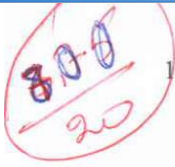
a) Canada: .....

b) United Kingdom: ..Dollar.....

10. What do you think is the source of your knowledge about English language culture?

a) English language lessons introduced in the classroom ——→ [ ]

b) Media (TV) ————————————→ [X]

c) Internet ————————————→ [X]

d) Other sources ————————————→ [ ]

152

Stream: ...Sience...

8,25
20

1. What is the difference between these terms: United Kingdom, England and Great Britain?

   a) England includes both United Kingdom and Great Britain ☒

   b) United Kingdom includes both England and Great Britain ☐

   c) Great Britain includes both England and United Kingdom ☐

2. Name the countries of the following flags: *02*

(a)   (b)   (c)   (d)

(e)   (F)   (g)

   a) .....England...........
   b) .....Astoralia...........
   c) .....Britain...........
   d) ....
   e) ..I.Skotland...........
   f) .....weils...........
   g) .....Irlanda...........

3. Name four countries that speak English as their native language. Mention the capital city of each one of them. *03*

   a) ....Bid Britain..........Capital City: ...London..
   b) ....Englad..........Capital City: ...London..
   c) ....USA..............Capital City: ...New/yourk..
   d) ....Capital City: ....

4. How many states are there in the USA? Name four of them. *1,5*

Number of states: .....81.............................

153

3) ...washiton......
4) ...los engelos......

5. Name the cities in which these monuments/ places locate: 01

   - Statue of Liberty: ..New yourk (USA)....
   - Big Ben: ...London......
   - Buckingham Palace: ....
   - St James' Park: ....
   - Central Park: ....
   - Hyde Park: ....

6. What do you think is the main difference between American people and British people concerning their personalities?

   .....the difference of American people and British people langue and Black people.....
   ....
   ....

7. What is the name of the UK's current president?

   ....
   ....

8. Mention four ceremonies that English speaking countries celebrate: 0,75
   a) ...new your year..........
   b) ....Valinteim..............
   c) .....Birthday................
   d) ...wamens day...........

9. Mention the currency that each of the following countries deal with.
   a) Canada: ....youro..............
   b) United Kingdom: ..Dolar..................

10. What do you think is the source of your knowledge about English language culture?
    a) English language lessons introduced in the classroom ⟶ [^]
    b) Media (TV) ⟶ [x]
    c) Internet ⟶ [X]
    d) Other sources ⟶ [ ]

154

8.25 / 20

1. What is the difference between these terms: United Kingdom, England and Great Britain?
   a) England includes both United Kingdom and Great Britain ☒
   b) United Kingdom includes both England and Great Britain ☐
   c) Great Britain includes both England and United Kingdom ☐

2. Name the countries of the following flags: 1,5

(a) (b) (c) (d)

(e) (F) (g)

   a) .....england..........
   b) .....astralia..........
   c) ..Britain................
   d) .....Hirsk...........
   e) ..Bosnai............
   f) .....Wilse...........
   g) ...Irlanda..........

3. Name four countries that speak English as their native language. Mention the capital city of each one of them. 2,5
   a) .....england...................Capital City: ...england.........
   b) ......astralia.................Capital City: ....Sidny..a...
   c) .....Britain...................Capital City: .....London...,.
   d) ....Capital City: ....

4. How many states are there in the USA? Name four of them. 1,5

Number of states: four (4.)...........................

155

.... yoless...

2) .... a'

3) .... W. clinton .... a'

4) .... Kalifornya ...

5. Name the cities in which these monuments/ places locate: ⊙2

   - Statue of Liberty: .... New york ✓
   - Big Ben: ..... london ✓
   - Buckingham Palace: .... england
   - St James' Park: ... england
   - Central Park: .... New york ✓
   - Hyde Park: .... london ✓

6. What do you think is the main difference between American people and British people concerning their personalities?

   ... The difference between American people and British People is langutish c ....

   ....

   ....

7. What is the name of the UK's current president?

   ....

   ....

8. Mention four ceremonies that English speaking countries celebrate. o,5

   a) ....

   b) ... New year ....

   c) .... walntayen day .....

   d) .... Ned Hair ....

9. Mention the currency that each of the following countries deal with. o,75

   a) Canada: ..... Dolar ....

   b) United Kingdom: .... Dolar ....

10. What do you think is the source of your knowledge about English language culture?

    a) English language lessons introduced in the classroom ——→ ☑

    b) Media (TV) ————————→ ☐
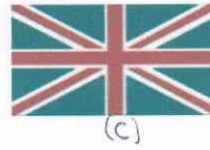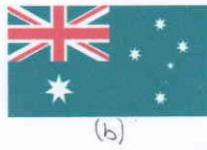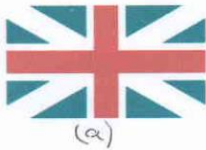
    c) Internet ————————→ ☑

    d) Other sources ————————→ ☐

1. What is the difference between these terms: United Kingdom, England and Great Britain?
   a) England includes both United Kingdom and Great Britain ☑
   b) United Kingdom includes both England and Great Britain ☐
   c) Great Britain includes both England and United Kingdom ☐

2. Name the countries of the following flags:

   (a)   (b)   (C)   (d)

   (e)   (F)   (g)

   a) ....
   b) .....australia.........
   c) ...Britain...............
   d) ...Hirsek..................
   e) ...Bosina.................
   f) ...welse....................
   g) ...irlanda..............

3. Name four countries that speak English as their native language. Mention the capital city of each one of them.
   a) ....Capital City: ....
   b) .....australia...................Capital City: .....Sedny.0.....
   c) ....Bretain................Capital City: .....London?...
   d) ....Capital City: ....

4. How many states are there in the USA? Name four of them.

   Number of states: ......foun..............................

3) .... Kalifornia ....
4) .... waschinton ....

5. Name the cities in which these monuments/ places locate (08)

   - Statue of Liberty: ..... New york .....
   - Big Ben: .... London .....
   - Buckingham Palace: ...... England .....
   - St James' Park: ...... England .....
   - Central Park: ...... New york .....
   - Hyde Park: ...... London .....

