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Integrating Culture in English Language Teaching. Case Study: First Year L.M.D Students of English at the University of Mohamed Kheider, Biskra

A Dissertation Submitted in Partial Fulfillment of the Requirements for Masters Degree in Sciences of the Language

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Dedication:

In the Name of ALLAH, Most Gracious, Most Merciful, All the Praise is due to ALLAH alone, the Sustainer of all the worlds.

I dedicate this modest work to my dearest and wonderful parents, who brought me to this life, and who have raised me to be the person I am today. You have been with me every step of the way, through good and bad. Thank you for all the unconditional love, guidance, and support that you have always given me, thank you for everything. God bless you now and forever

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Abstract:

The present study deals with the topic of integrating culture in English language teaching at the English department, division of English, University of Biskra. In this study, we hypothesize that the relationship between the foreign language and its culture is not established therefore the teaching of culture is not as elaborated as it is supposed to be. The present syllabi of English do not give enough importance to the cultural aspects of English, and rather concentrate on grammatical rules. To confirm these hypotheses, we investigated the case of first year students (LMD) at the university of Biskra and teachers of English at the same university. Our work is divided into two parts. A theoretical part, which includes two chapters in which we made a general overview about culture with relation to language and language learners and then we discussed in a detailed way the role and importance of culture in learning a second language. And then, we suggested some approaches, methods, techniques and activities that teachers of foreign language can apply as solutions for the stated problem of the integration of culture. Therefore, the practical part deals with the methodology adopted to conduct the research in which we analyze the questionnaires that are administered to both students and teachers of English at the English department of the University of Biskra.

List of abbreviations/acronyms:

LMD: License Masters Doctorate

EFL: English as a Foreign Language

GTM: Grammar Translation Method

ALM: Audio Lingual Method

L2: Language Number (02) “second language”

FCA: Foreign Cultural Approach

IA: Inter-cultural Approach

MA: Multicultural Approach

TA: Trans-cultural Approach

CA: Communicative Approach

CC: Culture Capsule

ELT: English Language Teaching

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General Introduction:

Introduction:

The world now is not as it once was and it will never be the same as before, it has radically changed and a lot of differences have emerged even within the same community. And so is foreign language teaching because it comprises not only the linguistic level of language or only aims at achieving the learners' linguistic proficiency on the short term, but also, seeks to include the cultural dimension of the language in the classroom and to inform the students about it in order to be culturally competent on the long term, especially in this era of globalization, scientific advancement, and technology explosion where cultural awareness is of paramount importance for the communication to be effective and to avoid the risk of misunderstandings, breakdowns or even appearing uncultured or rude. Therefore, this research paper aims at exploring and investigating the subject of integrating culture in teaching foreign languages to EFL learners hoping that that they would ameliorate their level in learning both foreign languages and foreign cultures, because language and culture are inseparable and are two faces of the very same coin. Besides, learning the language apart from learning its people' culture or its different aspects seems a bit meaningless and senseless, it is more like having a driving license without having the car or going to the sea without knowing how to swim. A number of concepts that are directly related to culture in the field of education will be highlighted throughout this paper, and we will try to spot the light on different perspectives as well as opinions from different angles and points of views. These concepts include foreign languages, as being unfamiliar to students and a whole new system of vocabulary, syntax and morphology, culture as a basic component in EFL classes that comes in parallel with this language and is considered to be the fifth

language skill, education as being the basic foundation of both the previous concepts, and also, EFL learners as being the most sensitive and delicate part of this important institution, the researcher shall introduce their interrelationship to one another . The teaching of the cultural dimension to EFL students has for long been an objective that is not easily accomplished by teachers, not because they did not try, but because it is not very obvious and clear for them how to do so, therefore, the focus of this paper shall be the presentation of several approaches, methods, and modules in addition to other sources and techniques that greatly help in teaching the cultural dimension of the language to EFL students, which by result, prepares students for future abroad trips and helps them to get more linguistically, communicatively, and culturally competent.

Every job has its own unique set of challenges, teaching is no exception, and teachers face many problems and hold great responsibilities and are asked to accomplish several missions at once. Over the last century, those responsibilities have increased significantly and it seems that every year teachers are required to do more and more effort and research to overcome the rising problems. The topic of integrating culture in foreign language classes is one of these problems, and it has caught researchers' attention and stimulated their interest, and has been a matter of considerable concern to language educators. Since both language and culture serve to achieve effective communication, much have been written about the role of culture in foreign language teaching, first of all, because there is always a strong link between the two concepts in the teaching process, and second, because of the great number of learners in the world who study English for different purposes. In teaching English, teachers always give more importance to teach the linguistic aspects of the language specially grammar and phonology and neglect the cultural dimension, which is in fact

an important passageway in communication. It needs more and more practice to develop an acute sense of competence and mastery of this aspect which is considered to be the fifth language skill. Teaching the cultural dimension of the English language in a non-English speaking country, like Algeria, is much challenging since English and English culture is completely different from Algerian language and Algerian culture. Language on one hand has been around since human beings started to communicate their daily life needs, that is why it seems superficially easy to define because it seems so familiar, but in fact, it is extremely a delicate task to come up with a comprehensible definition. However, generally speaking, language is “a verbal and non-verbal system of signs used to express ideas, emotions, desires and, meanings. It also has dual functions of both communication and a carrier of culture”. Culture on the other hand is not easy to be defined as well, because it is a broad notion, nevertheless, it is “identity and it embraces all aspects of human life including everything people do, learn, or know. It also could be defined as the characteristics of group of people and their religion, cuisine, social habits, music, arts, laws, and morals”. Therefore, it shapes a community’s thoughts, perspectives, views, and even actions. Hence understanding the nature of the relationship between these two critical aspects is essential and of high importance in the teaching process, because the aim of education goes beyond just informing students and providing them with general knowledge, into expanding their horizons and building a bridge of communication in this globalized world. So linguistic competence in the narrow sense alone is not enough for students of English as a foreign language to be competent, and the focus should be on the message not only on the form of their utterances, because cultural differences are more difficult to understand than linguistic forms or grammar. So in order for communication to be successful, the cultural dimension should be more presented in topics of discussion and be brought up to the forefront whenever

appropriate apart from judgmental way or mixed up views between the learners' native culture and the culture exposed to in the classroom for the learning process to be more successful and fruitful.

Research questions

Today, teachers' interest is shifted from the emphasis on teaching the linguistic aspect to focus on the development of students' cultural competence in foreign language classes, because the capability of the student and his control over the language is shown through the level of cultural competence. The most appropriate module for improving and developing the level of cultural competence in English as a foreign language is the "culture of the language course" where the students have the opportunity to explore the target culture. However, students feel not interested, unfamiliar or different from that context. In this work, we tend to investigate some approaches, methods and techniques of teaching culture, in addition to different sources and activities that help in acquiring the cultural competence and getting familiar with the cultural context. The subjects of this study would be third first LMD students of English at Biskra University.

Hence, through this study, we try to answer the following questions:

- 1- How to integrate culture in foreign language teaching?
- 2- What are the challenges that teachers face in teaching cultural aspects of English?
- 3- What are students' attitudes towards cultural differences?

Hypotheses

In this dissertation, the researcher will explore the different related aspects to language and culture and the relationship between the two as being inseparable, and

we will highlight its importance, and we will also investigate the strategies and methods to follow in order to include it more in the lessons and programs

The suggested hypotheses to do this are:

1/ If the relationship between the foreign language and its culture is established; then the teaching learning process would be more successful.

2/ If the focus was shed more on the cultural backgrounds of the foreign language rather than its linguistic rules; then the learners would be more competent and more motivated.

3/ When students expose to cultural differences in a nonjudgmental way more often in the classroom, their attitudes would be more positive.

Significance of the Research

The main objective of this study is to shed some light on the aspect of culture and its importance in the teaching of foreign languages. The research is conducted to show that although the cultural dimension is highly important for the development of students' communicative competence, it is absent and neglected in the EFL classroom, and to present the several strategies and methods that teachers are ought to adopt to bridge the gap between the language and its culture. Although many studies have been carried out in this scope, in our dissertation, the significance is paramount in the sense that it will make a contribution in integrating culture in foreign language teaching and help the learners to benefit the most from their years at the university and prepare them for their future in English speaking countries.

The objectives of the study

Our aims from conducting this dissertation are:

-1- Exploring both language and culture and the relationship between them to be clear for the students.

-2- Presenting different methods and strategies in teaching culture to help teachers apply them in the EFL classroom.

-3- Attempting to make a contribution in facilitating the teaching process and make it fruitful and full of success

-4- Construct an idea about the learners' attitudes towards cultural differences.

Limitation of the study

The current study is limited in time and population. The investigation deals with the integration of culture in foreign language teaching, with first year LMD students of English in the English division at Biskra University as the case study, for the academic year 2015-2016.

Methodology

In order to test our hypotheses, and to obtain the information required from our subjects, and to fit the objectives of our present research we will use two main research methodologies; the **descriptive** and **analytic** method.

The Descriptive Method to determine the different aspects related directly to language and culture and to present the effective techniques, approaches and methods that are most used and applied to enhance students' cultural and communicative level. Therefore, the Analytical Method is used to investigate the problem and to answer the questions above. So far, we will administer two questionnaires to both teachers and to first year LMD students of English at Biskra University.

Research Tools

To achieve the previous stated objectives, questionnaires are used as data collection tools with both students and teachers of English division at Mohammed Kheider-Biskra University.

Population and sampling

Since the purpose of this study is to explore the notion of culture and its related concepts, both teachers and students of English department are concerned by this study.

Teachers' sample

In this dissertation, we intend to use the questionnaires that will be administered to English teachers at the English department of Biskra University.

Teachers are concerned in this work because they can observe this problem on their students who do not have an close idea about the target culture.

Students' Sample

This work will mainly study the first year LMD students of English at the English division at Mohammed Kheider University of Biskra .The students will receive a questionnaire related to their perception and attitudes concerning culture.

Content of the Dissertation:

The dissertation is divided into two main parts; a descriptive part that includes two chapters, and an empirical part that includes one chapter. Chapter one deals with culture, language and education as it is the basic foundation for the integration of culture and its importance to EFL learners and also a presentation of different

approaches and methods as well as modules and further activities to apply in order to teach culture. Chapter two deals with the culture as a fifth skill, as a new component in the classroom and as a pivotal part of civilization in this globalized world, in addition to the challenges faced by teachers in teaching English with its culture and students' attitudes towards cultural differences. The third chapter deals with data analysis. It provides a detailed analysis of both teachers and students questionnaires in forms of tables and figures to illustrate the data in a clearer way other than the written way. It will help us to see whether the results go in favor of our hypothesis or not.

Literature Review:

Culture and foreign language teaching is a debatable subject that troubled teachers and other specialists in the field of education as a whole. So a lot has been said and written in favor of this academic issue. We will try to point out to as many of these works and views as possible.

- One often reads in teachers' guide-lines that language teaching consists of teaching the four skills 'plus culture'. This dichotomy of language and culture is an entrenched feature of language teaching around the world. It is a part of linguistic heritage of the profession. Culture is often seen as mere information conveyed by the language, not as a feature of language itself; cultural awareness becomes an educational objective in itself, separate from language. If, however, language is seen as a social practice, culture becomes the very core of language teaching. Cultural awareness must then be viewed both as enabling language proficiency and as being the outcome of reflection on language proficiency. (Claire Krumsch,1993:08)

- A cultural model is a construction of reality that is created, shared, and transmitted by members of a group. It may not be explicitly stated by participants but it is,

nevertheless used to guide and evaluate behavior. For example, people in all cultures construct models expressing their views of the dimensions of the physical, the structure and functioning of their society, and proper ways for people to live and to treat each other. Because cultural models are shared and accepted, they are assumed by members to be natural, logical, necessary, and legitimate. (Nancy Bonvillian, 1993)

- Language is not a culture free code, distinct from the way people think and behave; but rather, it plays a major role in the perpetuation of culture, practically in its printed form. (Claire Krumsch. Language and culture, 1998:06)

- A person who is a member of a speech community knows not only language but also what to say charring of grammatical knowledge of a form of speech is not sufficient. There may be persons who English I could grammatically identify but their message escape me, I may be ignorant of what context as a coherent sequence, request, statement requiring an answer, situation requiring a greeting, requisite or forbidden topic. (ibid: 123, 49)

- 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, In a word, culture and language are inseparable. Brown (1994: 165)

Chapter One: Culture and Education

Introduction:

In the present chapter the researcher tries to highlight the notion of culture that is wide and large. We will tackle the different sub-issues related directly to it. And then, different definitions of culture from different dimensions of knowledge shall be introduced, and we will present the concept of education as being the ground to integrate culture in English language teaching. In addition to that, the relationship between culture and education, culture and foreign language, culture and verbal and non-verbal communication are concepts that will be discussed within this chapter. Another point to treat is the reason why culture should be taught in EFL classes and how much is it necessary for learners to know the cultural background of that foreign language or at least construct an idea about it, and then we will tackle cultural awareness that is missing and lacked in reality, and people do not recognize it as something pivotal and important in teaching foreign languages. After that, we will provide a number of approaches, methods and techniques to teach culture, and we will also talk about the modules recommended by previous researchers and specialists of the field about the way of teaching culture and how it should be implemented and which courses to include in the programs, because learners are the main concern and focus of interest of every researcher, and they are the most sensitive part in teaching. Finally, further sources and activities of teaching culture shall be illustrated along with this chapter, throughout this chapter, big importance shall be given to students because the success of the educational institutions as a whole is based on the success of the learner as an individual.

1-1-The Concept of Culture:

Some concepts are somehow easy to discuss and to handle in a casual conversation or in a school assignment for students, and the response towards them is like that of a simple “Wh” question. In other words, there are some subjects that one can directly deal and tackle from many angles and perspectives at once without any constraints or doubts; however, it is not the case for culture. It is a tricky, twisted, trap notion that puzzled practitioners and scholars. Culture is not neither a scientific hard object that is concrete and measurable, nor a mathematic equation that could be either proved or denied, rather, an abstract intellectual concept in the mind that could not be seen or touched. It is also that sum of acquired regulations and codes that specify a given community. Simply put, culture is not a group of buttons to click on in order to make the system operates, or a series of directed arrows to follow. It is so much more than that, it is “a moral understanding and the essence that makes life generates and pushes people to function” or as Kim Ann Zimmermann stated” Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts”. In addition, it is sensed in every day details from greeting at morning to meeting friends in the class to dealing with teachers and headmasters. Generally speaking culture shapes the society, so the answer to a question such as “what is culture?” is not likely to be brief or concise, because of the large topic and the several ideas that come to mind. The Center for Advance Research on Language Acquisition goes a step further in defining culture as “shared patterns of behaviors and interactions, cognitive constructs and understanding that are learned by socialization, thus, it can be seen as the growth of a group identity fostered by social patterns unique to the group. Culture in general may be divided into two main groups: material culture that includes all the concrete things that were created by

man, such as houses, clothes, instruments etc. and non-material culture which is the quality concerning human mind, concepts, philosophy, religion etc". The world is not as it used to be, it has modernized, developed, globalized, and became more complex, so the educational system should keep up and match these fast changes by implementing modern techniques, new methods and most of all new thinking. Therefore, teaching culture in EFL classes is greatly important and has become a necessity before being an accessory, it is an interesting idea and an active force that may be the solution for taking educational system to the next level; it may also be the effective way to obtain the results wanted. In addition, bringing cultural context to the situation of study in hand will make the students more involved and excited to interact and to be aware of classroom activity, Culture is very related to us because it gives a sense to life and embraces each and every facet of daily activities even unconsciously. Damen, L. (1987) "Culture: learned and shared human patterns or models for living; day- to-day living patterns, these patterns and models pervade all aspects of human social interaction, culture is mankind's primary adaptive mechanism" (p. 367).