6. What do you think is the main difference between American people and British people concerning their personalities?

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

7. What is the name of the UK's current president?

....
....

8. Mention four ceremonies that English speaking countries celebrate.

   a) ....
   b) ... New year ....
   c) ... valentine day
   d) ....

9. Mention the currency that each of the following countries deal with.

   a) Canada: ..... Dollar ....
   b) United Kingdom: .... $ ....

10. What do you think is the source of your knowledge about English language culture?

   a) English language lessons introduced in the classroom ——→ [✓]
   b) Media (TV) ——————————————————————→ [ ]
   c) Internet ————————————————————————→ [✓]
   d) Other sources ——————————————————————→ [ ]

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Stream: ....

10
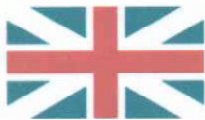20

1. What is the difference between these terms: United Kingdom, England and Great Britain? 51

   a) England includes both United Kingdom and Great Britain ☐

   b) United Kingdom includes both England and Great Britain ☒

   c) Great Britain includes both England and United Kingdom ☐

2. Name the countries of the following flags: 1,5

(a)   (b)   (c)   (d)

(e)   (f)   (g)

   a) ✗ England
   b) ✗ United Kingdom
   c) ✗ Britain
   d) ....
   0,5 e) Scotland
   0, f) Wiles
   0, g) Irland

3. Name four countries that speak English as their native language. Mention the capital city of each one of them. 04

   0,5 a) Britain .... Capital City: ....
   0,5 b) England .... Capital City: London 1
   0,5 c) M S A .... Capital City: Washton 1
   0,5 d) United Kingdom Capital City: ....

4. How many states are there in the USA? Name four of them. 1,5

Number of states: 5.0 states, Name 4 of them o-
   01

(...L.A)

3) ...Hollywood...........................

4) ...New york....s..........................

5. Name the cities in which these monuments/ places locate: (0,5)

- Statue of Liberty: ...U.S.A...........
- Big Ben: ...Loundon...........................
- Buckingham Palace: ....
- St James' Park: ....
- Central Park: ...Washnton...................
- Hyde Park: ...Britan...........................

6. What do you think is the main difference between American people and British people concerning their personalities? (0,5)

I think The difference betwen American and British is that the American love open + maind and they are liberty and dimocrotic But the British are not.

7. What is the name of the UK's current president?

I guis "I don't know, "Sorry"

....

8. Mention four ceremonies that English speaking countries celebrate. (0,75)
   0,2 a) ...hallouian...........
   -,2 b) ...Krissmas.......
   c) ...Liberty day...
   0,25 d) ...Woman day....

9. Mention the currency that each of the following countries deal with. (0,25)
   0,25 a) Canada: dollar...$.......
   b) United Kingdom: ...euro...€...........

10. What do you think is the source of your knowledge about English language culture?
    a) English language lessons introduced in the classroom ———→ [✓]
    b) Media (TV) ————————————————→ [✓]
    c) Internet ————————————————→ [✓]
    d) Other sources ———————————————→ [ ]

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10,5 / 20

Stream. ....

1. What is the difference between these terms: United Kingdom, England and Great Britain?

   a) England includes both United Kingdom and Great Britain ☐

   b) United Kingdom includes both England and Great Britain ☒ ②

   c) Great Britain includes both England and United Kingdom ☐

2. Name the countries of the following flags: (1,5)

(a) (b) (c) (d)

(e) (f) (g)

   a) .
   X b) United Kingdom.
   c) Great Britain
   d) ..
   0,5 e) Scotland
   0,5 f) wilese
   0,5 g) IRland

3. Name four countries that speak English as their native language. Mention the capital 4 city of each one of them.

   0,5 a) England ....Capital City: London
   0,5 b) Canada ....Capital City: ....
   0,5 c) Great britain ....Capital City: ....
   0,5 d) U.S.A ....Capital City: Wachenten

4. How many states are there in the USA? Name four of them. (1,5)

Number of states: 50 .... ②

161

0,5 3) ..... New york

x 4) ..... Holliwad

5. Name the cities in which these monuments/ places locate: (01)

   - Statue of Liberty: ...... USA .... New york 0,5
   - Big Ben: .... London 0,5
   - Buckingham Palace: ...... Britain x
   - St James' Park: ....
   - Central Park: ....
   - Hyde Park: .... · Britain x

6. What do you think is the main difference between American people and British people concerning their personalities?

..... I think that the main defference between them is in their personalities because I think that American people respect the other people and don't judje like British people .... (0,5)

7. What is the name of the UK's current president?

....
....

8. Mention four ceremonies that English speaking countries celebrate. 0,75

   0,75 a) ..... Krismas ....
   0,15 b) ..... Hallowin ....
   0,15 c) ..... independing day .
   d) ....

9. Mention the currency that each of the following countries deal with. 0,25

   0,25 a) Canada: ..... dollar $ .....
   b) United Kingdom: ..... euro $ ....

10. What do you think is the source of your knowledge about English language culture?

   a) English language lessons introduced in the classroom ⟶ ☑
   b) Media (TV) ⟶ ☑
   c) Internet ⟶ ☐
   d) Other sources ⟶ ☐

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Appendix 8

Students' Post Test Production (Only First and Second Page out of Four Pages)

Student 1

Class: .... عفة ل ر عفة 2 ....

07
20

1) Peter: How is it going with the new project, John?

   John: Fingers crossed...

   - What did John intend to say? 01 pnt.

   ..... John did he said fingers crossed .... But it is going ..
   him the new project (the best)

2) Annie: Alex has bought a new car, did you see it?

   Sam: Yeah, That car must be worth every penny.

   - What did Sam mean? 01 pnt

   ... San did the mean this new car ....
   .... that ....

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

   Jimmy: I'm penniless, bro!

   - What did Jimmy mean? 01 pnt

   Jimmy mean he Breaken! he say it go this weekend,
   that he did and have .... many of ....

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.

   Liam: Well! You need a Benjamin to get that one.