1-1-1-The Anthropological Definition of Culture:

Anthropology is a global discipline where humanities, social, and natural sciences are studied in relation to one another and since Edward B. Tylor's time 1871 and on, the concept of culture has become the central focus of anthropology. It is widely known that culture is not an easy concept to be put in one global comprehensible definition however, far from this conflict and struggle of defining it on one general level, anthropologists agree that culture is "the full range of learned human behavior patterns and the way of thinking, believing, behaving, feeling that imported to members of a group in the society". Anthropologists have also argued that culture is "human nature". The pioneer English Anthropologist Edward B. Tylor in his book,

Primitive Culture, published in 1871 said that culture is "that complex whole which includes knowledge, beliefs, arts, laws, morals, customs, and any other capabilities and habits acquired by man as a member of society." Furthermore anthropologists assert that cultures are not the product of lone individuals, they are the products of people interacting with each other and cultural patterns such as language and politics make no sense except in terms of the interaction of people, like the interaction happens in education among teachers and students. Therefore if you were the only human on earth, there would be no need for language or culture. And since people live in different places under different circumstances they would develop different cultures. Anthropologists have also pointed out that through culture people can adapt to their environment in non-genetic ways, so people living in different environments will often have different cultures. Lionel Trilling (1965) further states that "When we look at a people in the degree of abstraction which the idea of culture implies, we cannot but be touched and impressed by what we see, we cannot help being awed by something mysterious at work, some creative power which seems to transcend any particular act or habit or quality that may be observed. To make a coherent life, to confront the terrors of the outer and the inner world, to establish the ritual and art, the pieties and duties which make possible the life of the group and the individual-these are cultures, and to contemplate these various enterprises which constitute a culture is inevitably moving" (p. 91-2). Culture is a multi edged aspect that is lived, known, existed but not sensed or touched

1-1-2 Sociological definition of culture:

Sociology is quite clear in its name that it is the study of social life, social change, and the social human behavior. Cultural considerations have been placed on the agenda of the social sciences, because its significance on the society has been increasingly recognized and valued by scholars and students. It has become among the

most widely used notions in sociology. Cultural sociology involves “the analysis of cultural phenomena which include many social aspects such as language, rules, tools, technologies, products, organizations, and common institutions like the family, education, religion, work, and health care”. Therefore, sociologists insist very much on the social aspect of culture and they declare that culture and society are deeply related. It is through culture that people and groups define themselves, conform to society's shared values, and contribute to a society's culture. For Georg Simmel, culture referred to “the cultivation of individuals through the agency of external forms which have been objectified in the course of history”. Then, culture in the sociological field is analyzed as the ways of thinking and describing, the ways of acting, and the material objects that together shape a people's way of life. In addition cultural sociologists look for how people make meaning in their lives out of the different cultural elements that surround them. Sociologists are interested in what effects do social relationships have on cultures and, at the same time how culture informs interaction and social structure. For Pierre Bourdieu “cultural sociology has a clear recognition of the social and the economic as categories which are interlinked with, but not reducible to, the cultural”. Culture is a fuzzy set of attitudes, beliefs, behavioral conventions, basic assumptions, and values that are shared by a group of people and that influence each member's behavior and each member's interpretations of the meanings of other people's behavior.

1-2-The concept of Education:

Education is not a concept like ‘green’ which refers to a simple color, or like ‘horse’ which refers to an animal, or like ‘crying’ or ‘smiling’ which refers to an observable expressions. But as being the ground of integrating culture, it is considered as “any experience that develops a critical thinking and has a formative effect on the way one

thinks, feels, or acts, by passing useful information and valuable ideas and trusted reliable sources to grow an understanding about the deeper things in life and the ability to make decisions about them". For a group of educationists education means "the act of teaching or training a group which notes an enormous effort and a huge burden", for others it means "to bring up" or "to raise", this latter expression gives the notion of education another dimension which is more human rather than only academic and structured, it relates education to the human nature which is caring, sensing and holding responsibility for others and their complex human relations, and the desire to move them forward to development and betterment. According to Plato "education is any process by which an individual gains knowledge or insight, or develops attitudes or skill". According to a few other specialists, education means "to lead forth" or "to come out". In other words, it is to supervise and guide a group of people seeking to lead them in a long path full of obstacles to save them from the darkness of ignorance to the light of knowledge. According to <http://en.wikipedia.org/wiki/Education>, "Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another." Education can take place in a formal setting like the school with classrooms of multiple students learning together with a trained teacher, or in informal setting like at home under the guidance of parents, many organizations of the world like the United Nations recognize and admit that education is the right of each and every human being, and it has become compulsory in most places while attendance at school often is not. Education is commonly divided into stages such as preschool, primary school, secondary school and then, university. The methodology of teaching is called pedagogy. To R.S.Peters "education' like 'teaching' can be used as both a task and an achievement verb in which both teachers and learners are

involved so education picks out processes by means of which people get started on the road to accomplish great achievements”. In fact, everybody expects education to enable individuals and nations together to overcome the challenges. We expect education to prepare students for the future and to enable them to live in a responsible, tolerant, culturally diverse and rapidly changing society. And perhaps above all, we expect education to help students to build lives that have meaning and purpose in the future. “Education in ancient Greece aimed at producing a complete person, one who had developed intellectually, morally and aesthetically” (NNCC)

1-3- Culture and Education:

When it comes to academic streams and framed works, there is always a room for more debate, new subtracks, and innovative theories. As it is the case for educational system which is always in need for more scientific research, and well structured studies that will hopefully bring conclusive solutions for the rising problems, and final answers to the increasing questions such as those related to culture in education for instance, because in real life, culture and education come across each other very often because they both hold a sociological aspect in beneath and as Jerome S. Bruner said “What we don't know about culture and education could fill a book”. Education in its nature brings different people from different classes and different places together into contact and interaction under the same roof which is usually the school, and as a consequence, it necessarily brings different cultures to meet together in the same surrounding or milieu because after all, cultural transmission is one of the goals of education. So culture and education are two separate but related concepts, in the sense that education works like an agent to pass cultural elements and culture serves to fill the gap between the student and the language he is being introduced to in the classroom. Cultural differences may cause educators to misjudge students because

they are quiet hard be perceived, however, education must enable teachers to understand and respect these cultural differences by presenting culture as a fifth skill in education, as it is suggested by many researchers, in order to promote and encourage creativity and achievement among the students, so they are interrelated, complex, challenging but manageable. In fact, education nowadays has developed and dropped its traditional objectives and the need now is for creative cultural education that develops learners' capacities for original ideas and that enables them to engage positively with the growing complexity and diversity of social values and ways of life. Lawrence Stenhouse believes in this context that "the analysis and interpretation of the idea of the school as an institution concerned with the transmission of culture, is the most promising foundation for the sociological study of the educational process". George Dearbon Spindler declares that "we live in a society in which education has become increasingly pivotal in determining individual opportunity and creating classrooms in which cultural brokering becomes an even more essential part of the teaching job than it has always been"

1-4- The Relationship between Language and Culture:

This dialectical relationship between language and culture has spoiled much of ink and has been a food for thought subject to researchers, it is of two important edges and much has been said and written about it, one cannot make a clear distinction or understanding of the one without the knowledge of the other because it is like the thin phantom line that separates the linked borders of two neighbored countries. Claire Krumsch "Language is the principal means whereby we conduct our social lives. When it is used in contexts of communication, it is bound up with culture in multiple and complex ways". Languages on the one hand, present the cultures of societies and carry meanings and cultures on the other hand, hide in languages, and to interact with

a language means to interact with its culture. Claire krumsh further stated that “the people express facts, ideas or events that are communicable because they refer to a stock of knowledge about the world that other people share. In other words, language expresses cultural reality”. So they both are intertwined like the two sides of the same paper, in addition language and culture walked a long way together and they shape what it means to be human like what AK Kroeber (1923) said “culture, then, began when speech was present, and from then on, the enrichment of one means the further development of the other” So, we can say that language symbolizes cultural reality. For foreign language learners, an understanding of the relationship between language and culture must be deduced, because it frequently comes to mind as a question that raises confusion and loss, on one hand, learning a second language is actually learning a second culture because they have evolved together and they influence one another and on another hand, teaching a second language is in itself teaching a second culture, because culture is the product of human interaction. So second language teachers are at once second culture teachers, furthermore, cultural competence is as needed and important as any other linguistic competences like grammar, syntax, and phonology because it is never enough to possess linguistic tools and rules far away from cultural competence, because this latter is indispensable in education and it goes in hand with its language, and learners will not be fully competent in a language without its culture. So for any approach to succeed in teaching, language and culture must go in pair, otherwise the failure shall be inevitable. In addition children learn their language from their societies, and during the process of learning a language they consequently learn their culture, according to Buttjost “culture learning is actually a key factor in being able to use and master a foreign linguistic system”. And also, we can know what people are interested in by just observing the language they choose to use, and even speech acts like greeting, thanking or congratulating and daily behavior is ruled by the

culture one belongs to, in apology for instance, Japanese people may take more time and more expressions to express how sorry they are than English or American people may do, thus, our thinking and behavior are influenced and governed by the language we speak and the culture we live in. Feung Gao further states that “the integration of language and culture by using language as a medium for the continuing socialization of students is a process which is not intended to imitate and replicate the socialization of native speakers teachers but rather, to develop students’ cultural competence from its existing stage by changing it into intercultural competence” and the decay of a culture will be certainly followed by the decay of its language. The relationship between language and culture after all cannot be inclusively understood by only giving a definition for each concept, the reason why various studies are being still conducted and carried out to reach a conclusive understanding.

1-4-1- The Theory of Linguistic Relativity:

Sapir and Whorf Hypothesis is a hypothesis built up and expanded by Benjamin Lee Whorf (1897 – 1941) and derived from linguistic approach of his teacher, Edward Sapir (1884 – 1939). This hypothesis, in fact, suggests that a language determines and resolves the thought and perception of its speakers. In the sense that, no language can subsist except it is in the context of culture and reciprocally, the culture which does not have at its centre the structure of a standard and ordinary language cannot survive (Edward Sapir, 1921; et al 2008). Whorf himself called this view the “linguistic relativity principle”. Consequently, Sapir – Whorf hypothesis is, indeed, a theory of the relationship between language and culture, this hypothesis is also known as the theory of the linguistic relativity. The main idea in this hypothesis is that every human being views the world by his own native language. In other words, just as time, space, and mass, according to Einstein, can be defined only in

terms of a system of relationships. Human knowledge similarly arises only in relation to the semantic and structural possibilities of natural languages. We can summarize the relationship between language and culture by saying that language on one hand is a key component of culture. It is the primary medium for transmitting culture, without language, culture would not be possible. Children learning their native language are learning their native own culture; learning a second language also involves learning a second culture. On the other hand, language is influenced and shaped by culture. It reflects culture. Cultural differences are the most serious areas causing misunderstanding, unpleasantness and even conflict in cross-cultural communication.

1-5- Culture and Communication

Culture and language are the two strongly rising concepts when speaking about communication, because they both are the solid ground and the floor where it is practiced and brought to life. “The relationship between culture and communication nevertheless, is very complex and interrelated since they are joined together in a partnership relation. First, cultures are created through communication; that is, communication is the means of human interaction, second cultures are the results of social communication and they give it an understanding and without it, it would be impossible to preserve and pass along cultures from one generation to another” Claire Krumsh (1993. P: 9). So communication is a bridge between cultures. One can say, therefore, that culture is created, shaped, transmitted, and learned through communication and the reverse is also the case. Communication is a vital element of culture, so it is quite safe and possible to say that communication shapes culture, and culture shapes communication. Cultural differences however, are the problem and the disputed part, in other words, intercultural communication, for it is a social behavior and not an individual one therefore, it must be ruled, contained and governed by specific regulations and limits

because the world nowadays has developed and transformed into a global village where people from different parts of the globe are all the time travelling and moving for different purposes and different needs, and “the communication is no longer limited or exclusive to the same society or the same culture. International communication is influenced by cultural differences” Leach Edmund (1976.P:17), therefore, the teaching and learning of foreign languages should take into account these differences, and second language learners and teachers as users of these cultures’ languages, have to construct at least an overall idea or knowledge about these differences in order not to fall in communication breakdowns, because the same words may mean different things in different cultures. It is common in Africa for example that a handshake may last several minutes, while in the US a handshake that is a few seconds too long is interpreted as abnormal. Furthermore American businessmen typically are known to have an open door, a ringing phone and a meeting all going on in the office at the same time. While German businessmen cannot understand why the person they are meeting is so interrupted by phone calls and people stopping by. And also German people tend to speak loudly when sharing ideas, whereas in Japan, people speak too softly and quietly. Family in addition, is defined differently by different cultures. Communication is the foundation of any successful relationship of whatever kind.

1-5-1- verbal communication:

Verbal communication is a very important aspect of the human life; it is strongly present almost all the time. People cannot live without it because it is so expressive and self relieving. “Verbal communication is the sharing of information between individuals by using speech that conveys immediately understood spoken words”, in other words, it entails the use and articulation of words to deliver the intended

message or messages. Differently put, by verbal communication, we mean the type of communication that is rooted in language and involves two or more persons. According to David S Bovee (1999) “Verbal communication is the expression of information through language which is composed of words and grammar”. And according to Penrose (1999) “Verbal communication consists of sharing thoughts through the meaning of words”. Verbal communication among human beings is possible through different formats and it is possible both at the spoken level and written level. It is applicable to a wide scope of situations, ranging from the morning greeting at the street to several public speeches made to thousands of people in thousands of places, expressing our thoughts feelings and emotions, telling stories or reporting an exciting experience or giving an opinion or a tip of advice and others all in a comprehensive way. Jeff Butterfield(2010) said in this context “recall that communication involves sending information that have meaning from one person or a group to another, and that the communication process is only successful when the receiver understands the meaning of the information that the sender intends” (P: 11) . Verbal communication takes place through various ways of interaction such as face-to-face conversations, group discussions, interviews, radio, television, phone calls, letters... etc. It is a normal natural behavior and a key factor to maintaining normal natural and healthy relations whether at work or in a friendship or in a marriage. Verbal communication can have numerous uses and different objectives like informing, arguing or discussing topics of all kinds. Moreover, it can bring clarity and understanding to the conversation or any other interactional situation. It is also vital to teaching and learning, as well as in forming bonds and building relationships with other people, be it personal or professional, to construct and maintain a wide web of contacts. Therefore, learners, teachers and all users of the language need to develop their verbal communication strategies and their ways of using them because the words

you use and more importantly, the way you express them are highly important, and also, difficulties with verbal communication cannot be completely avoided even within the same language and culture, and challenges may arise when using verbal communication to express ourselves. Positive language is always helpful and encouraging in the majority of the culture.

1-5-2 Nonverbal communication

Non-verbal communication describes the process of conveying meaning in the form of non-word messages i.e. without using any spoken or written words. It occurs in daily life situations within verbal communication unconsciously. It supports the speech and gives the impression that the idea is completely conveyed and understood by the receiver, and without it, one may feel that the message lacks something and is not fully clear and not ready to be sent yet. So it works as a complementary tool for verbal communication, Ann Esposito (2006) wrote “When speech is not available for use, whether for environmental or for physiological reasons, gestures can be used as alternative, and in the right circumstances, it may become fashioned into a fully elaborated language” (p: 04). Albert Mehrabian asserts that “facial expressions, hand and arm gestures, postures and positions, and various movements of the body or the legs and feet are silent communication”. Examples of nonverbal communication include but not limited to, gestures, which are the visible acts, body language, facial expression, eye contact, tone, pause, posture, physical proximity, touching, and even how one dresses. Non-verbal communication or wordless communication is as much a language as English or any other language, since it is a form of communicating with others “we also use gestures to show what kinds of action we are taking with our utterances: with gestures, we can among other things, show agreement or disagreement, affirmation or denial, we can also show that we are asking a question” Ann Esposito (2006) (P: 3).

Nonverbal communication entails communicating by sending and receiving wordless messages but, they can also convey thoughts and feelings on their own. Much of non-verbal communication is unintentional in the sense that people are not even aware that they are sending messages. In addition, it is informal, culturally determined and largely unconscious. It is most likely to be the oldest form of communication known to mankind long before the first words were spoken, and it has multiple functions. The ability to understand and use nonverbal communication, or body language, is a powerful tool that can help one connect with others, express what one really means, and build better relationships. Even when you are silent, you are still communicating nonverbally. The way you listen, look, move, and react tells the other person whether or not you care, and whether you are being truthful, and how well you have been listening. So, non-verbal communication is accurate, delicate, organized, essential, and meaningful although it seems all the other way around.

1-6-Reasons of Teaching Culture:

Culture is all pervasive and complex, which is reflected in every aspect of life. And obviously, language is the key to the cultural heritage of another people, or that knowledge of another language that enables individuals to increase their personal culture through contact with great minds and thinkers. The culture of a people in its broad sense, is bound to its languages, and refers to all aspects of shared life in community, which makes it really necessary for the culture to be taught to EFL learners wherever they existed. Paige (1993) said “linguistic anthropologists recognize that humans are born with the capacity to learn absolutely any culture and any language to which they are exposed”. Kramsch (1993, p.3) identifies three ways how language and culture are bound together and why it should be taught. First, language expresses cultural reality (it is with words that people express facts and ideas

but also reflect their attitudes). Second, language embodies cultural reality (people give meanings to their experience through the means of communication). Third, language symbolizes cultural reality (people view their language as a symbol of their social identity). We grow up in a social group learning that our culture shapes our ways of looking at things, doing things, expressing things and solving certain problems in certain ways. We also learn to value some things or avoid other things. These attitudes, reactions and emotions become part of our ways of life without even being conscious of them, only because it is our culture. A language is learned and used within the culture using distinctive meanings and functions, which must be assimilated by language learners if they are to control the languages as native speakers do. For instance, the friendly Chinese greeting “Where are you going?” may receive surprising refusal from people of foreign cultures. In a society where individuals must never admit what they are wearing is valuable or in good taste, the compliment “nice shirt” may be considered an indication of a certain mockery, whereas it is the normal reaction of an American seeing nice fashion, so, learning these people’s cultures is a key answer to avoid these misunderstandings. In every language, these situations may emerge to puzzle EFL students. Since most of our students live in monolingual environment, it is not surprising that they are “culture bound”. So the teaching of a foreign language should bring students the awareness that there are more than one culture and more than one way of looking at things and expressing them, and differences do not necessarily represent moral issues of right and wrong. The American council of the teaching of foreign languages (ACTFL) has concluded that “through the study of other languages, students gain a knowledge and understanding of the cultures that use that language”. The study of a foreign culture thus becomes “a liberating experience” in that students are encouraged to develop tolerance of other

viewpoints and other forms of thinking and behaving while understanding those of their own society or culture better.