   - What did Liam mean? 01 pnt

   Liam mean that this game ever playd to get that one.
   .... (the new game.) ....

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):

   A (enters saying): the bus was late. (Then takes a seat)

163

t least apologized.

01 pnt

...Mr.B. want to apologised Mr.A........ (he is I am so sorry)

- Did Mr. B understand Mr. A's intention? 01 pnts

...Mr.B. will not understand Mr.A 01
   (didn't)

6) Paul: Do you expect Sheila to be late for the party?

   Georgette: Is the pope Catholic?

- Did Georgette answer Paul's question? 01 pnt

Georgette that is the yes late for the party (yes, the did)

- How? 01 pnts

....the georgette answer paul's because accept the question

7) The Chinese student enters a cafeteria in London at 07:00 and says: Oh! I'm the first one to arrive. I think I came early.

   Waitress: Don't worry! All London will be here within few minutes.

   Chinese student: Huh?!
- What did the waitress mean? 01 pnt

...the waitress mean because the chinese student will be here within a few minutes to arrive I think I come early..

- Did the Chinese student understand her? 01 pnts
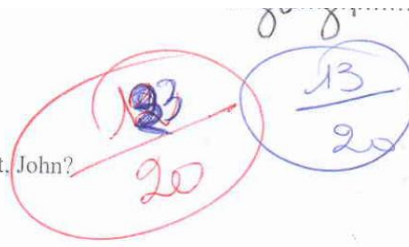
the chinese student did not understand her. 01

8) A: Why does she act in such arrogance?!

   B: Well, she lives in west London.

- Did B answer the question of A? 01 pnt

Class: 2.A.S. Lavrouag

1) Peter: How is it going with the new project, John?

   John: <u>Fingers crossed</u>…

   - What did John intend to say? 01 pnt.

   Fingers Crossed means ya're hoping for the bettre. and John mean that (01)

2) Annie: Alex has bought a new car, did you see it?

   Sam: Yeah, <u>That car must be worth every penny</u>.

   - What did Sam mean? 01 pnt

   Sam mean this car is very cool and very nice and it disarve all the many (01)

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

   Jimmy: I'm <u>penniless</u>, bro!

   - What did Jimmy mean? 01 pnt

   Jimmy mean she haven't the many to ge this weekend well she can't come with her Friends (01)

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.

   Liam: Well! <u>You need a Benjamin to get that one</u>.

   - What did Liam mean? 01 pnt

   Liam mean Jack you need a lot of many to buy it and you have not.

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):

   A (enters saying): <u>the bus was late</u>. (Then takes a seat)

Class: .... N.J.2....................

13.5 / 20

1) Peter: How is it going with the new project, John?

   John: <u>Fingers crossed</u>...

   - What did John intend to say? 01 pnt.

   John crosses his fingers because if someone do lik this it means that the hops to the better. (0.1)

2) Annie: Alex has bought a new car, did you see it?

   Sam: Yeah, <u>That car must be worth every penny</u>.

   - What did Sam mean? 01 pnt

   Sam when she said that to Annie she means that this car it es pencise or ship it so good and no penny isn't expencise chant.

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

   Jimmy: I'm <u>penniless</u>, bro!

   - What did Jimmy mean? 01 pnt

   When Jimmy said "I'm penniless" to Adam he means that he hasn't money. (0.1)

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.

   Liam: Well! <u>You need a Benjamin to get that one</u>.

   - What did Liam mean? 01 pnt

   Liam means that "Call of Duty" is no expensive.

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):

   A (enters saying): <u>the bus was late</u>. (Then takes a seat)

1

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at least apologized.

What was the intention of Mr. A? 01 pnt

Mr. A want to apologize to Mr. B. 01

- Did Mr. B understand Mr. A's intention? 01 pnts

Mr. B will not understand Mr. A's intention. 01

6) Paul: Do you expect Sheila to be late for the party?

Georgette: Is the pope Catholic?

- Did Georgette answer Paul's question? 01 pnt

yes, she did. 01

- How? 01 pnts

when she said "Is the pope Catholic?" she means that Sheila has exercice to do and she is busy, is not pope Catholic. no she hasn't important exercice to do like the pope.

7) The Chinese student enters a cafeteria in London at 07:00 and says: Oh! I'm the first one to arrive. I think I came early.

Waitress: Don't worry! All London will be here within few minutes.

Chinese student: Huh?!

- What did the waitress mean? 01 pnt

The waitress means that in few minutes peopel will com to the cafeteria 01

- Did the Chinese student understand her? 01 pnts

No, they didn't 01

8) A: Why does she act in such arrogance?!

B: Well, she lives in west London.

- Did B answer the question of A? 01 pnt

Class: ....

$\dfrac{64}{20}$

1) Peter: How is it going with the new project, John?

   John: Fingers crossed…

   - What did John intend to say? 01 pnt.

   John did intend to say the best project.

2) Annie: Alex has bought a new car, did you see it?

   Sam: Yeah. That car must be worth every penny.

   - What did Sam mean? 01 pnt

   Sam : mean did bough a new car every penny

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

   Jimmy: I'm penniless, bro!

   - What did Jimmy mean? 01 pnt

   Jimmy mean did say if we go on a trip this weekend

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.

   Liam: Well! You need a Benjamin to get that one.

   - What did Liam mean? 01 pnt

   Liam mean did call of Duty is finally relesed everybody is saying

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):

   A (enters saying): the bus was late. (Then takes a seat)

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t least apologized.

)1 pnt

Mr. A want to apologize to Mr. B. (01)

- Did Mr. B understand Mr. A's intention? 01 pnts

Mr. B will not understand Mr. A's intention. (01)

6) Paul: Do you expect Sheila to be late for the party?

   Georgette: <u>Is the pope Catholic?</u>

- Did Georgette answer Paul's question? 01 pnt

yes, she did. (01)

- How? 01 pnts

When she said "Is the pope Catholic?" she means that Sheila has exercice to do and he is busy. is not pope Catholic so she hasn't important exercice to do likethe pope.

7) The Chinese student enters a cafeteria in London at 07:00 and says: Oh! I'm the first one to arrive. I think I came early.

   Waitress: Don't worry! <u>All London will be here within few minutes.</u>

- Chinese student: <u>Huh?!</u>
- What did the waitress mean? 01 pnt

The waitress means that in few minutes people will com to the cafeteria (01)

- Did the Chinese student understand her? 01 pnts

No, they did.lt (01)

8) A: Why does she act in such arrogance?!

   B: Well, <u>she lives in west London.</u>

- Did B answer the question of A? 01 pnt

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Class: ..... Language .....

07/20

1) Peter: How is it going with the new project, John?

   John: <u>Fingers crossed</u>…

   - What did John intend to say? 01 pnt.

   ~~that~~ John intend to say that he are hopping for the better. (0.1)

2) Annie: Alex has bought a new car, did you see it?

   Sam: Yeah, <u>That car must be worth every penny.</u>

   - What did Sam mean? 01 pnt

   he mean the car of annie take all the momy and the car is so beautiful. (0.1)

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

   Jimmy: I'm <u>penniless,</u> bro!

   - What did Jimmy mean? 01 pnt

   he mean that he hasn't any penny (0.1)

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.

   Liam: Well! <u>You need a Benjamin to get that one.</u>

   - What did Liam mean? 01 pnt

   Liam mean that jak need to 100 dollar to get one (0.1)

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):

   A (enters saying): <u>the bus was late.</u> (Then takes a seat)

171

least apologized.

1 pnt

M.B talld M.A to apologired to him because hi was comn late

- Did Mr. B understand Mr. A's intention? 01 pnts

yes he understand him

6) Paul: Do you expect Sheila to be late for the party?

Georgette: Is the pope Catholic?

- Did Georgette answer Paul's question? 01 pnt

No she didn't answer the question of paul's

- How? 01 pnts

because she ask him another question

7) The Chinese student enters a cafeteria in London at 07:00 and says: Oh! I'm the first one to arrive. I think I came early.

Waitress: Don't worry! All London will be here within few minutes.

Chinese student: Huh?!
- What did the waitress mean? 01 pnt

the waitress mean that the chinese people is allrays stand up early

- Did the Chinese student understand her? 01 pnts

No they didn't understand him

8) A: Why does she act in such arrogance?!

B: Well, she lives in west London.

- Did B answer the question of A? 01 pnt

172

Class: ....

16 / 20

1) Peter: How is it going with the new project, John?

   John: <u>Fingers crossed</u>...

   - What did John intend to say? 01 pnt.

   ...John was hoping for the best when he crossed his fingers. (01)

2) Annie: Alex has bought a new car, did you see it?

   Sam: Yeah, <u>That car must be worth every penny</u>.

   - What did Sam mean? 01 pnt

   Sam means that car it's great and She deserve all the money. (01)

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

   Jimmy: I'm <u>penniless</u>, bro!

   - What did Jimmy mean? 01 pnt

   Jimmy means that he is broke he haven't (01) money.

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.

   Liam: Well! <u>You need a Benjamin to get that one</u>.

   - What did Liam mean? 01 pnt

   Liam means that jack need a (01) 100 dolar to get the game "Call of duty"

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):

   A (enters saying): <u>the bus was late</u>. (Then takes a seat)

1

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_____ least apologized.

1 pnt

Mr. A intention is to explain why he was late he didn't mean it.

- Did Mr. B understand Mr. A's intention? 01 pnts

No, he didn't Mr. A's intention understand. (01)

6) Paul: Do you expect Sheila to be late for the party?

Georgette: Is the pope Catholic?

- Did Georgette answer Paul's question? 01 pnt

Yes, She did (01)

- How? 01 pnts

Georgette means Sheila is very Christian. So she doesnot expect her to be in the party.

7) The Chinese student enters a cafeteria in London at 07:00 and says: Oh! I'm the first one to arrive. I think I came early.

Waitress: Don't worry! All London will be here within few minutes.

Chinese student: Huh?!

- What did the waitress mean? 01 pnt

he meeans that the pepole will come in a few minutes, a lot of pepole (01)

- Did the Chinese student understand her? 01 pnts

No, he didn't (01)

8) A: Why does she act in such arrogance?!

B: Well, she lives in west London.

- Did B answer the question of A? 01 pnt

174

$\frac{15}{20}$

1) Peter: How is it going with the new project, John?

   John: <u>Fingers crossed</u>…

   - What did John intend to say? 01 pnt.

   …John say that he didn't going with the new projet Because he say that Fingers crossed and the didn't be creed…

2) Annie: Alex has bought a new car, did you see it?

   Sam: Yeah, <u>That car must be worth every penny</u>.

   - What did Sam mean? 01 pnt

   …San say that this car worth or get creed every Dinar or pound that is creed… 01

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

   Jimmy: I'm <u>penniless</u>, bro!

   - What did Jimmy mean? 01 pnt

   01

   …Jimmy say that it is don't take any penny or broken…

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.

   Liam: Well! <u>You need a Benjamin to get that one</u>.

   - What did Liam mean? 01 pnt

   …Liam say that Duty take a Benjamin to get that one 01 this game Because the Bills of Benjamins is 100 Dallars…

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):

   A (enters saying): <u>the bus was late</u>. (Then takes a seat)

1

175

<u>least apologized</u>.

pnt

...... the intention of Mr. A is that he want explain the reason of late
on ≠ on

- Did Mr. B understand Mr. A's intention? 01 pnts

.... (B) didn't understand any thing Because (A) is non native speaker.
(01)

6) Paul: Do you expect Sheila to be late for the party?

Georgette: <u>Is the pope Catholic?</u>

- Did Georgette answer Paul's question? 01 pnt

... yes, she is answer his question but indirecte (01)

- How? 01 pnts

... She say that Sheila be late for the party like pope
... catholic late every day for church.

7) The Chinese student enters a cafeteria in London at 07:00 and says: Oh! I'm the first one to arrive. I think I came early.