1-7- Cultural Awareness:

According to Winkelman (2005), awareness of cultural differences and their impact on behavior is the beginning of intercultural effectiveness. He states that “cultural self-awareness includes recognition of one’s own cultural influences upon values, beliefs, and judgments, as well as the influences derived from the professional’s work culture” (P: 9). Cultural awareness is one major element of cultural competence. It is the foundation of communication and it involves the ability of becoming aware and conscious of our cultural values, beliefs, perception and differences as well. With the twisted complications and vast implications of new phenomena in the world, such as globalization and technological advancements that are breaking down barriers and erasing borders, the aims of foreign language teaching and learning have now expanded to include promoting and fostering the understanding and acceptance of other cultures, and also raise the consensus that the task of foreign language teaching must include culture learning as a part of language learning, thus expanding the ways that students can understand their world. According to Tomalin and Stempleski (1993) “cultural awareness encompasses three qualities; awareness of one’s own culturally-induced behavior, awareness of the culturally-induced behavior of others, and the ability to explain one’s own cultural standpoint” (P: 5). Cultural awareness is the sensitivity to the similarities and differences that exist between two different cultures and two different languages, and it becomes central and principal when we have to interact with people from other cultures; because people see, interpret, and evaluate things in different ways, and what is considered an appropriate behavior in one culture is frequently considered inappropriate in another

one, and then, misunderstandings arise and appear when one uses his meanings to make sense of someone else's intentions. So communicating across cultures and reacting culturally in an appropriate manner in communication situations can be a difficult experience for second language learners. As a result and more than ever, our programs need to address internationalization and cross-cultural understanding, Ann-Brit Fenner wrote in this context "foreign language learning was regarded less as the development of specific skills, more as enabling the learners to react linguistically and culturally in an appropriate manner in communication situations which were not predetermined. Such situations require that learners apply general cultural and linguistic competence and awareness, not only of the foreign language and culture, but also their own" (P: 7), because cultural awareness can help one to be more correctly, accordingly and easily responsive to other students and colleagues from other cultures and being conscious of others' own cultural values, beliefs, and perception in order not to fall in communication breakdowns and taking the risk of appearing rude, uncultured or even insulting. Without cultural awareness, it is almost impossible to acquire the attitudes, skills, and knowledge that are essential to cultural competence. Moreover, cultural awareness permits one to speak and participate meaningfully and correctly with people from different cultural backgrounds and also, helps to explore cultural issues and to increase cultural knowledge. Cultural awareness then; is the understanding of the differences between people from other countries, other backgrounds, other social systems, and above all understanding the differences in attitudes and values. Teachers have come to see language learning as being embedded in a sociocultural context and with the globalization. Cultural awareness has become one of the most important tools probably in every industry in the world. The National Center for Cultural Competence (NCCC) defines cultural awareness as "the first and foundational element because

without it, it is virtually impossible to acquire the attitudes, skills, and knowledge that are essential to cultural competence”.

1-8- Approaches for teaching culture:

The most common approaches to teaching culture according to Jack C. Richards and Richard Schmidt in the Longman Dictionary of Language Teaching and Applied Linguistics (2010), describes six different approaches to teaching culture:

1-8-1- The Foreign Cultural Approach:

This approach focuses on the culture of the country or countries where the language is spoken, and it does not deal neither with the learners' own country, nor with relation between the target countries and the learners' own. Differently put; the FCA is shaped upon the concept of a single culture and focuses more on the target culture. It solely focuses on the target culture and neither takes the learners' own culture into consideration nor does it compare the two cultures together. The target language is taught only as if it were the first language for the population. The teaching aim is to develop in the learners a native speaker communicative and cultural competence, i.e; a competence that approaches as much as possible the competence of the “native speaker”. This approach was dominant until the 1980's and is criticized nowadays because of the lack of comparison between cultures.

1-8-2-The Intercultural Approach:

This approach draws upon the idea that culture is best learned through comparison of the target and the learners' own culture. Though the main focus is on the target culture, the IA deals with both the target culture and the learners' own culture. The aim is to develop an intercultural and communicative competence, a

competence that enables the learner to function as a mediator between the two cultures. Since the 1980's, language teaching has become increasingly influenced by the intercultural perspective as it looks at the learners understanding of their own country.

1-8-3-The multicultural approach:

This approach is based on the idea that several cultures may co-exist within the same society thus the multicultural approach includes a specific focus on the cultural and linguistic diversity of the target country or countries as well as learners own and the relation between the target countries and learners' own . As in the intercultural approach, comparison is included and the teaching reflects wishes for a balanced and anti-racist view of the cultures involved. The aim of the here is also to develop the mediator's competence: intercultural and communicative competence, but this time at a partly different level. It is a competence enabling learners to use the target language as a lingua franca, speaking with people who on the one hand, belong to the society where the target language is spoken as France for example, but on the other hand belong to another culture, Moroccan culture for instance, and who may speak another language as their first language, e.g. Moroccan Arabic. (Risager 1998:247). The MA is increasingly gaining popularity.

1-8-4-Trans cultural approach:

It takes as its point of departure that cultures in the modern world are interwoven by virtue of extensive migration and tourism, worldwide communication systems, economic interdependence and globalization. It is also reflected by the fact that many people speak foreign languages as lingua franca. The TA; thus, deals with the foreign language as an international language. Its main aim is to teach learners to use it for

international communication. Hence, it could be argued that it is not necessary at all to link the foreign language to any specific culture.

1-8-5- The Cognitive Approach:

In this approach, the language learner is expected to acquire competence with the consciousness in a meaningful manner as a necessary prerequisite to the acquisition of performance skills (Long-Fu, 2001). The cultural orientation of language teaching reflected by the Cognitive Approach, however, is not as clear as in the previous approaches; though it is clear that the cognitive psychologists in the late 1960s, placed great importance on meaningfulness and organization of background knowledge in the learning process (Omaggio, 1983).

1-8-6- The Communicative Approach:

This approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. The teaching of the CA makes use of real-life situations that necessitate communication; the teacher sets up a situation that students are likely to encounter in real life

1-9- Methods of Teaching Culture in the EFL Classroom:

“Culture is not just a list of laws or shared recipes, religious traditions, or language; but it is a lived experience unique to each individual”. The involvement of culture in foreign language teaching has become an undisputed need and an inevitable solution for the EFL learners to develop their level and improve their exposure to the foreign language and to the culture that is being learned, in other words, integrating

culture in foreign language teaching is acknowledged and admitted by the specialists and language users as being the effective and successful way to get the required objectives and to reach the wanted results from the teaching process. EFL teachers are asked to make intentional efforts to teach cultural understanding, tolerance, and flexibility to their students, because teaching culture can give students a real idea on the evolution of the English language in the world, improve communicative competence, enjoy the learning, and help all students become respectful of the multitudes of cultures and people as well.

Effective teachers understand that our students are diverse in their ethnicity, their experiences, and their learning styles, so they use a variety of teaching methods and strategies to promote student learning and also to help them move from abstract theoretical knowledge into concrete realized experiences to expand everyone's learning. So, to translate teaching culture from being only a goal into a real classroom practice, we need to follow specific methods and use different sources such as textbooks, stories, interviews, maps, songs, music, etc. These materials are primarily designed to facilitate language teaching:

1-9-1- The Grammar- Translation Method:

The grammar translation method has over the years had a remarkable success, because millions of people have successfully learnt foreign languages to a high degree of proficiency and, in numerous cases, without any contact with native speakers of the language, because numerous learners respond very positively to a grammatical syllabus as it can give them both a set of clear objectives and a clear sense of achievement; the grammar translation method embraces a wide range of approaches, GTM considers translation itself as an academic exercise and a practice that would actually help learners to use language. The GTM method is very much based on the written word

and texts are widely in evidence. A typical approach would be to present the rules of a particular item of grammar, illustrate its use by including the item several times in a text, and practice using the item through writing sentences and translating it into the mother tongue. The text is often accompanied by a vocabulary list consisting of new lexical items used in the text together with the mother tongue translation. Accurate use of language items is central to this approach which can give learners a basic foundation that they can build their communicative skills upon.

1-9-2- The Direct Method:

This method received its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language (Diller, 1978). In DM or as it is sometimes referred to the "natural" method; all teaching is done in the target language, while grammar is taught inductively, and often, there is a focus on speaking and listening, and only useful 'everyday' language is taught, one of the main characteristics of this method, is that the use of culturally oriented pictures make students aware of some of the everyday situations they might encounter in the foreign culture (Rivers, 1968; Omaggio, 1986), the DM also argues that a foreign language could be taught without either translation nor the use of the learner's native tongue. Larsen-Freeman (2000) further states that "culture in the direct method consists of the history of people who speak the target language, the geography of the country or countries where the language is spoken, and the information about the daily lives of people who speak the language".

1-9-3- The Audio-Lingual Method:

This method has its roots in the USA during World War II; the main activities include reading aloud dialogues, repetitions of model sentences, and drilling, lessons in the classroom focus on the correct imitation of the teacher by the students, furthermore, the target language is the only language to be used in the classroom. In addition to the teaching of linguistic forms, the Audio-Lingual Method advocates for a contrastive analytic approach in the teaching of culture. The cultural notes that supplement the pattern drills describe everyday life, comparing “home” culture to the “target” culture (Grittner, 1990). The ALM emphasizes the teaching of small ‘c’ culture especially in the early years of the language learning process. As Chastain (1976) maintains, the dialogues in ALM texts was both linguistically and culturally authentic. By cultural authenticity he means that the conversation in ALM was to take place in the L2 culture and be appropriate to the situation. Stern (1983), however, believes that while ALM was not impervious to the cultural aspect of second language instruction, language learning in the first instance was viewed as the acquisition of a practical set of communication skills.

1-10- Modules that Help in Teaching Culture:

Universities and Colleges have become, in recent years, increasingly diverse institutions that play a significant role to broaden the concept of culture in language teaching and take it beyond the traditional focus. Maribel Blasco, and Mette Zolner (2009 P: 22) “Today, a 'cultural' dimension is increasingly being taught at universities as a supplement to disciplines that have not traditionally paid much attention to culture. Universities are competing to produce graduates with a 'global mindset' who are well equipped to cope in multicultural, team-oriented workplaces”. Second language learners have many modules to study at the university level that help both the students to take

an insider look at the target culture, and the teacher to create more inclusive classroom where everyone has a chance to learn more.

1-10-1- Culture of the Language:

The purpose of this module is to introduce students to issues which will give them a better understanding of the study of a foreign language and to make the students able to communicate effectively in basic every day, educational or work situations, and to engage this study within the culture of the country or countries in which it is used. It begins by providing students with a general introduction to the distinctive features of human communication. It then, deals with the relations between languages focusing on the similarities and dissimilarities between language families. The module will then introduce students to the basic notions of several subfields of linguistics, and will help them acquire in-depth knowledge and understanding of the history and culture of the language areas studied.

1-10-2- Oral Expression:

Oral English teaching is one of the most important contents in English teaching, it is about the student's ability to express ideas, explain thinking, retell stories, and contrast and compare concepts or ideas. Thomas W Gosling (1921 P: 160) once said "oral expression is used sometimes to denote the speaking voice and sometimes used to denote a form of public address, usually brief and delivered before small audience" . Oral English classes improve students' enthusiasm and interest in learning English. They can also improve students' impression of oral English. Oral classes are popular among students, which is very significant in improving students' ability to use English in practice. "To have ideas and to have the ability to express them in a pleasant manner entails one to leadership" Thomas W Gosling (1921 P: 160).

Although oral classes are student-centered, teachers however, are very important during this process. It is very hard to achieve the perfect performance without the participation of teachers. Thus, both teachers and students can benefit from oral teaching, if teachers perform the roles of demonstrators, conductors, directors, and commentators as well.

1-10-3- Literary Text:

Literary works can be an effective means to develop the understanding of other cultures because they provide the readers with insights of other cultures without having to visit the real place. Carter (1995) points out "Literature, it seems to me, is the surest bridge to understanding". Let students read novels, plays, short stories, and poems from other nations and cultures. Let them immerse themselves figuratively in the other lives, and sort of actually living there for an extended period of time, they will have about as intensive understanding as it is possible to get. Van (2009) recommended that studying the literature of the target language is indispensable in cultural literacy because it exposes students to meaningful contexts that are replete of descriptive language and interesting characters. What is more interesting, is that it introduces a panoramic, versatile set of vocabulary, dialogues and prose. More critically, it develops cultural awareness, and it encourages critical thinking about plots, themes and characters. Literary texts are often replete with cultural information and evoke memorable reactions for readers. Peterson and Coltrane (2003) claim that "texts should be selected carefully for the given group of students and with specific goals in mind, so that they can be helpful to acquire insight into the target culture". Fenner (2001:16, 20) shares the same opinion and adds that literary texts are richer and more diverse than factual texts.

1-11- Techniques to Teach Culture:

1-11-1- Culture Capsules:

This concept was developed by H. Darell Taylor and John L. Sorenson (1961) "The culture capsule technique tries to pick out those key cultural differences which are especially difficult to the outsider to understand on the basis of his own life experiences"(P: 350). And they are one of the best-established and best-known methods for teaching culture. They have been tried mostly in classes for foreign languages other than English. A culture capsule is a brief description of some aspect of the target language culture (e.g., what is customarily eaten for meals and when those meals are eaten, marriage customs, etc.) followed by, or incorporated with contrasting information from the students' native language culture. Culture capsules are generally prepared out of class by a student but presented during class time in 5 or 10 minutes. CCs are usually done orally with the teacher giving a brief lecture on the chosen cultural point and then leading a discussion about the differences between cultures. They encourage students to gain a broader perspective by seeing other parts of the world through the eyes of a fellow student. The exchanges enable students to compare lifestyles, misconceptions, and most importantly, gain appreciation and respect toward different cultures. The purpose of this activity is to enlighten students about certain cultural elements including festivals, fast food, and the family construction.

1-11-2- Culture Clusters:

They were developed by Betsy Meade & Genelle Morain (1973 P:5)" The culture cluster is a series of culture capsules each of which introduces a different aspect of a central theme. Presented as brief lessons, they lead to a summarizing activity which takes the form of

a dramatic simulation. In this manner, the cluster not only provides factual information but also gives the student the opportunity to become personally involved through dramatic participation in a cultural situation”. Culture clusters are a combination of two or three capsules in one related theme. In this method, the teacher acts as a narrator to guide students. For example, a culture cluster about grades and their significance to university students could contain the capsule of how a grade point average is figured, plus another about what kind of decisions are affected by person’s grade point average like being accepted in graduate study, receiving scholarship, getting a better job.....etc.

1-11-3- Culture Assimilators:

Culture assimilators are good techniques for giving students understanding about cultural information and inter-cultural communication. The purpose of this activity is to explore the culture assimilator technique of intercultural learning by writing an assimilator item from one’s own culture. In this technique, students read a description of an incident where one person from the target culture interacts with people from the home culture. Then, four possible interpretations of the meaning of the behaviors or words of the target culture are given. Every students should choose one of the four options they think is the most appropriate. Another stage consists of having a discussion with the teacher why some options are correct or incorrect. (Paige, 2004) “The reasoning behind the culture assimilator is that through the critical incident, the trainee i.e the student in this case, will learn to make attributions similar to those made by members of the culture involved”.

1-12- Other Elements that Help in Teaching Culture:

Students can take advantage of other elements that make important parts of any culture in the world:

1-12-1- Technology: It has changed the nature of instruction and learning due to its accessibility, flexibility, connectivity and speed. “Technological devices such as smart phones, laptops, computers, and PDAs, as well as web technologies are widely used to support students’ learning in a classroom setting, and they have opened new vistas for language learning and teaching in particular” (Lee, 2009), to get somehow acquainted with the target culture. Learners nowadays are extremely attracted to such technological devices that are very much advanced and easy to handle. The lecture native informants, audio-taped interviews, video-taped interviews and observational dialogs; can also be very effective techniques in teaching foreign cultures, Technology permits both teachers and students “to go beyond quick and superficial stops on the information highway and establish meaningful interactive learning scenarios” (Hellebrandt, 1996, p. 263).