Waitress: Don't worry! <u>All London will be here within few minutes.</u>

- Chinese student: <u>Huh?!</u>
- What did the waitress mean? 01 pnt

.... waitress say that all people of London will come and
.... white a few minutes.

- Did the Chinese student understand her? 01 pnts

.. the chinese don't understand her (01)

176

Class: ....

1) Peter: How is it going with the new project, John?

John: <u>Fingers crossed</u>…

- What did John intend to say? 01 pnt.

John intend to say that Fingers crossed. the meant the people come to the New project (of courage)or get your attention

2) Annie: Alex has bought a new car, did you see it?

Sam: Yeah, <u>That car must be worth every penny</u>.

- What did Sam mean? 01 pnt

Sam mean that car must be a lot of money because it is very expensive. but it is Singnificant.

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

Jimmy: I'm <u>penniless</u>, bro!

- What did Jimmy mean? 01 pnt

Jimmy is penniless. that before he has the money However Now he is borken. he has not money

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.

Liam: Well! <u>You need a Benjamin to get that one</u>.

- What did Liam mean? 01 pnt

Liam mean that if you want get that one. you must have the money the Benjamin is the currency of USA

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):

A (enters saying): <u>the bus was late</u>. (Then takes a seat)

1

177

least apologized.

1 pnt

Mr A is explain the cause of the late and make our escuse

- Did Mr. B understand Mr. A's intention? 01 pnts

No, Mr B didn't understand Mr. A's intention

6) Paul: Do you expect Sheila to be late for the party?

Georgette: Is the pope Catholic?

- Did Georgette answer Paul's question? 01 pnt

of course. She answer paul's question 01

- How? 01 pnts

In administration of church there is First man is pope is the Head. the pop who is tell if she to be late or no.

7) The Chinese student enters a cafeteria in London at 07:00 and says: Oh! I'm the first one to arrive. I think I came early.

Waitress: Don't worry! All London will be here within few minutes.

Chinese student: Huh?!
- What did the waitress mean? 01 pnt

the waitress mean that the student is not early because All student of London is late few moments.

- Did the Chinese student understand her? 01 pnts 01

No, the chinese student did not understand

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03/
20

1) Peter: How is it going with the new project, John?

   John: Fingers crossed...

   - What did John intend to say? 01 pnt.

   ...John intend to say that the project is not bound...........................

2) Annie: Alex has bought a new car, did you see it?

   Sam: Yeah, That car must be worth every penny.

   - What did Sam mean? 01 pnt

   ...Outstanding Significant (01).....................................

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

   . Jimmy: I'm penniless, bro!

   - What did Jimmy mean? 01 pnt

   ...Jimmy brob.. (01)...

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.

   Liam: Well! You need a Benjamin to get that one.

   - What did Liam mean? 01 pnt

   ...He need a 100 Dollar bills (01).................................

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):

   A (enters saying): the bus was late. (Then takes a seat)

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<ins>least apologized</ins>.

pnt

- Did Mr. B understand Mr. A's intention? 01 pnts

6) Paul: Do you expect Sheila to be late for the party?

   Georgette: <ins>Is the pope Catholic?</ins>

- Did Georgette answer Paul's question? 01 pnt

NO

- How? 01 pnts

cozPope head of the church he is based at vatican

7) The Chinese student enters a cafeteria in London at 07:00 and says: Oh! I'm the first one to arrive. I think I came early.

   Waitress: Don't worry! <ins>All London will be here within few minutes.</ins>

   Chinese student: <ins>Huh?!</ins>
- What did the waitress mean? 01 pnt

All London gots cafeteria early

- Did the Chinese student understand her? 01 pnts

Yes

Class: ..2AS 2....................................

13/20

1) Peter: How is it going with the new project, John?

   John: <u>Fingers crossed</u>...

   - What did John intend to say? 01 pnt.

   John crossed Fingers because that you're hopping for the bettre (01)

2) Annie: Alex has bought a new car, did you see it?

   Sam: Yeah, <u>That car must be worth every penny.</u>

   - What did Sam mean? 01 pnt

   Sam mean : that the car is good (01)

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

   Jimmy: I'm <u>penniless</u>, bro!

   - What did Jimmy mean? 01 pnt

   Jimmy don't have money. (01)

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.

   Liam: Well! <u>You need a Benjamin to get that one.</u>

   - What did Liam mean? 01 pnt

   Liam means that the game very expanstive because Benjamin = 100 $ (01)

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):

   A (enters saying): <u>the bus was late.</u> (Then takes a seat)

1

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least apologized.

1 pnt

request

- Did Mr. B understand Mr. A's intention? 01 pnts

No, he didn't (01)

6) Paul: Do you expect Sheila to be late for the party?

Georgette: Is the pope Catholic?

- Did Georgette answer Paul's question? 01 pnt

Yes, Georgette answer Paul's question (01)

- How? 01 pnts

Georgette answer with a question (is the pope Catholic?) yes, it is. So the answer of Georgette is (yes the party be late (01)

7) The Chinese student enters a cafeteria in London at 07:00 and says: Oh! I'm the first one to arrive. I think I came early.

Waitress: Don't worry! All London will be here within few minutes.

Chinese student: Huh?!
- What did the waitress mean? 01 pnt

the waitress mean : that London have big Nember of peple.

- Did the Chinese student understand her? 01 pnts

No, chinese student don't understand her (01)

Class: ...Σ.Η.Σ.ₓ...

07/20

1) Peter: How is it going with the new project, John?

   John: <u>Fingers crossed</u>...

   - What did John intend to say? 01 pnt.

   ...John he say that because He is hop The Best Wish. (01)

2) Annie: Alex has bought a new car, did you see it?

   Sam: Yeah, <u>That car must be worth every penny</u>.

   - What did Sam mean? 01 pnt

   ...Sam he mean that because it car is expensive but it deserve. (01)

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

   Jimmy: I'm <u>penniless</u>, bro!

   - What did Jimmy mean? 01 pnt

   ...because Jimmy he don't have money for trip (01)

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.

   Liam: Well! <u>You need a Benjamin to get that one</u>.

   - What did Liam mean? 01 pnt

   liam mean that because k She Want say 100 dolars (01)

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):

   A (enters saying): <u>the bus was late</u>. (Then takes a seat)

1

183

...east apologized.

pnt

.... Was the intention of Mr A : He must spoken aRespectful

- Did Mr. B understand Mr. A's intention? 01 pnts

.... No he did not . ②

6) Paul: Do you expect Sheila to be late for the party?

Georgette: Is the pope Catholic?

- Did Georgette answer Paul's question? 01 pnt

.... yes, he did ②

- How? 01 pnts

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

7) The Chinese student enters a cafeteria in London at 07:00 and says: Oh! I'm the first one to arrive. I think I came early.

Waitress: Don't worry! All London will be here within few minutes.

Chinese student: Huh?!

- What did the waitress mean? 01 pnt

.... Waitress mean That because he dont Know so that
.... and not Understand

- Did the Chinese student understand her? 01 pnts

....

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Class: ....

13/20

1) Peter: How is it going with the new project, John?

   John: <u>Fingers crossed</u>...

   - What did John intend to say? 01 pnt.

   John is very happy when happened a thing good they crosse fingers

2) Annie: Alex has bought a new car, did you see it?

   Sam: Yeah, <u>That car must be worth every penny.</u>

   - What did Sam mean? 01 pnt

   Sam mean the car is very expensive he lose his money at it. Normal it is significant.

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

   Jimmy: I'm <u>penniless,</u> bro!

   - What did Jimmy mean? 01 pnt

   Jimmy mean penniless. He hadn't a money to go on trip this weekend

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.

   Liam: Well! <u>You need a Benjamin to get that one</u>.

   - What did Liam mean? 01 pnt

   Liam mean the Benjamin is 100$ (one hendred Dollars USD)

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):

   A (enters saying): <u>the bus was late</u>. (Then takes a seat)

1

least apologized.

pnt

the intention of Mr. A is angry he should said apologize

- Did Mr. B understand Mr. A's intention? 01 pnts

yes he did

6) Paul: Do you expect Sheila to be late for the party?

Georgette: Is the pope Catholic?

- Did Georgette answer Paul's question? 01 pnt

yes she did 01

- How? 01 pnts

Georgette said the pop catholic didn't late
he came at time. Because is the head of church
he don't late every time came at time

7) The Chinese student enters a cafeteria in London at 07:00 and says: Oh! I'm the first one to arrive. I think I came early.

Waitress: Don't worry! All London will be here within few minutes.

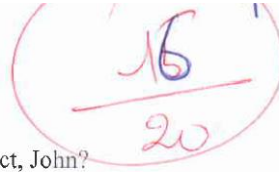Chinese student: Huh?!
- What did the waitress mean? 01 pnt

the waitress mean 0 All the people will arrive in a
second it is every day arrive at 7:00 pm

- Did the Chinese student understand her? 01 pnts

No yes he didn't 1

Class: ..... 2 A.S ....

16 / 20

1) Peter: How is it going with the new project, John?

   John: <u>Fingers crossed</u>...

   - What did John intend to say? 01 pnt.

   John did intend to say that he hopping for the better. (01)

2) Annie: Alex has bought a new car, did you see it?

   Sam: Yeah, <u>That car must be worth every penny</u>.

   - What did Sam mean? 01 pnt

   Sam did mean that this car is very nice and good and it must be worth all this money (01)

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

   Jimmy: I'm <u>penniless</u>, bro!

   - What did Jimmy mean? 01 pnt

   Jimmy did mean that he hasen't a money to go with his brother Adam on a trip. (01)

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.
   Liam: Well! <u>You need a Benjamin to get that one</u>.
   - What did Liam mean? 01 pnt

   Liam did mean that Jack ent need a 100 dollors to buy this game "Call of Duty" (01)

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):
   A (enters saying): <u>the bus was late</u>. (Then takes a seat)

1

187

least apologized.

pnt

Mr. A's intention is to expline whay he cames late

- Did Mr. B understand Mr. A's intention? 01 pnts

No, he didn't understand Mr. A's intention 01

6) Paul: Do you expect Sheila to be late for the party?

   Georgette: <u>Is the pope Catholic?</u>

- Did Georgette answer Paul's question? 01 pnt

Yes, Georgette did answer Paul's question 01

- How? 01 pnts

Georgette did mean that Sheila u will came in time because she's the pope Catholic which mean is the importante person in this party.

7) The Chinese student enters a cafeteria in London at 07:00 and says: Oh! I'm the first one to arrive. I think I came early.

   Waitress: Don't worry! <u>All London will be here</u> within few minutes.

   Chinese student: <u>Huh?!</u>

- What did the waitress mean? 01 pnt

The Waitress did mean that all London will be here within 5 minutes

- Did the Chinese student understand her? 01 pnts didn't

No, the Chinese student understand the Waitress's mean
01

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$\frac{04}{20}$

1) Peter: How is it going with the new project, John?

John: <u>Fingers crossed</u>…

- What did John intend to say? 01 pnt.

John intend say that the project is not bound !

2) Annie: Alex has bought a new car, did you see it?

Sam: Yeah, <u>That car must be worth every penny</u>.

- What did Sam mean? 01 pnt

Sam mean that the car less was expensive and he put all his money

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

Jimmy: I'm <u>penniless</u>, bro!

- What did Jimmy mean? 01 pnt

Jimmy brob 01

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.

Liam: Well! <u>You need a Benjamin to get that one</u>.

- What did Liam mean? 01 pnt

He need a 100 Dollar bills 01

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):

A (enters saying); <u>the bus was late</u>. (Then takes a seat)

1

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least apologized.

1 pnt

- Did Mr. B understand Mr. A's intention? 01 pnts

No

6) Paul: Do you expect Sheila to be late for the party?

Georgette: Is the pope Catholic?

- Did Georgette answer Paul's question? 01 pnt

- How? 01 pnts

Becaust Popl head of the church he is based at Vatican

7) The Chinese student enters a cafeteria jn London at 07:00 and says: Oh! I'm the first one to arrive. I think I came early.