1-12-2- Media Visuals: magazine pictures, slide presentations, videos and blogs are among the kinds of media visual presentations which can be used to teach culture and its many aspects, such as appropriate dress, kinds of activities students participate in, and public transportation...etc. Social behavior like proximity, table manners, men and women contact can also be effectively presented with such visuals. According to Bueno (2009), “media literacy promotes cross-cultural competence and comprehension focused on meaning rather than on form, as well as repeated exposure to L2 cultural products, practices, and perspectives, and the target language itself”.

1-12-3-Films: films and television segments offer students an opportunity to witness behaviors that are not obvious in texts. Films are one of the more current and comprehensive ways to encapsulate the look, feel, and rhythm of a culture. Films also

connect students with language and cultural issues simultaneously, such as depicting conversational timing or turn-taking in conversation. (Herron et al's (1999) study showed that students achieved significant gains in overall cultural knowledge after watching videos from the target culture in the classroom

1-12-4- History: is an accurate part of the students' life, so teachers try to give their students an opportunity to discuss significant events in the target culture country's history to add another layer of understanding for them.

1-12-5- Food: is one of the best and interesting ways of creating a meaningful interaction and exciting discussions in the classroom, therefore, the teacher can let his students share their culture through food by having a cultural food fair and inviting them to talk about or share dishes typical in their countries.

1-12-6- Music: there is so much to say about music, for it has become a daily practice and a big pleasure or may be an addiction for many teenage learners and even adults, saying that you are never too old to listen to music. So it is An effective part of learning about target culture that should be included in the process of teaching

1-12-7- Using Genuine Materials: for cultural understanding to be achieved, genuine materials and authentic readings must be implemented frequently in the classroom, and learners should be exposed to them as much as possible, even as home works or as extensive reading activities. "Genuine materials are reliable sources that provide students with actual access to the target culture, and help them engage in authentic cultural experience, so that they can use the language effectively in different situations" (Rivers,1987).Moore (2003) points out that "exposing students to authentic sources is the most effective way of teaching culture". Kramsch (1993) argues that "besides using pictures, slides, and other visual aids which help to reach

both comprehension and communication in foreign language classrooms, it is efficient to use genuine materials”.

1-12-8-Using Proverbs: proverbs are inspirational for learners as well as for teachers. They hold a rhetorical nature and an expressive ability in a beautiful artistic manner. They serve to present the power of words and meant to convey cultural knowledge and wisdom. It is beneficial for learners to have an idea about them because words are powerful than swords. Discussions of common proverbs in the target language could focus on how the proverbs are different from or similar to proverbs in the students ' native language. Using proverbs as a way to get exposed to culture is beneficial to analyze the misperceptions of the cultures.

1-12-9- inviting native speakers: inviting native speakers whenever possible, is a very efficient way that helps in teaching culture. Students can ask them questions that have long puzzled them, and thus, get a clearer understanding of the background. Regular communication and exchanging views would help to improve the mutual understanding, trust and, respect of different cultures which is one of the outmost goals of our language teaching and learning.

1-13- The Importance of Teaching Culture in E.F.L Classes

It has been noted for years that the teaching of language is the teaching of culture, so, integrating culture in teaching E.F.L classes is of paramount importance, because language without culture is not considered as communication, as L.E Harrison and S.P Hantington (2000 P: 14) declared “culture is a crucial element in understanding societies, analyzing differences among them, and explaining their economic and political development”. There seems to be an agreement that even with the superior knowledge of grammatical structure and with the mastery of the large

lexical base, there must be a cultural competence to give meaning and relevance to our utterances and daily interactions in an airport, a hotel, a school, or even, an accidental meeting with a neighbor in the street. It is also important in order for people to learn how to speak with others, how to behave properly in a new society, to appreciate and understand others' culture and their ways of life, therefore, avoid the embarrassment of seeming uncultured, rude or even insulting. Moreover, it teaches students to be open minded about different individuals with deferent identities “social scientists turned to cultural factors to explain modernization, political democratization, military strategy, the behavior of ethnic groups, and the alignments and antagonisms among countries” L.E Harrison and S.P Hantington (2000, P: 14). Furthermore, it is greatly necessary to integrate culture with the teaching process to develop an understanding that social variables such as gender, social class and place of residence, are main factors that influence the way people speak, behave and communicate. Teaching culture also stimulates students' intellectual curiosity about the target culture and encourages empathy towards its people, in other words, this understanding of deferent cultures help them to better understand world history and analyze literature on a deeper level, as a result, promoting mutual understanding, tolerance and respect for different identities. Offering insights into the target culture and civilization where the language is spoken is also a benefit of teaching culture in E.F.L classes. Kitao claims that “studying culture gives students a reason to study the target language, because understanding culture makes studying foreign language and literature more meaningful”. “The language classroom may be the only way where cultural contact occurs; therefore, the environment should be made as open as possible to meaningful cultural learning” (Damen, 1987). Moreover, teaching culture is indisputably an integral part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language

curriculum. The classroom which is a managed community, forgiving, and protective, but is also an environment that provides unique opportunities for experimental intercultural communication; if administered well, may provide the first step on a long voyage of cultural discovery that will end in the world outside the classroom, because to communicate internationally requires communicating interculturally. As to be a good parent one needs to read articles and ask other parents about their parenting methods.

Conclusion:

In this previous chapter, we tried to deal with the subject of culture from many perspectives although it is not a very easy topic to handle, because of its broadness and sensitivity and importance too; starting with defining it from different fields of knowledge such as anthropology and different scholars each with their own point of view, to relating it with directly related subjects such as education as being the base and foundation for its integration, and language as well because of their close and tied connection to each other. Then we spoke about the communication with its two ways of expression either verbal or non-verbal, after that we tried to highlight the importance of teaching culture to EFL learners and to what extent does it play a great role in educating and enlightening the students to make them be more communicatively competent, coming up next was a presentation of famous and most used approaches, methods, modules and techniques as well, that are best implemented to teach culture worldwide, eventually learning a language means necessarily learning its culture, which is a very useful and educative thing to do.

Chapter Two: Incorporating Culture in EFL Classes.

Introduction:

In the present chapter the researcher is trying to highlight many notion related to culture and the English language in the classroom. First of all, culture as a new component in EFL classes, second is culture as a pivotal part of civilization, and third, culture as a fifth skill to EFL students. Coming up next, different culture related activities in the classroom shall be introduced, and we will also present the challenges faced by teachers in teaching not only the English language but its culture as well. In addition to that, students' attitude towards cultural differences and building a bridge of communication between the native culture and the target culture, are concepts to be discussed within this chapter. Another point to treat is the affects of teaching culture on students, finally, we will see how much our world is globalized and how much learning English is of paramount importance in such era by the last element which is: teaching English in the world of globalization. Throughout this chapter, we will see the status of English in the world, and how much cultures are both the same and different at once and hopefully, many things will get clearer.

2-1- Culture as a New Component in EFL Classes:

The EFL classroom is a sensitive environment, and so are its learners, who are in need of cultural components to achieve cultural literacy because when teaching a foreign language, culture cannot be avoided discussing."The need for cultural literacy arises mainly from the fact that most language learners, not exposed to cultural

elements of the society in question, seem to encounter significant hardship in communicating meaning to native speakers.” (Bada, 2000, P:101). In fact, learning a new language entails new ways of thinking, feeling, and expression, educators then, need to know how to embed cultural materials in the curricula and classroom to expand students’ global perspectives. Guest (2002) agrees that “incorporating cultural knowledge into the EFL classroom is beneficial”. For EFL students, language study seems senseless if they know nothing about the people who speak the target language or the country in which the target language is spoken. So, Thanasoulas (2001) stated that “learning English as a foreign language is comprised of a number of components including grammatical competence, communicative competence, language proficiency as well as cultural competence, which is the knowledge of the conventions, customs, beliefs, and systems of meaning of another country”. Callins (2006) further suggested that “providing cultural instruction that is culturally responsive promotes high achievement among students”. In addition, the cultural components in the EFL classroom, aim at raising learners’ cultural awareness and engaging them cognitively, behaviorally and affectively in culture learning”, because as (Mckay, 2002) points out “The role of culture in language teaching covers diverse cultural concepts from aesthetic, social, semantic, and pragmatic points of view”. Moreover, intercultural language learning has become an important focus of modern language education, a shift that reflects greater awareness of the inseparability of language and culture, and the need to prepare language learners for intercultural communication in an increasingly multicultural world. Intercultural language learning also, is a stance on language teaching and learning that emphasizes the interdependence of language and culture and the importance of intercultural understanding as a goal of language education. It is increasingly being promoted as a way to develop learners’ ability to negotiate meanings across languages and cultures.

Therefore, well-organized culture programs should be on the top of the agenda when designing a curriculum or a program for an EFL classroom.

2-2- Culture as a Pivotal Part of Civilization:

Both civilization and culture are fairly modern words, having come into prominent use during the 19th century by anthropologists, historians, and literary figures. There has been a strong tendency to use them interchangeably Irvin Louis Horowitz (2009) said “culture and civilization provide an appropriate framework for the study of the present in both a holistic and a heuristic way” (P: 1). And said also “Civilization is an advanced state of human society and many different elements must come together like the sum of cultures, science, industry, and government before a human community develops to the level of sophistication commonly referred to as civilization”. In other words, when culture grows and gets solid, then you have Civilization, or we can say that a civilization is a superior culture. S.M. Fairchild (1908) argued that “civilization is the higher stage of cultural development characterized by intellectual, aesthetic, technological and spiritual attainment; it is what happens when culture gets physical in the forms of cities, temples, written language, and more”. Culture can exist in itself whereas civilization cannot be called a civilization if it does not possess a certain culture. Hence, a civilization will become empty if it does not have its culture no matter how little it is, because “culture is a basic component of civilization, In fact, culture is one of the things that best define a civilization and it is inseparable from it” Claire Krumsch (1993). “Culture and civilization are huge parts of the stories one would tell in the world, and in some ways **are** the stories, they are the reasons people do what they do, the reason things happen, and the reasons for certain implications”. Actually, it is hard to exit culture from civilization; so one will consider civilization to be when culture becomes more established both physically and intellectually. Irvin Louis Horowitz

(2009) sharing the same point wrote “culture and civilization are intended to be a collection of working papers developing critical ideas intended to produce an intellectual climate prepared to confront threats and also alert each other to the opportunity of the twenty first century” (P: 3). Denying cultural expression means limiting the expression of unique perspectives on life and the transmission of knowledge from generation to generation.

2-3- Culture as a Fifth Skill to EFL Students:

Foreign language learning is comprised of several components, including grammatical competence, communicative competence, language proficiency, as well as culture integration. For scholars and Laymen alike “cultural competence is indisputably an integral part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum as the fifth skill”. Foreign language teaching is foreign culture teaching, and, in one form or another, culture has been taught in the foreign language classroom, even implicitly. It has long been considered the fifth language skill along with the four skills (reading, writing, listening and speaking) of English in the field of English language teaching (ELT). As noted by Kramsch (1993) “ The learning of culture is not an expendable fifth skill, attached to the teaching of speaking, listening, reading, and writing, thus, language teachers must progress beyond simply monitoring linguistic production in the classroom and become more aware of the complex and numerous processes of intercultural mediation that any foreign language learner undergoes”.“ Research and classroom experience have strongly supported the concept of cultural integration as a fifth skill” (Hymes 1964, Byram 1989,1991). Tomalin (2008:1) states that “The fifth language skill culture; teaches students the techniques to adapt their English to learn about, understand and appreciate the values, ways of doing things and unique specialties of other cultures. This will lead them to

succeed when interacting with native people of that language in social contexts. Learning culture will teach the students to accept differences and to be flexible to tolerate ways of doing things that are obviously different in their culture”. Regmi (2011:1) claims that “the students who are provided with such input about the culture and the language will be more motivated to learn different cultural situations and therefore, understand that learning the linguistic structures of a language might not be enough to be competent in using the language in its original setting”. Teachers often refer to culture as the "fifth skill". For Barry Tomalin and many other scholars and specialists of the field, there are two major reasons to teach culture as a fifth skill “the international role of the English language and globalization are the two main reasons to teach culture as a fifth language skill in addition to listening, speaking, reading and writing. and the fact that to operate internationally, going abroad more and dealing at a distance with foreigners; makes people need a lingua franca, that language is likely to be English for the next twenty to thirty years at least. It is an attitudinal change that is expressed through the use of language” Barry Tomalin (2008).

2-4- Culture Related Activities in the Classroom:

Educators today hear a lot about gaps in education such as achievement gaps, materials gaps, and school-readiness gaps. Still, there is another gap that often goes unexamined; which is the cultural gap between students and the language being studied. "teaching culture is still insubstantial and sporadic in most language classrooms" (Omaggio, 1993, p. 357). Hence, the foreign language classroom has developed to be the best place to help students develop cultural understanding and intercultural skills, by including culture related activities as new kind of practices which are more than just entertainment but also as a serious attempt of bringing the cultural aspects and components into the class in an amusing and beneficial way. All of this is due to the inseparable nature of language and culture and the complexities of

intercultural communication. “Culture related activities teach us about who we are, contribute to the well-being of our communities and they enrich our experiences” Joan H Kelly (2002). These activities also, allow students to understand the target culture, being culturally responsive and experience new things. Moreover, recent studies show that participating in culture related activities can have many benefits for students, including positive academic achievement, improved psychological functioning, and good peer relationships. Furthermore, these activities have a positive effect, because they provide learners with opportunities to explore their identity, learn to control their emotions, and, acquire social skills. It has been said by Joan H Kelly (2002) that “culture is like an iceberg, that only ten percent of it is visible and the other ninety percent is hidden below the surface, for this reason, EFL teachers must make intentional efforts to teach cultural understanding and tolerance to their students”.

2-4-1- International Education: These classrooms are communities that enable students to make connections between inside and outside the classroom; the teacher selects lessons and activities that are conducive to the students’ academic and cultural needs. International education exposes learners to a single culture for a period of at least a year. Over the course of that year, students move beyond the surface knowledge toward a more detailed study of culture, including clothing, food, music, celebrations, city and country life, and also family dynamics. The level of information depends on the learners’ stage of development. Through sustained experience, these learners move beyond a superficial knowledge of a country and culture “the ten percent” into a true understanding of the people who live there “the rest ninety percent”.

2-4-2 Multicultural Games: are important for our students because we are a part of a vast world and the more we learn about it, the better our students become, and games are good

ways to share other cultures. These games originated in different countries, multicultural activities can be simply a fun group activity, as a part of a university course or in a club, classroom or company setting. Multicultural activities promote learning about and greater understanding of different countries, cultures and groups.

2-4-3- World Greetings: hundreds of different languages are spoken around the world, meaning that "Hello" or similar greetings, have hundreds of translations and manifestations. However, words are not the only difference in greetings around the world. The gestures or body language that people use, vary greatly from culture to culture. Have the group learn how to greet people in a series of different languages with the correct body language. Examples include: "Hola" and a kiss on each cheek in Spain, the goal of this activity is to heighten cross-cultural awareness, celebrate cross-cultural knowledge, and also to say "hello" in many different languages of the world. This can be used as a fun warm-up to present the teachers' activity with a cross-cultural theme and, to lead the learners in to the lesson. Within a group, you may be surprised how much knowledge there is of different languages for basic phrases.

2-4-4- World Meal: The goal of this activity is to experientially heighten the students' awareness about the overabundance of food in Western society, particularly in comparison with how much the majority of the world eats. Encourage the group to, in turn, cook a world meal for the class and thereby spread experiential awareness of how much they over consume in Western society. Continuing cooking world meals to the classroom will probably activate a critical mass of awareness for students participated in this useful activity and consequently, motivate them to learn more and more about the target culture and to get deeply inside it.

2-4-5- Role Playing: after having a lesson about ways of addressing different people in the target culture, learners then, better have to play a role in a way that background information on the situation are given in advance come alive. For instance, to practice apologizing, arguing, and asking, students are given instructions and specific roles to play so as to perform a given language functions, and try as possible as they can to convey how it works to their fellow students. According to Kramsch (1993) “cultural awareness can be reached through role playing. That is, learners would learn how to cope with similar situations through adopting the speaking style of the target culture in different contexts”.