Waitress: Don't worry! All London will be here within few minutes.

Chinese student: Huh?!
- What did the waitress mean? 01 pnt

All London go to cafetria early

- Did the Chinese student understand her? 01 pnts

yes

Class: .....CLASS 1.................

06 / 20

1) Peter: How is it going with the new project, John?

   John: <u>Fingers crossed</u>...

   - What did John intend to say? 01 pnt.

   ....
   ....

2) Annie: Alex has bought a new car, did you see it?

   Sam: Yeah, <u>That car must be worth every penny</u>.

   - What did Sam mean? 01 pnt

   Sam mean that the car of Alex was expensive and he put all his money an it to buy it

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

   Jimmy: I'm <u>penniless</u>, bro!

   - What did Jimmy mean? 01 pnt

   Jimmy mean that he haven't much money to go on this trip 0.1

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.

   Liam: Well! <u>You need a Benjamin to get that one</u>.

   - What did Liam mean? 01 pnt

   Liam mean from his answer that jack need to the chance to get that game.

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):

   A (enters saying): <u>the bus was late</u>. (Then takes a seat)

1

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...east apologized.

pnt

the intention of Mr. A is : that his late is because the bus doesn't come early

- Did Mr. B understand Mr. A's intention? 01 pnts

Yeh he did

6) Paul: Do you expect Sheila to be late for the party?

Georgette: Is the pope Catholic?

- Did Georgette answer Paul's question? 01 pnt

No she Didn't answer paul's Question

- How? 01 pnts

because heranswer totaly out of the Question of Paul because he asked her about sheila and she answe him about a kind of pope music

7) The Chinese student enters a cafeteria in London at 07:00 and says: Oh! I'm the first one to arrive. I think I came early.

Waitress: Don't worry! All London will be here within few minutes.

Chinese student: Huh?!

- What did the waitress mean? 01 pnt

the waitress mean that the cafeteria will be filled with the people of london in few minutes (01)

- Did the Chinese student understand her? 01 pnts

No he didn't understand her (01)

Class: ....

1) Peter: How is it going with the new project, John?

   John: Fingers crossed…

   - What did John intend to say? 01 pnt.

   Crossing fingers means thet you're Haping for the better (01)

2) Annie: Alex has bought a new car, did you see it?

   Sam: Yeah, That car must be worth every penny.

   - What did Sam mean? 01 pnt

   Significant (01)

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

   Jimmy: I'm penniless, bro!

   - What did Jimmy mean? 01 pnt

   broke (01)

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.

   Liam: Well! You need a Benjamin to get that one.

   - What did Liam mean? 01 pnt

   ....

   ....

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):

   A (enters saying): the bus was late. (Then takes a seat)

1

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least apologized.

1 pnt

....

- Did Mr. B understand Mr. A's intention? 01 pnts

....

6) Paul: Do you expect Sheila to be late for the party?

Georgette: Is the pope Catholic?

- Did Georgette answer Paul's question? 01 pnt

..............yes, he did....(✓)..

- How? 01 pnts

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

7) The Chinese student enters a cafeteria in London at 07:00 and says: Oh! I'm the first one to arrive. I
think I came early.

Waitress: Don't worry! All London will be here within few minutes.

Chinese student: Huh?!
- What did the waitress mean? 01 pnt

....
....

- Did the Chinese student understand her? 01 pnts

..............No, he didn't....(✓)..

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Class: ....

$\dfrac{18}{20}$

1) Peter: How is it going with the new project, John?

   John: <u>Fingers crossed</u>…

   - What did John intend to say? 01 pnt.

   John intend to say that he Wishing the Best in him project. (1)

2) Annie: Alex has bought a new car, did you see it?

   Sam: Yeah, <u>That car</u> <u>must be worth every penny</u>.

   - What did Sam mean? 01 pnt

   Sam mean that this new car Significant Whatch mean that Worth every penny. (1)

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

   Jimmy: I'm <u>penniless</u>, bro!

   - What did Jimmy mean? 01 pnt

   Jimmy mean that he Broak that mean that he didn't have monaye. (1)

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.

   Liam: Well! <u>You need a Benjamin to get that one</u>.

   - What did Liam mean? 01 pnt

   Liam mean that this game it's So expansive and She need to match monaye.

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):

   A (enters saying): <u>the bus was late</u>. (Then takes a seat)

1

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ast apologized.

nt

... the intentention of Mr. A is to pololojase (to say),
Sorry,

- Did Mr. B understand Mr. A's intention? 01 pnts

... No, the Mr. B did'nt understand the Mr. A.

6) Paul: Do you expect Sheila to be late for the party?

Georgette: Is the pope Catholic?

- Did Georgette answer Paul's question? 01 pnt

... yes, georgette answer about Paul's question 01

- How? 01 pnts

he said that Sheila is the pope, catholic what
that dose mean that She the Boss and the
late is one of her habit. 01

7) The Chinese student enters a cafeteria in London at 07:00 and says: Oh! I'm the first one to arrive. I think I came early.

Waitress: Don't worry! All London will be here within few minutes.

Chinese student: Huh?!
- What did the waitress mean? 01 pnt

the Waitress mean that after few minutes all
pepole they came What She mean that the costomers
thay came.

- Did the Chinese student understand her? 01 pnts 01

... No, the chinese student did'n understand her.

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Class: ...... 2HS.1 ....

18/20

1) Peter: How is it going with the new project, John?

   John: <u>Fingers crossed</u>...

   - What did John intend to say? 01 pnt.

   John was mean by fingers crossed that he wishing for the better or hope a good thing to be (01)

2) Annie: Alex has bought a new car, did you see it?

   Sam: Yeah, <u>That car must be worth every penny</u>.

   - What did Sam mean? 01 pnt

   Sam mean that Alex's car is outstanding which mean that its is expensive but worthe to pay for it (01)

3) Adam: Hey Jimmy, what do you say if we go on a trip this weekend?

   Jimmy: I'm <u>penniless</u>, bro!

   - What did Jimmy mean? 01 pnt

   Jimmy mean that he is broke or without many, doesn't have many (01)

4) Jack: "Call of Duty" is finally released; everybody is saying it's the best game ever played. Oh! I really want to buy it.