2-5- The Challenges Faced by Teachers in Teaching English Along With Its Culture in EFL Classes:

Flanegin and Rudd (2000) found that the English language and its culture together are necessary for all professions. The English language is one of the most popular languages to learn, it is the most spoken language around the world, and many people choose to learn the English language to place them in a better position to secure work, or communicate more effectively with more people from around the globe. English is a popular language to learn, but this does not necessarily mean it is a simple language to master; for there are many challenges teachers face when teaching English and its culture. Maribel Blasco, and Mette Zolner (2009) point out that “Teaching cultural skills explores several challenges depending on the context in which the teaching takes place such as, the globalization of labor markets and trade; immigration, which has led to increased awareness of the need for cultural skills; and the internationalization of higher education, which has made classrooms more multicultural than ever before”. Another challenge may be the kind of feeling that prevails among students that it is not possible to achieve full fluency or mastery over the culture. Exposure too, is far less to

them in the sense that they use English more frequent only inside the class and less frequent outside the class, which is not enough. They still do not have much encouragement to get familiar with foreign culture, this latter plays an important role in education and students are expected to do some effort in order to construct an overall idea about the target culture and show interest in learning it. Paige (1993 P:3) wrote “ the inclusion of culture in language teaching remains an unresolved issue for the following reasons; first of all, culture is complex and illusive incorporating as it does elements such as attitudes, beliefs, ideologies, perceptions, ways of thinking, and values. These elements cannot be included in language programs in the linear and objective instructional formats that have traditionally been employed. Second, many teachers say that culture is not language , so, why should we have to deal with its complexities, it takes away from the needed focus of language and communication. And third, any discussion of cultural differences could cause learners to change their own ways of thinking and behaving, in other words; culture takes the learning experience far beyond the realm of comfort”.

2-5-1- Writing difficulties:

Writing is one of the four main skills in learning, it is important especially in the academic context where students have to write all sorts of texts such as assignments, essays and reports. Students find it very difficult to express their thoughts in writing, especially when they have to write in English, this idea is further supported by Steinman (2009) who claimed that “it is a challenge for non-native speakers to write in English for academic purposes as not only must they deal with the obvious linguistic and technical issues such as syntax, vocabulary, and format, but they must also become familiar with Western notions of academic rhetoric”(p. 80). The writing skill difficulties such as run on sentences, mother tongue interference and punctuation in addition to many other kinds of difficulties, are the most significant problems that affect not only native English speakers, but also hundreds of students who are learning English as a second

or foreign language around the world. It is evident that writing is the biggest challenge for many students and writing in a foreign language is not an easy task to be achieved by them, it is full of obstacles and challenges and it contains rules and requires specific set of skills in order to be able to write correctly and properly in a foreign language, because poor writing skills lead to inequality results. Writing requires good grammar and people are often known to spend less time to write than to listen, to speak and even to read. “Students with writing difficulties often struggle when using different skills” Mason, Graham & Harris (2011).

2-5-1-1- Grammar:

A poor command of grammar is said to be one of the difficulties that EFL students as well as native language students face in writing. English grammar is complex, particularly when it comes to verb variations and understanding which tense should be used in various situations making it difficult to remember, master and use logically. Ensuring the correct use of grammar can be tricky, especially when one is in conversation with someone and they are speaking at a fast pace. Howard Sargeant (2007 P:4) wrote “Learning grammar is like learning to drive, one can learn all of the theory, rules and regulations, but they will not be good at it unless they practice it, and it starts to become second nature to them. Grammar is extremely important, so incorrect use of grammar can confuse the person spoken to and even change the meaning of what is being communicated”, native English speakers are aware of grammar and will notice immediately if a grammatical error is being made, even if this is the smallest of errors. Even though students are studying English, they are not able to produce a single sentence without any grammatical error in English. The reason stated for this problem is that they study the subjects from the examination point of view only. This is true with English language too. Our examination system is such that it makes students’

rote memorization rather than testing their analytical and creative skills. In this process, they memorize lessons, reproduce them in exam halls and forget them in the very same day itself. English speakers are incredibly proud of the language and look negatively on it being used incorrectly.

2-5-1-2- Vocabulary:

It is a fact that teaching vocabulary is a significant factor in language teaching because words play an important role in expressing our feelings, emotions, and ideas to others during the act of communication. Foreign language teachers should attribute more importance to teaching vocabulary in their classes; however teachers of English have difficulty in teaching vocabulary items that reflect the cultural characteristics of the English language. “It is often a challenge to teach vocabulary because English has one of the biggest vocabularies of all languages, and it can be very confusing for non-English speakers to master. Using vocabulary inaccurately is incredibly noticeable to anyone whose first language is English, although, it does not change the meaning of your text, it does weaken it” (Richards and Rodgers 2001:10). It was emphasized that new vocabulary should only be met in sentences and meaningful contexts

2-5-1-3-Mother tongue interference:

Students usually think in their mother tongue and find it difficult to express their thoughts in English as they lack English proficiency. According to Myles (2002), students may translate from their first language when they are writing. Besides that, students may also sometimes use their first language when generating ideas and attending to details (Friedlander, 1990, as cited in Myles, 2002). This interference may be considered as negative, because it affects the students’ concentration and impedes them from thinking in English. Thinking in the first language and direct

translation of their thoughts into the target language, may lead to awkward and disorganized sentence structures in the target language. Unfortunately, this becomes a habit to others. All these problems cause EFL learners first, to forget the items they already know of vocabulary and expressions, and second, cause their assignments to be lacking in academic quality, and in return, have caused them to obtain poor grades in the evaluations. Therefore, it is important for teachers to identify students' writing difficulties in order to be effective in their roles to help students produce good pieces of writing.

2-5-2-Speaking Difficulties:

“Speaking is the active use of language to express meaning, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt, rather than oral skills being simply one aspect of learning language”, the spoken form in the young learner's classroom acts as the prime source of language learning. Willem J. M. Levelt (1993 P:6) wrote “Speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, speaking skill is the ability to perform the linguistic knowledge in the actual communication. However, speaking problems can be the major challenge to effective foreign language learning, communication and developing the ability to speak in a second or foreign language is widely considered a daunting task for most language learners”. This case brings a problem that makes high school students not to communicate in English. The fundamental cause that makes it difficult to students to speak in English outside the class is that the environment does not support the students; the environment here means the people outside the class. Those people may think that the students only want to show off when they speak English for daily conversation, the responses that the students get make them lose their self-

confidence to improve their speaking. And since the students do not want to be rejected by the people around them, they use their native language in daily conversation and switch English off. Nunan (1991) wrote, "Success is measured in terms of the ability to carry out a conversation in the target language." Many people wonder how long it will take them to become proficient in a certain language. This question, of course, is impossible to answer, because a lot depends on a person's language learning ability, motivation, learning environment, intensity of instruction, and prior experience in learning foreign languages. However, students' difficulties to communicate in English must be solved as soon as possible.

2-5-2-1- Pronunciation:

The English language is a musical language, the reason why English words can be sometimes a bit difficult to pronounce for some EFL learners. And when speaking English, one has to consider not only the pronunciation of the individual words, but also the connection between the words in the sentence as well as the intonation. There is also the "rhythm" of the sentence to consider and sometimes your mouth gets confused. Knowing how to pronounce words in English can be very difficult as it is not always obvious. English speakers have been taught these exceptions from an early age, which is how they know not to pronounce the 'k' on 'knight' and the 'b' of 'obvious' and also, to pronounce the 'ph' as 'f' in 'elephant'. They are taught the subtleties in how to pronounce something to communicate the right message. Furthermore, depending on the first language of the English student, it can often be difficult to pronounce certain words properly, having not ever had to create that phonetic sound before.

2-5-2-2- Confidence:

If one feels nervous and is afraid of making mistakes while speaking English, then the problem is confidence, because it is not easy for a second language learner to speak in a foreign language in front of people and public. Littlewood (2007 P:8) claimed that “a foreign language classroom can create inhibitions and anxiety easily”. Some students find it very hard to maintain fluent speech in stressful situations such as during oral examinations or when making a presentation to the rest of the group. Moreover, students with communication difficulties and anxiety issues, may find group work and tutorials challenging, and may need more time to gain confidence before joining in. It may be helpful to meet with the student beforehand and discuss what they feel comfortable with. Willem J. M. Levelt (1993P:6) said that “motivation and self confidence play an important role in EFL Learning”.

2-5-2-3- Variations in English:

The variations in the different forms of English can often be difficult to understand. For example, the difference between using formal and informal language or the differences between spoken and written language. This leads to students writing words phonetically, i.e. how they would say them rather than how they are actually spelt, and using informal language, or even slang that they have picked up in formal situations which may be viewed negatively. “It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly” (Baker & Westrup, 2003).

2-5-2-4- Cultural differences:

There are cultural and ideological differences as eye contact, personal space, touch, food preparation, music, and interest in participation in the different cultures across

the world, and it is good to have an understanding about a culture's customs and ways of life, because misunderstandings can have serious negative consequences even when they are unintentionally done. Claire Krumsch (1993) wrote "In studying cross cultural differences, we are not looking at individuals but at a comparison of one ethnic group against others. Hence, we are comparing two bell curves and generalization cannot be employed". For instance, shaking the head in a horizontal direction in most countries means "no", while in India it means "yes", and the sign of thumb up may signify the number "one" in France and a few other central European countries, while it would mean that everything is "ok" in Latin America, Brazil, and in many other countries as well.

2-6- Students' Attitude towards Cultural Differences:

Cultural differences are a sensitive topic to talk about, and the students' attitudes are not predictable and may differ from one to another. The model of a developmental intercultural sensitivity summarized below, by Milton Bennett describes the journey of learners from ethnocentrism to ethno relativism:

2-6-1- Ethnocentrism:

2-6-1-1-Stage 01: Denial of Difference (disinterest or avoidance):

Learners and people in general in this stage do not really believe in cultural differences, and they are unable to experience those differences; they think people who are behaving differently are ignorant and do not know what they are doing. These people tend to impose their own value system on others, knowing that they are "right" and these other people are "confused". They believe the way they behave is natural and normal and the way other people behave, if it is different, is wrong and misguided. These people are not threatened by cultural differences because they simply do not accept them, so, they create a state of disinterest and complete

avoidance towards the foreign culture. Generally, people in this stage have had limited contact or no contact at all with people different from themselves, and thus have no experiential basis for believing in other cultures.

2-6-1-2- Stage 02: Defense against Difference:

These people have had an indication that their value system may not be absolute-and they are not happy about it. Unlike people in the denial stage, those in the defense stage believe in cultural difference and have accepted the reality of it, but they are deeply threatened by it and believe that other cultures are decidedly inferior. This may be how things are, but it is not the way things should be. They are wiser than trying to impose their values on others, but they view other cultures negatively and prefer to have little or no contact with those who are different.

2-6-1-3- Stage 03: Minimization of Difference:

People at this stage are still threatened by difference, the reason why they try to minimize it, however, they do not think that those who are different are inferior, misguided, or otherwise unfortunate, rather, they believe that the differences are real but not especially deep or significant, that as different as people are, they are still more similar than dissimilar. In other words, we are different on the surface, but underneath, we share many of the same values and beliefs. If people in the denial stage deny difference and people in the defense stage accept but are careful, then, people in the minimization stage try to trivialize the difference and make it easier.

2-6-2- Ethnorelativism:

2-6-2-1-Stage 04: Acceptance of Difference:

People at this stage accept differences as being deep and legitimate. They know that other people are genuinely different from them and accept the inevitability of other value systems and behavioral norms. They still find some of these behaviors hard to deal with or accept, nevertheless, they are not threatened by them nor do they judge them as being wrong or bad or inferior. They do not normally adopt many of these behaviors for themselves, nor necessarily adjust their own behaviors to be more culturally sensitive, but, they have a more tolerant and sympathetic attitude. They are neutral, neither positive about differences nor negative. In short, they accept and admit that difference is a fact of life.

2-6-2-2-Stages 05 & 06: Adaptation and Integration:

In these two stages, both behaviors as well as attitudes change. These people have gone from being neutral about difference to being positive. They not only accept cultural differences, but are willing and able to adjust their own behavior to conform to different norms, intent to explore more about other cultures and also, they are able to empathize with people from different cultures. In many ways, they become as what is known as bi-cultural or multi-cultural; effortlessly adjusting their behavior to suit the culture of the people they are with; "style switching". In other words, they do not give up their own or birth culture's values and beliefs, however, they do integrate aspects of other cultures into it. In the integration stage, certain aspects of the other culture or cultures become a part of their identity.

2-7-Building a Bridge of Communication between the Native Culture and the Target Culture

The process of a foreign language learning and teaching its culture can help students to become conscious of their own cultural identity, and to build a bridge of

communication and understanding between the native and target culture. “Command of foreign languages is a way to complete understanding of people’s own customs and beliefs” (Blum, 1981). These two essential processes are undertaken under the umbrella of education which is according to (Lyubov V. Mikhaleva (2002)) “Education is one of the essential foundations of society that ensures transition of systematized knowledge, skills and competencies to future generations” and according to Makhmutov (1975) “today language education performs a number of functions that are crucial for the personal development of every student such as cultural and socio-cultural orientation of language learning, fostering positive values, encouraging positive attitude to the world, and also encouraging critical thinking and reflection”. So, it is no more a set of filling information but a set where native culture and foreign culture come across each other to co-exist in a parallel way. Furthermore, many experts and specialists of the field consider the parallel study of native and target-language cultures to be the most efficient way to engage the students in the process of language learning and exploring more about both the native and the foreign culture as well. Thus, scholars consider teaching both native and target-language cultures, to be essential for students’ personal development in the process of foreign language learning. In fact they are two interrelated tasks, Kramersch (1993) “Studying a culture is meant to be more than receiving information and it is important that the student should analyze his/her native culture in its correlation with the culture of the target language thus, the process of studying target-language culture embraces studying of the native culture of the student”. Creating sufficient conditions for parallel study of native and target-language cultures is one of the main purposes of modern language teaching.

2-8-The Effects of Teaching Culture:

The dialectical connection between language and culture has always been a concern of L2 teachers and educators. Whether culture of the target language is to be incorporated into L2 teaching or not, has been a subject of rapid change throughout language teaching history. It is widely agreed that teaching culture is an important factor in foreign language instructions; however, it incorporates several affects on EFL learners in the process, because of teaching culture and its specific materials, emphasizing the teaching of daily habits and customs, and presenting the information in an interactive mode (in more discussion-oriented and role-playing ways) attitudinal changes toward the target culture

2-8-1- Acculturation:

The concept of acculturation has been studied scientifically since 1918. It is a phenomenon that has been discussed in different times from different fields of knowledge, acculturation refers to “changes that take place as a result of contact with culturally dissimilar people, groups, and social influences” (Gibson, 2001 P:11), it is also as Brown(1980:129) further explained “The Process of becoming adapted to a new culture”. So we may say that it is the dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members”. In other words “acculturation is the transition and shift of individuals or groups of people from living a lifestyle of their own culture, to a lifestyle of another culture, i.e it is when they adapt the new culture's behaviors, values, customs, language, and forms of dress that are characteristic of each group, these cultural changes affect many levels such as psychological, social, groups and individuals as well” Vanessa Smith Castro (2003 P:13). However these changes do not occur overnight but after a long-term process, sometimes taking years, sometimes generations, and sometimes centuries, neither do they come haphazardly without a reason, for they occur because of a number of

reasons, including contact, colonization, military invasion, migration, tourism, international study, globalization, and overseas posting etc. so both teachers and students are ought to be aware and careful not to fall in acculturation.

2-8-2- Culture Shock:

Culture shock is according to Wikipedia the free Encyclopedia “an experience a person may have when one moves to a cultural environment which is different from one's own; it is also the personal disorientation a person may feel when experiencing an unfamiliar way of life due to immigration or a visit to a new country, a move between social environments, or simply transition to another type of life”, culture shock according to Vanessa Smith Castro (2003P:6) “is not a clinical term or medical condition but a common way to describe the confusing, uncertainty and nervous feelings a person may have after leaving a familiar culture to live in a new and different culture”. These symptoms are caused due to the many differences cultures may have like unfamiliar clothes, weather, and food as well as different people, schools, and values, and also the amount of importance that could be given to various ideas that may be very different from what one is used to back home. Thus one may experience feelings like sadness, loneliness, anxiety, frustration and may struggle to do things in the new surroundings that were easy to do before. However the good news is that culture shock is temporary and do not last forever, it is only a matter of time for people to get adjusted and used to the new conditions of the new surroundings.

2-8-3- Prejudice:

“A prejudice is a prejudgment and an assumption made about someone or something before having adequate knowledge to be able to do so with guaranteed accuracy”. It also means beliefs without knowledge of the real facts. It is also as Clark defined it

”the aversion fuelled by ignorance forming usually a negative opinion before becoming aware of the relevant facts of a case”, people seem to make a fundamental distinction between ‘us’ and ‘them’ and it appears universal that they favor ‘us’ over ‘them’ , like when talking about the differences between British and European culture, between European and American culture or between Western and Eastern culture; each people suppose that they are better, When doing so, one may say things like "China is a place where things tend to be much commoditized and relationships are too often measured in terms of money” or Americans are fat and bad dressers and they always want to say your name, however, they are brilliant film makers, or English people are always in a hurry and hardly watch the way they walk down the street." or. Germans are good car makers and think that life is only work, or Russians talk and analyze every simple thing even the most obvious things has to be 'Why, why and why?’” Koreans are thought to be good at math and quick thinkers while Japanese are by far the most polite people ever. These assumptions and prejudgments may or may not be true the reason why one must be careful because we never know who might be listening.

2-8-4- Cultural tolerance:

“Tolerance is the virtue of fair, objective, and permissive attitude toward those whose opinions, practices, race, religion, and nationality differ from one's own”, tolerance is very needed for getting along with other people in the world, “tolerance is when you accept that each person is worth the same and person that is less worthy does not exist”. “No matter who we are; men or women, what we are black or white, Arabs or Jews, Muslims or Christians, no matter where we come from and how much money do we have, we are all equal” Alexia((2009 p/6). This may be realized by teaching culture to our students in order to make them realize that cultural diversity is more a bless than is an

indignation, and they hopefully will get to an understanding that tolerance is “a respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. Tolerance is harmony in difference” (Southern Poverty Law Center P:12). Simply put, it is to live and let others live because intolerance is quite a dangerous phenomenon that will drive groups apart, creating a sense of permanent separation between them which will lead eventually to conflicts between nations.

2-8-5- Misunderstanding:

When EFL learners are unable to understand messages or decode symbolic language of the target language being learned, or construct meanings; it means that they misunderstand the target culture. “Misunderstanding is a miscommunication phenomenon that we often experience in our lives as we put our thoughts and ideas out into verbal messages, it may occur because of cultural ignorance and insensitivity or due to miscommunication and misinterpretation or as a result of lacking awareness of different social lifestyle”. People will not automatically discuss their differences in cultural practice, but they might become visible due to misunderstandings or conflicts regarding particular matters such as not accepting food, due to a cultural dietary practice. Therefore, it is important for students not only to focus on the linguistic forms of language, but also, to investigate its other levels such as the root cause of these misunderstandings or conflicts. As a matter of fact these cultural differences exist not to differentiate but to appreciate.

2-9- Teaching English as a Foreign Language in the World of Globalization:

The word “globalization” does not mean the same thing to everyone, and there are various attempts to define and describe it in the literature. Globalization according to Manfred Steger is “one of the defining buzzwords of our time, a term that describes a variety of accelerating economic, political, cultural, ideological, and environmental processes that are rapidly altering our experience of the world. It is by its nature a dynamic topic”. And to Anthony Giddens, it is “a process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade and investment aided by information technology, This process has effects on the environment, on culture, on political systems, on economic development and prosperity, and also on human physical well-being in societies around the world”. There is general agreement that we are living in a time of profound and rapid changes in the kinds of connections that exist between nations and peoples in different parts of the world. Nevertheless, George Ritzer (2010) alerts that “there is less agreement about the exact nature of those changes, the challenges it raises, the good it brings, the suffering it causes, the resistances and resentments it generates”. In the globalization era that is filled by competitions and where chances do not come twice, “everyone is demanded not only to have a high level of education, but also required to speak the English language, because globalization has changed and continues to change the English language to the extent that it has been determined to be the international language of communication, and also, as a universal language of instruction used in almost every corner of the world”. In other words, George Ritzer (2010 P:9) “the English language has been in widespread use around the world for over a century, starting with the days of the British Empire, and continuing as the United States became a political, economic and cultural superpower”. With the recent increased pace of globalization, and the resulting profound changes in the kinds of connections that exist between nations and people in different parts of the world, English has become even more of a world language. The

increasingly worldwide use of English raises a number of pedagogical and political issues that have to do with our understanding of the English language itself. George Ritzer (2010) “Globalization and the status of English as a universal language are affecting the teaching and learning of English worldwide and since people learn languages for different reasons, there is a growing interest in many countries in improving the quality of English language instruction, and an increasing level of motivation among students to become proficient in English”. This latter has a vital role in all aspects of life, especially in science and technology, as well as developing relationships in international forums and to strengthen the link between the nations in the world. Caine (2008) has noted that “English is spoken worldwide as the first, second, foreign language”. So the fact that English is now the main international language is indisputable. It is included and needed in all aspects of international life such as trade, science, diplomacy, education and travel. George Ritzer (2011 P:19) “it can bring people closer, it can make business and negotiations easier, and it can help people communicate with others of all cultures across the globe more easily”. Thus, knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world. English is also learned for the literature it possesses, and for the variety and rich experience it provides. According to David Graddol “there will be two billion people speaking or learning English within a decade, for English is the language of globalization. Everywhere, anywhere, today and most certainly tomorrow, English is to be present in the life of every citizen around the globe because it is the main tool for operating in most fields: internet, banking, travelling, and business”.(2007P:20)

Conclusion:

In this previous chapter, we introduced culture as being a new component in the EFL class classroom that was absent before, and then we spoke about culture as a

pivotal part of civilization in the world because there will not be a civilization if there was no culture as it is the identity and the character of people, after that we presented culture as being the fifth skill of language after the other basic four, we further introduced a number of culture related activities that could be performed in the classroom to present cultural differences and to get to know the target culture a bit more. Coming up next was, the challenges facing teachers in teaching English along with its culture in EFL classes being a very difficult mission to accomplish easily and it was divided into some sub challenges. Moreover, the attitudes of students toward cultural differences was another element that we wanted to include in this chapter, because the human behavior is no conditioned or predictable all the time, and his actions and reactions are not controlled so they may be surprising or even shocking sometimes. Then we included also an element that could fill the gap between the two cultures; the mother one and the target one also, another element that is important and was introduced in this previous chapter was: the effects of teaching culture and what results could be reached on the students when teaching culture, finally, we spoke about teaching English as a foreign language in the world of globalization which opened the way to discovering how much English is important and highly appreciated by almost every person on the planet, and to what degree is it required in industrial domains of every sorts. So learning the language and its culture is inevitable and undisputable especially in this era.

CHAPTER THREE: FIELD OF INVESTIGATION

Introduction

This chapter is designed to analyze the findings obtained from the questionnaires through investigating the topic of integration of culture in teaching English as a foreign language. Both EFL students' and EFL teachers' attitudes towards language and culture, their perception of teaching it will be analyzed, their awareness in developing the cultural dimension to be culturally competent will be also deduced. Our aims from conducting this study are to test if our hypotheses. Since the teachers and the students are the main variables of this study, their views and opinions are highly important and necessary to put the stated hypothesis under the test. The most appropriate tool for this investigating is through addressing questionnaires to both teachers and students. Hence, we have chosen to work on first year LMD English students of the English stream at Biskra University and the second one is administered to teachers of English at the same University of the academic year 2015-2016.

Questionnaires are practical and large amounts of information can be collected from a large number of students in a short period of time, and also, they are the most convenient and inexpensive way of gathering information from students and teachers, because they are familiar to most of them and nearly everyone has had some experience completing a questionnaire. They generally do not make people confused or lost. The objectives of the study could be achieved by questionnaires when they are well defined and well designed, another reason is that questionnaires are somehow easy to analyze and most statistical analysis software programs can easily process them and the results of the questionnaire can be quickly and easily quantified.

3-1- Students questionnaire:

3-1-1- Description of the questionnaire :

This questionnaire is designed for first year English students at the division of English at Biskra University of the academic year 2015-2016. The participants of this questionnaire are 20 students from different classes. They are chosen randomly to investigate the points of views and perceptions about the topic of integrating culture in English language teaching. This questionnaire involves different types of questions: "closed" and "open –ended" questions. Closed questions require the students to answer by "Yes" or "No" or to tick up the right answers from a set of options and open-ended questions which require from them to give their personal opinions or background information about subjects or add a justification for their choice. The whole questionnaire is made up of (15) questions that are classified under two (02) sections:

Section One (01): It is about the students' background information. It aims at gathering information about the participants of this questionnaire. It contains three (03) questions.

Section two (02): It deals with the learners' attitude towards language and culture and their opinion about the tied connection between language and culture and the difficulty of their separation. This section contains twelve (12) questions.

Our aim from asking these questions is to find out students' appreciation of culture and to what extent do they evaluate it as needed in their learning, and how much do they consider it as important for them to be competent both linguistically and culturally competent, and to see whether they are motivated to learn the language accompanied with its culture and also to know if they put it as necessary for their communicative competence to be improved.

3-1-2- Analysis of the results:

Section One: Background Information:

Item One (01): Your choice to study English was?

Choices	Number	Percentage %
Personal	16	80%
Imposed	04	20%
Total	20	100%

Table 3-1: background information

The above table shows that the majority of the students who were very cooperative with this questionnaire with a percentage of (80%) have chosen to study English willingly and it was a personal choice, whereas the rest of them who constitute a percentage of (20%) did not chose it on their awn but it was imposed on them.

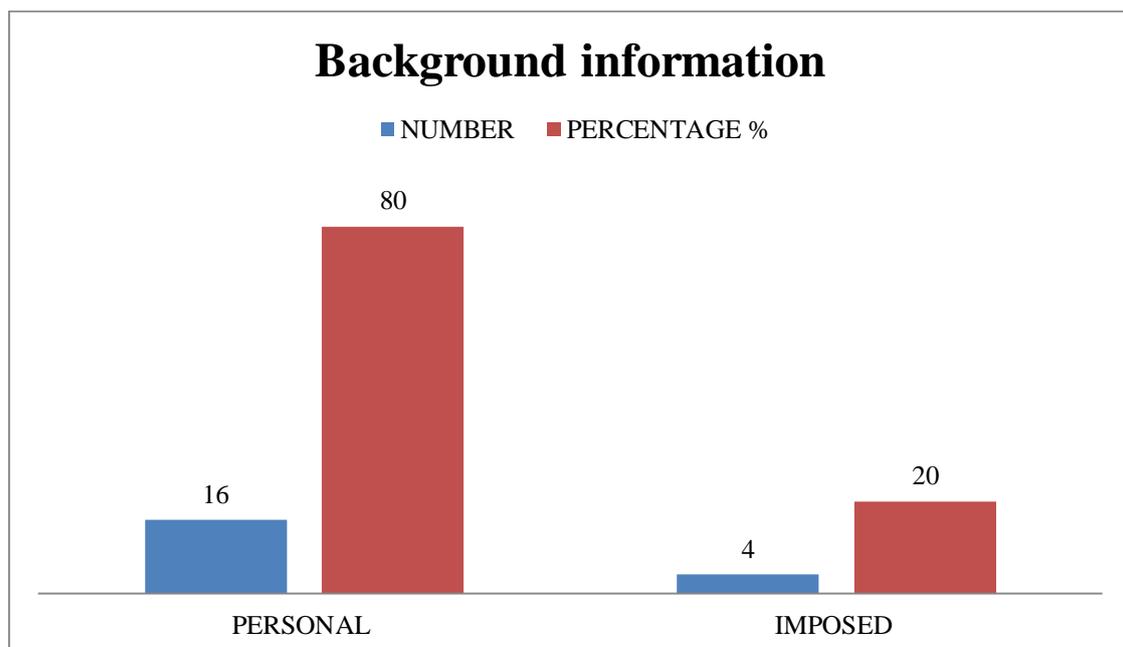


Figure 3-1

Item Two (02): How would you assess your level of English?

Choices	Number	Percentage %
Excellent	02	10%
Good	12	60%
Average	05	25%
Bad	01	05%
Total	20	100%

Table 3-2: students' assessment of their own level of English

The above table shows that most of the students who were cooperative in this questionnaire are of good level of English with a percentage that reached (60%) and a reasonable number of students have an average level in English with a percentage of (25%) whereas a very few number of students consider themselves as excellent students. They constitute only (10%). And only one student is bad in English which give as a percentage of (05%).

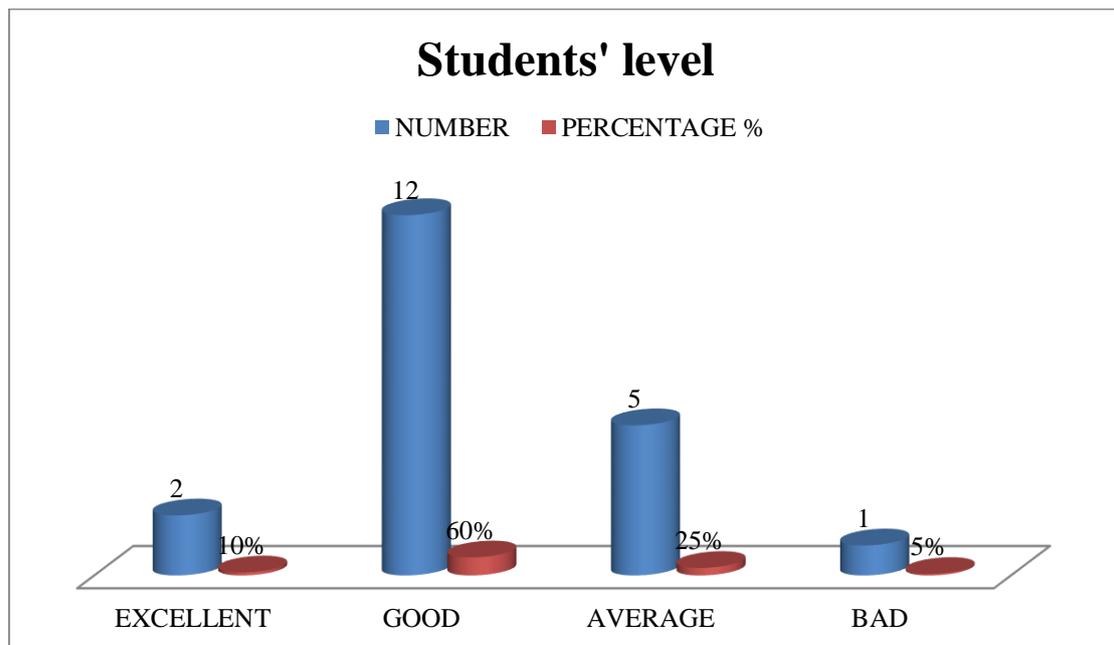


Figure 3-2

Item Three (03): Do you enjoy learning English? Why?

Choices	Number	Percentage %
Yes	17	85%
No	03	15%
Total	20	100%

Table 3-3: students' state when learning English

This table shows that most of the students who participated in this questionnaire who participated in this questionnaire are enjoying when they learn English they compose a percentage of (85%) whereas only a few them do not. There percentage is (15%).

-Why?

Most of the students answered this question by saying that English is the best and first language in the world and they feel alive when studying it because it is vital, musical and fresh, and since it was their personal choice then, they are happy to study it willingly and with full readiness. Enjoyment

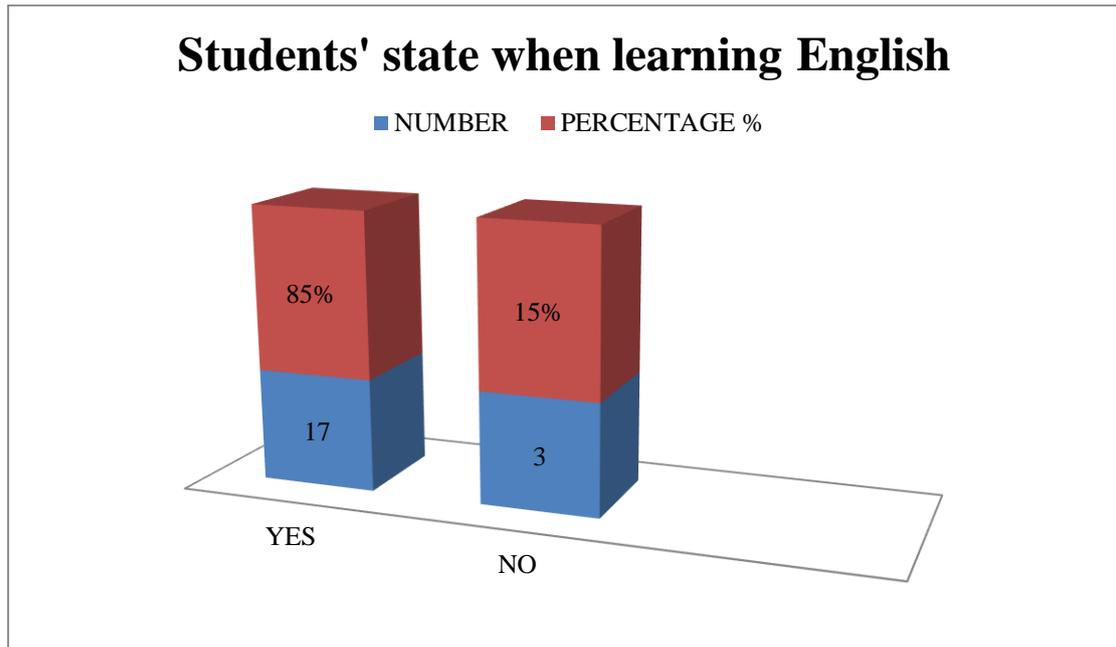


Figure 3-3

Section Two: Learners' Attitude towards Language and Culture.