   Liam: Well! <u>You need a Benjamin to get that one</u>.

   - What did Liam mean? 01 pnt

   Liam mean by Benjamin that Jack need 100 bills (many) (01)

5) Mr. A (non native speaker) comes late to a meeting headed by Mr. B (a native speaker):

   A (enters saying): <u>the bus was late</u>. (Then takes a seat)

1

least apologized.

pnt

...Mr. A intention to apologised by saying the problem (01)

- Did Mr. B understand Mr. A's intention? 01 pnts

...No, he did not. (01)

6) Paul: Do you expect Sheila to be late for the party?

Georgette: Is the pope Catholic?

- Did Georgette answer Paul's question? 01 pnt

...yes, she did. (01)

- How? 01 pnts

...Georgette was mean that Sheila will not late because
the pope catholic of course wich mean
Sheila is gone be on time

7) The Chinese student enters a cafeteria in London at 07:00 and says: Oh! I'm the first one to arrive. I think I came early.

Waitress: Don't worry! All London will be here within few minutes.

Chinese student: Huh?!
- What did the waitress mean? 01 pnt

the waitress was mean that a lote of people will
be here just in few minutes (01)

- Did the Chinese student understand her? 01 pnts

...No, he did not. (01)

8) A: Why does she act in such arrogance?!

B: Well, she lives in west London.

- Did B answer the question of A? 01 pnt

2

- Explain? 01 pnt

Because people hour live in west London one appper class (riche)

9) Ann: I can't believe how you could get out of that trouble so easily.

Sue: Yeah! I think it's because the four-leaf clover I found today on my way to school.

- What did Sue mean by saying that? 01 pnt

Sue was mean that she get or have luck whene she find the four-leaf clover because they belive that is a superstition of luck (01)

10) Doris: I need you to go to the audition with me tonight, Sandra. You know you're my four-leaf clover.

- What did Doris intend to say? 01 pnt

Doris intend to say that Sandra bring luck for her on the good thing and if she take Sandra with her, she may accepte. (01)

11) Hanna: Girls, what do you think of my new look?

Christine: I didn't know Halloween was today.

- Did Christine answer Hanna's question? 01 pnt

yes, she did. (01)

- Explain. 01 pnts

Christine was mean The Hanna's look scary or bed because in Halloween they wear a scary clothes. (01)

12) Carry: I wonder how things are going between Sarah and her parents after they found out about her suspension.

Amanda: An Englishman's home is his castle.

3

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Carry? 01 pnt

.... to carry. then don't be nosy....
and this things is not of our pisessess ... it is ....
...... Sarah praril life

13) A member of the scientific council: I strongly believe that the scholarship should only go to those students who have been working hard for the last four years.

- Another member: You're preaching to the choir.
- What did the second member intend to say? 01 pnt

The second member intend to say that this things
is already now and you didn't have to told me
about or to say it

14) Teacher A: How did your students do in their exams?

Teacher B: Well, freshmen have done a great job, but sophomores! ..... it's a mess.

- What did teacher B mean? 01 pnt.

theacher B mean that 1st year students done a
good work but 2nd year students was bad
and didn't work good

15) Eve: Come here Nicole. Let me introduce you to my friend Sally; she lives in Scotland.

Nicole: Nice to meet you Sally. So... you are English!

Sally (looks irritated): No, of course not. Oh my God; I can't believe that you just said that.

- Why did Sally look so much angry? 01 pnt

Sally look so much angry because she is Scotts
and Scotts people hate to be called English

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ملخص

رغم حقيقة أن التلاميذ الجزائريين يبدأون في أخذ دروس اللغة الانجليزية منذ السنة الأولى متوسط،إلاّ أنهم يتخرجون بمستوى ضعيف في كل من فهم و إنتاج اللغة. بين عديد الأسباب التي أدت إلى هذه الوضعية، عدم تعلم ثقافة اللغة الانجليزية بالتوافق مع تعلم اللغة نفسها هو أحد أكثر الأسباب الظاهرة وأحد أكثر العناصر المفقودة في مناهج تعليم اللغة الانجليزية في الجزائر. هذا البحث يحاول التحقيق في التأثير الذي يحدثه تعليم ثقافة اللغة الانجليزية على الكفاءة الاجتماعية الثقافية لدى متعلمي اللغة الانجليزية كلغة أجنبية من الطلبة الجزائريين. نفترض أن تعليم الثقافة للتلاميذ الجزائريين الذين يدرسون اللغة الانجليزية كلغة أجنبية سوف يرفع من مستوى الكفاءة الاجتماعية والثقافية ويحسن من مدى فهمهم للغة. تمّ فحص هذه الفرضية من خلال القيام بدراسة تجريبية متكونة من اختبار قبلي وبعدي يتخللهما علاج أخذ حيز ستة دروس. تبع هذا الإجراء دراسة مقارنة وحساب لنتائج الاختبار البعدي من أجل استخدامها كدليل إحصائي لقبول أو رفض الفرضية. عينة الدراسة كانت مجموعة مكونة من 18 تلميذا بثانوية حبّه عبد المجيد بالمغير ولاية الوادي، وقد تم اختيارهم اعتمادا على معدّلاتهم في مادة اللغة الانجليزية للثلاثي الأول من السنة الدراسية 2015/2014. بانتهاء التجربة، بدأت عملية جمع وتحليل البيانات الكمية. بعد القيام بالدراسة المقارنة وحساب القيمة، كشفت النتائج النهائية عن تحسن ملحوظ لدى أغلبية التلاميذ في الكفاءة الاجتماعية الثقافية وفي إدراكهم وفهمهم للغة الانجليزية الأصلية. هذه النتائج شكلت دليلا قاطعا قادنا إلى القول بأن العنصر الثقافي يجب أن يُدمج في مناهج تعليم اللغة الانجليزية للمدارس الجزائرية وأنه إذا تم إدخاله فسوف يشكل نقلة نوعية نحو اكتساب أفضل للغة الانجليزية.

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