Item Four (04): According to you language is?

Choices	Number	Percentage%
A system of grammatical rules and lists of vocabulary	03	15%
A social means of communication	10	50%
Both of them	07	35%
Total	20	100%

Table 3-4: definition of language

The above table reveals that half of the respondents consider language as a social means of communication (50%) while a percentage of (35%) concedes it as both a social means of communication and a system of grammatical rules and lists of vocabulary where a few of them look at it as only a system of grammatical rules and lists of vocabulary. Their percentage is (15%)

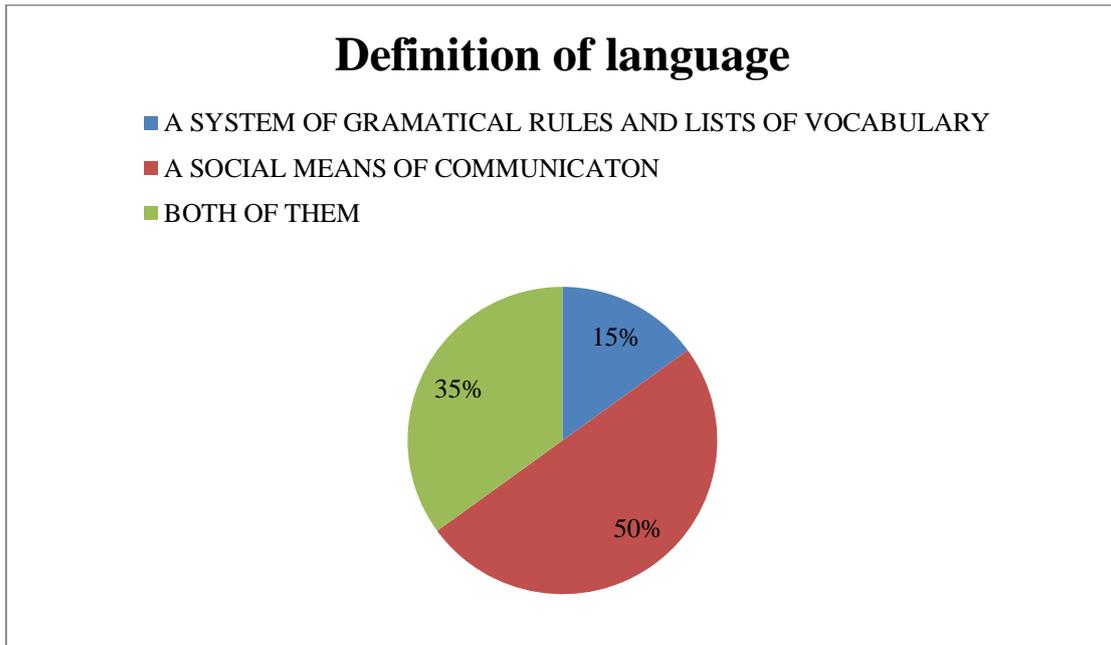


Figure 3-4

Item Five (05): To learn a language means?

Choices	Number	Percentage%
To learn the grammatical knowledge	06	30%
To learn how to communicate with that language	14	70%

Total	20	100%
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Table 3-5: the meaning of learning English

The above table finds out that (70%) of the students responded to this questionnaire share the same opinion and think that to learn a language means to learn how to communicate with it. Whereas (30%) of them believe that to learn a language is to learn the grammatical knowledge.

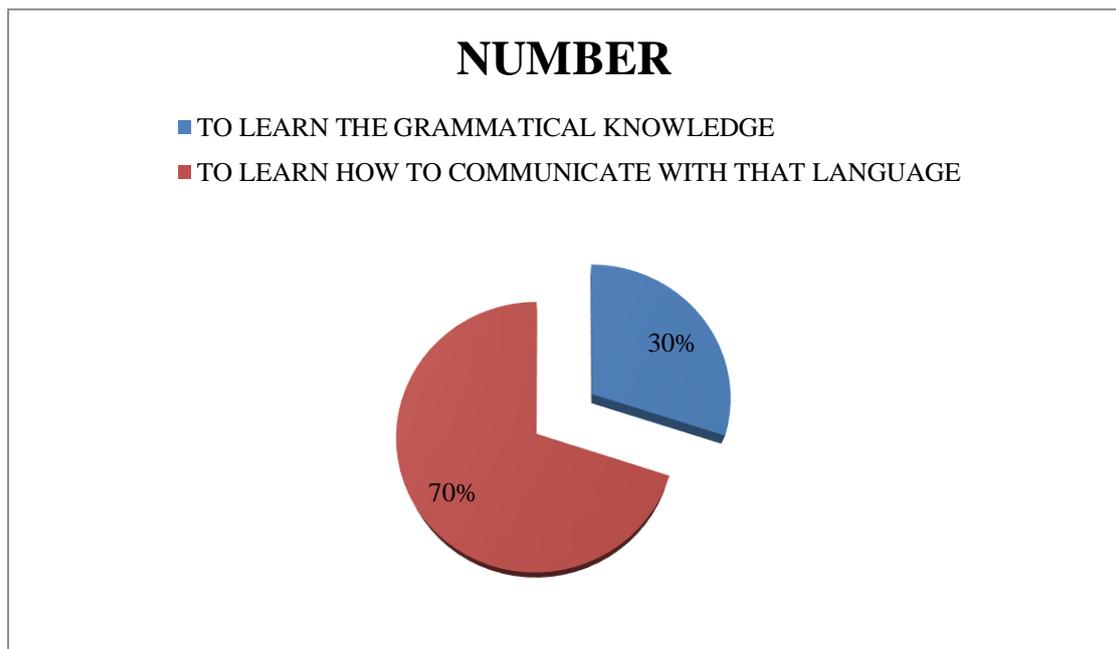


Figure 3-5

Item Six (06): Do you concenter culture as the fifth skill? Why?

Choices	Number	Percentage%
Yes	15	75%

No	05	25%
Total	20	100%

Table 3-6: culture as a fifth skill

The illustrated table above reveals that most of the students who participated in this questionnaire do consider culture as a fifth skill. They compose a percentage of (75%). While a few of them do not consider it as such with a percentage of (25%).

-Why?

The students who said “yes” justified their answer by saying that language and culture are attached and inseparable and they expose to culture in almost every lesson they study. Whereas, the students who said “no”, justify their answer by saying that it is not necessary to be skillful at culture to good in a language.

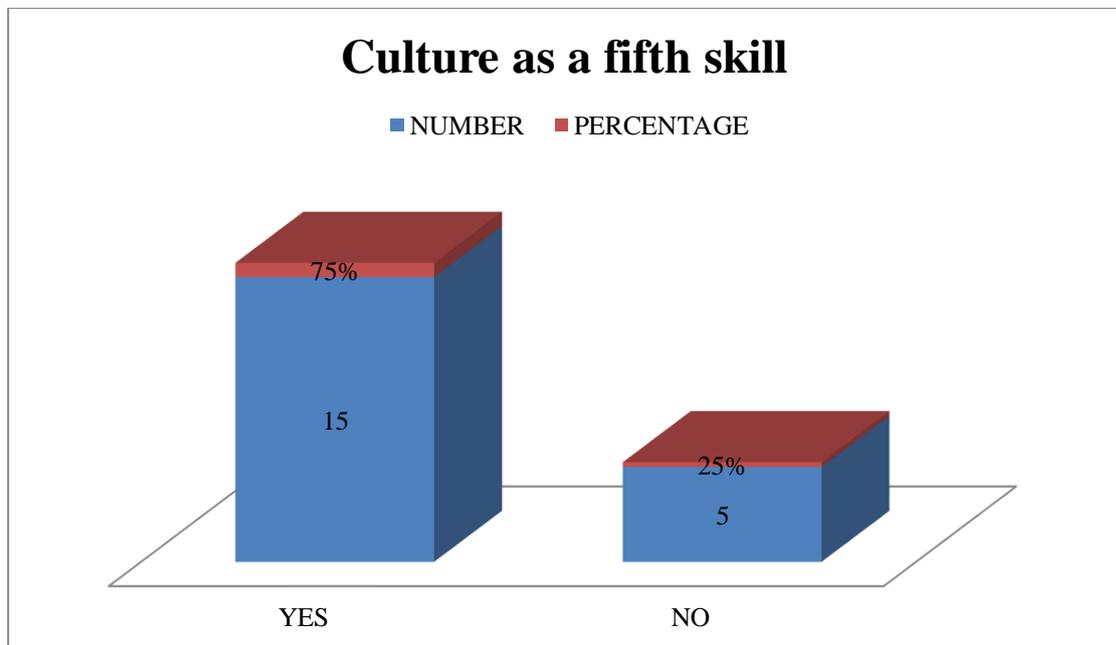


Figure 3-6

Item Seven (07): Do you think that communication can be developed independently of its cultural context? Please justify.

Choices	Number	Percentage%
Yes	05	25%
No	11	55%
Some times	04	20%
Total	20	100%

Table 3-7: the independence of communication from the cultural context

The previous table clears out that the highest number of the participants with a percentage of (55%) does not think that communication can be developed independently of its cultural context. Whereas (25%) of the participants do believe that it can. And some of them think that sometimes communication can be developed independently of its cultural context with a percentage of (20%).

Justify please:

The justification of the students who answered “no” was that one may have communication obstacles or even break downs if he does not know the cultural context of the addressee, while the students who said “yes” justify their answer by giving examples of people who although do not master the cultural context, they were able to communicate effectively.

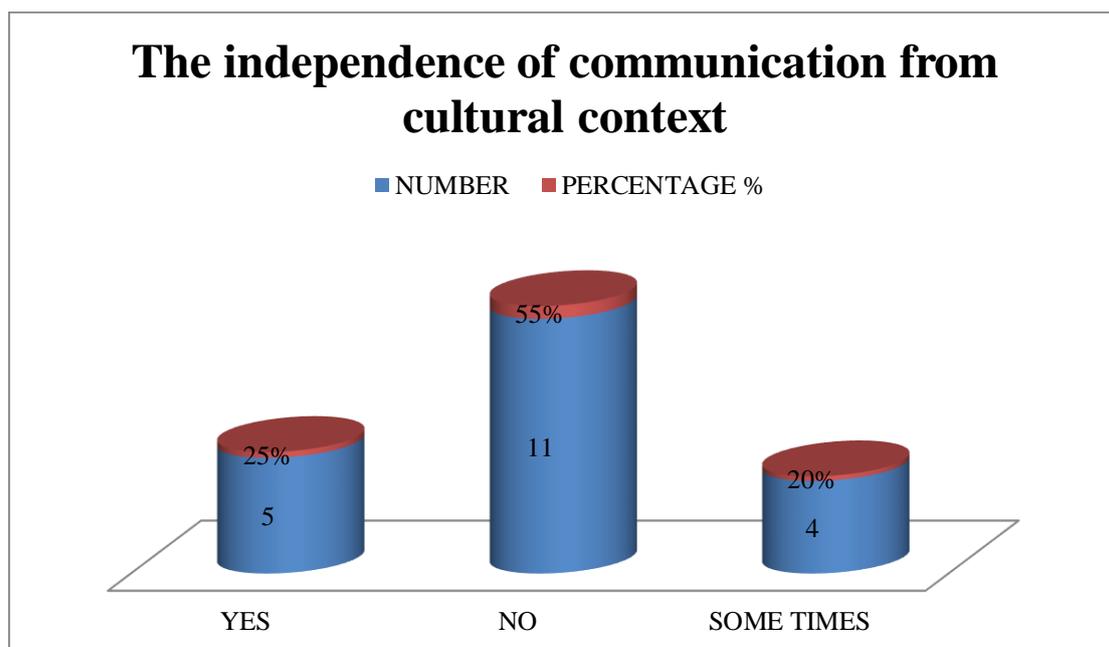


Figure 3-7

Item Eight (08): Do you think that teaching English as a foreign language requires necessarily teaching its culture?

Choices	Number	Percentage %
Necessarily	09	45%
Very necessarily	05	25%
Not necessarily	06	30%
Total	20	100%

Table 3-8: the relationship between language and culture

The previous table deduces that a percentage of (45%) of the students who responded to this questionnaire find it necessary to teach English with its culture, whereas some of them find it not necessary to do that which give us a percentage of (30%), While the rest said that it is very necessary (25%).

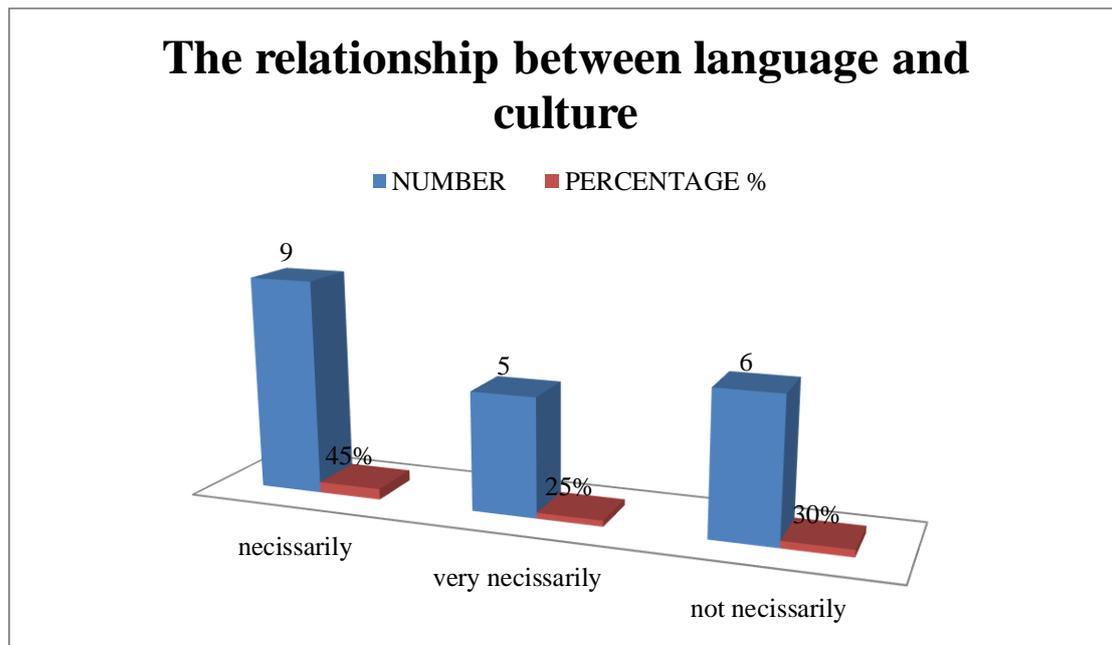


Figure 3-8

Item Nine (09): What is your attitude when facing cultural differences?

Choices	Number	Percentage%
You accept and respect	13	65%
You reject and judge	02	10%
You explore more	05	25%
Total	20	100%

Table 3-9: students' attitude towards cultural differences

The table above has showed that the overall number of students who kindly responded to this questionnaire has the attitude of acceptance and respect when facing cultural differences with (65%), whereas some of them prefer to explore more about those cultural differences (25%). And the rest choose to reject and judge (10%).

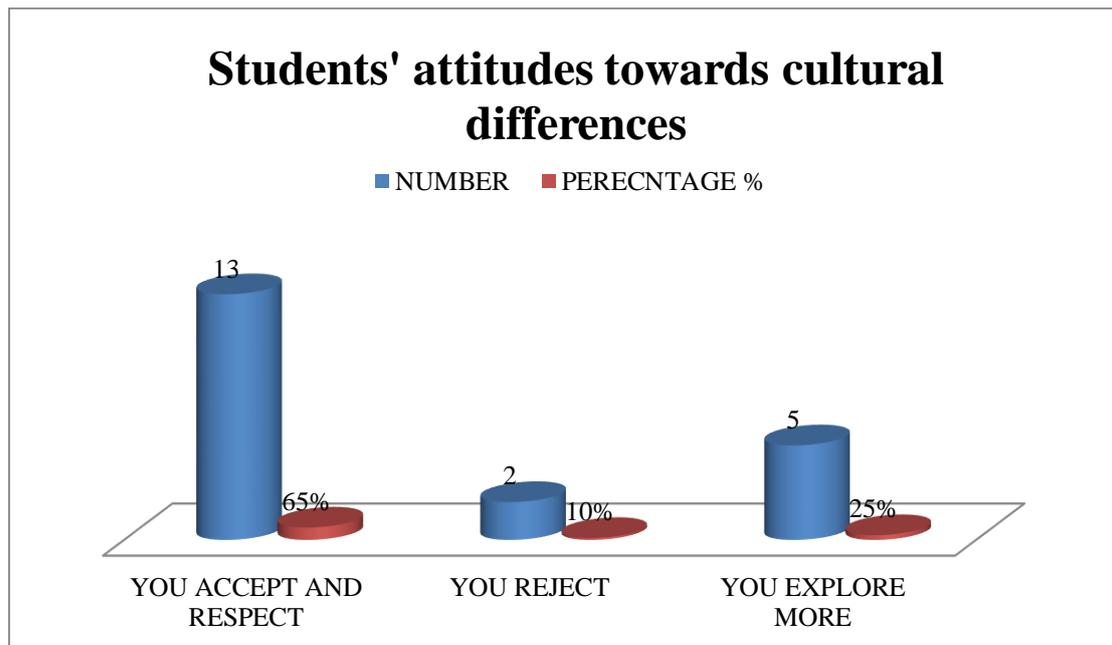


Figure 3-9

Item Ten (10): Is cultural competence important to improve your communicative competence?

Choices	Number	Percentage%
Important	11	55%
Very important	03	15%
Not important	06	30%
Total	20	100%

Table 3-10: the importance of culture in the communicative competence

This previous table reveals that the majority of the participants give an importance to cultural competence as an improving factor to their communicative competence (55%), whereas some of them concenter it as irrelevant and not important (30%) while

a few of them see as very important and a very improving factor for their communicative competence (30%).

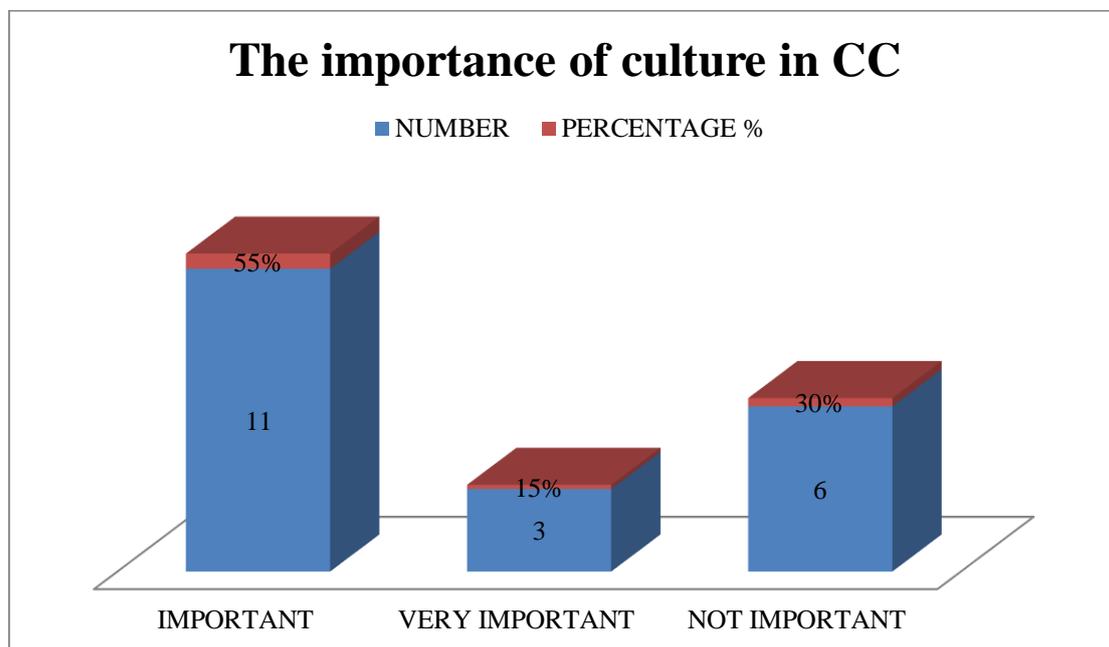


Figure 3-10

Item Eleven (11): Do you think that cultural competence refers to?

Choices	Number	Percentage%
Mastery of socio-cultural aspect of the language	05	25%
Mastery of the linguistic aspect of the language	04	20%
Both of them	11	55%
Total	20	100%

Table 3-11: what does culture refer to?

The above table suggests that more than the half of the respondents agreed that culture refers to both the mastery of the socio-cultural aspect of the language as well as the mastery of its linguistic aspect with a percentage of (55%). Whereas (25%) of them think that it is only the mastery of the socio-cultural aspect of the language. And (20%) of the students believe that culture refers only to the mastery of the linguistic aspect of the language.

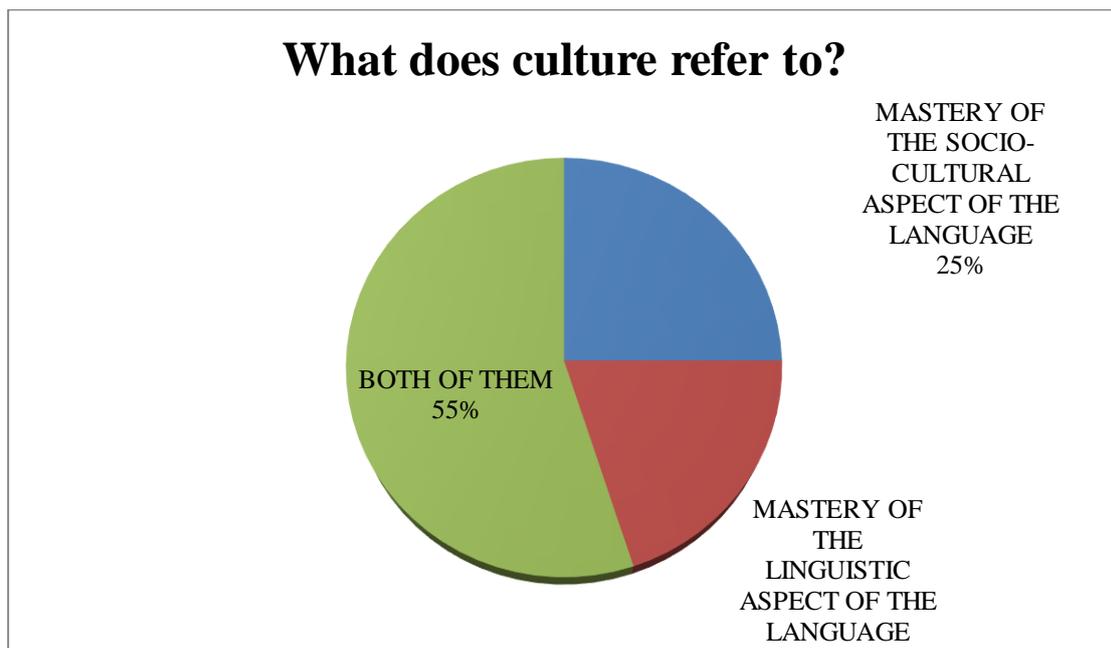


Figure 3-11

Item Twelve (12): What do learners need to develop in order to become competent? Please justify.

choices	Number	Percentage%
The reading skill	0	0%
The writing skill	04	20%
The listening skill	01	05%
The speaking skill	03	15%

All of them	12	60%
Total	20	100%

Table 3-12: the skill needed to be developed by students

The above table points out that the majority of the students participated in this questionnaire believe that in order for the students to be more competent they need to develop all of the language skills together (60%), while (20%) of them agreed that the students have to develop the writing skill to become more competent, and (15%) think that it is the speaking skill that should be developed by the students, and only one student said that the skill that should be developed is the listening skill (05%).

Please justify:

The majority of the participants justified their answer by saying that all of the four skills are important and interrelated and one cannot master a language if he does not master one of them. Although a few of them have chosen the writing skill ovzr the others.

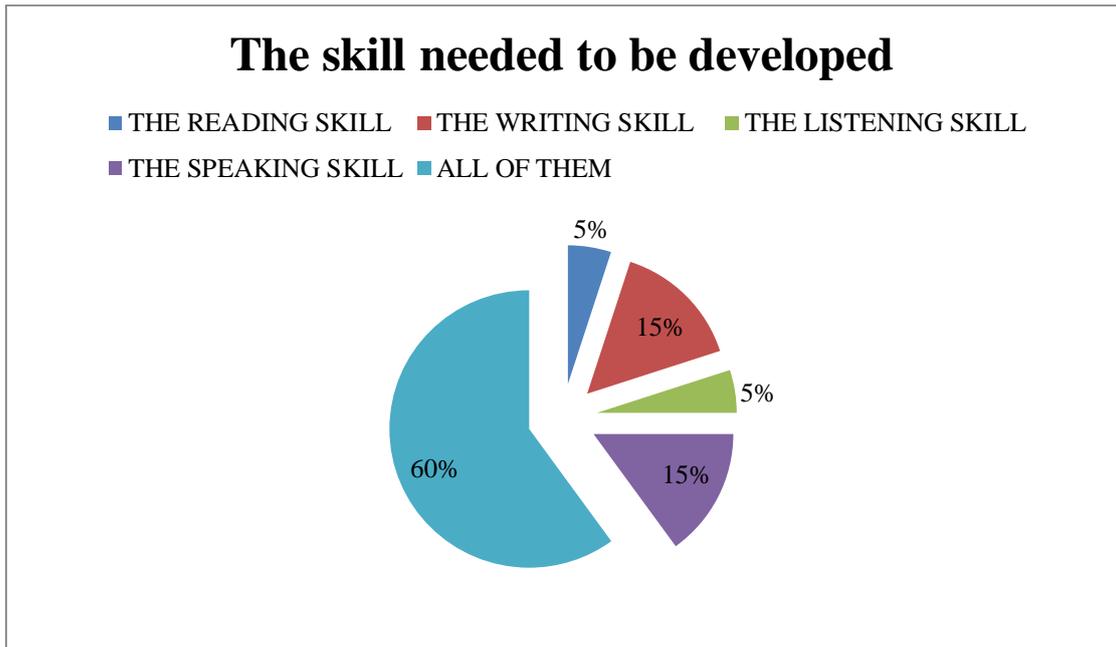


Figure: 3-12

Item Thirteen (13): Where have you acquired most of your cultural competence?

If others, please mention them.

Choices	Number	Percentage%
Attending cultural courses	06	30%
Social on-line cites	11	55%
Others	03	15%
Total	20	100%

Table 3-13: sources of acquiring cultural competence

This previous table suggests that the biggest half of the students (55%) have acquired most of their cultural competence from social on-line sites, and some of them

acquired it by attending cultural courses (30%), whereas the rest of the students have acquired most of their cultural competence from other sources (15%).

Please mention them:

The respondents have mentioned other sources like native friends, books, poems.

While some others did not provide any extra sources.

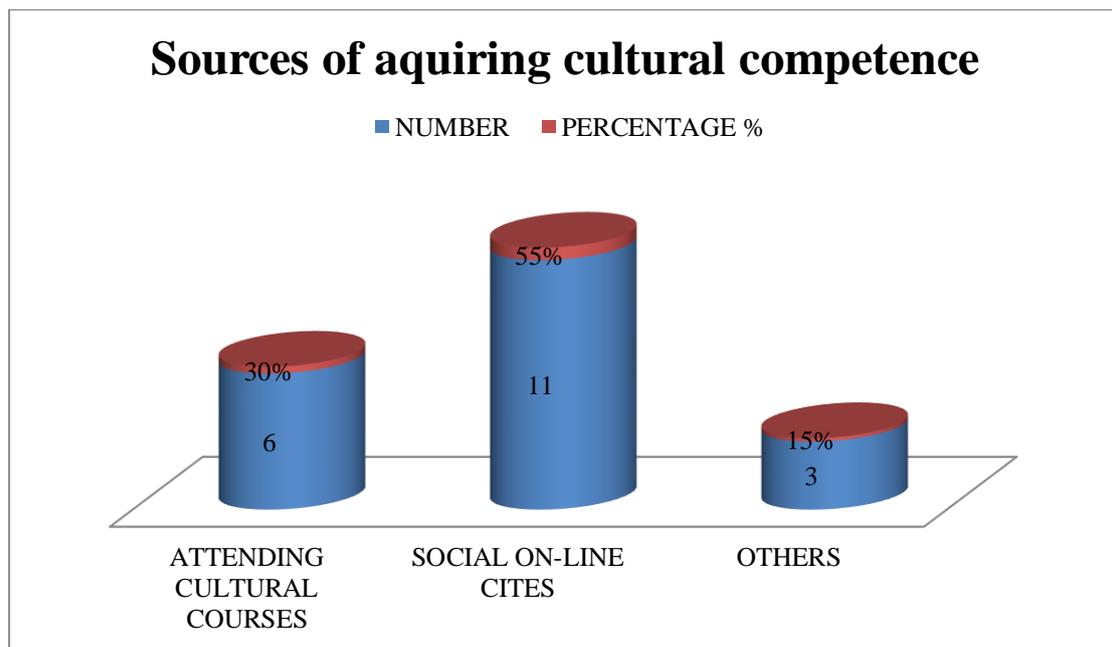


Figure 3-13

Item Fourteen (14): Do you agree that teaching culture helps you develop your language proficiency? Justify please.

Choices	Number	Percentage%
Agree	14	70%
Disagree	02	10%
Not always	04	20%
Total	20	100%

Table 3-14: the role of culture in developing language proficiency

The previous table finds out that the big majority of the students responded to this questionnaire have agreed that teaching culture helps developing students' language proficiency (70%), where as some others believe that it is not always a helping element (20%), and very few of them disagreed on this question (10%).

Please justify:

The respondents justified their answers by saying that the cultural aspect is very important and it shows which words and expressions to use and which ones not to use the thing that could prevent confusion and misunderstanding. While the others who said "no" say that language proficiency has nothing to do with the cultural aspect of the language and they stated that one could be extremely competent in a language without necessarily know that much of the culture.

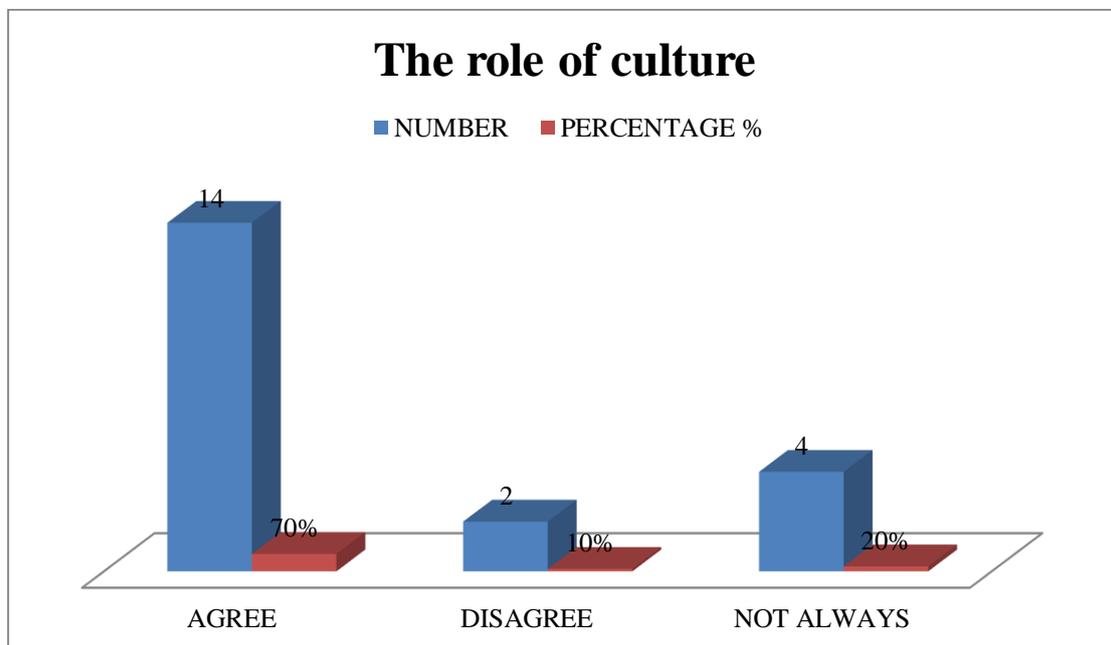


Figure 3-14

Item Fifteen (15): Do you think that the time allocated for teaching culture is sufficient to cover the different cultural aspects of the language?

Choices	Number	Percentage %
Yes	08	60%
No	12	40%
Total	20	100%

Table 3-15: the time allocated for teaching culture

The previous chart shows that the majority of the students who responded to this questionnaire do not think that the time allocated to teach culture is sufficient with a percentage of (60%). Whereas (40%) of the participants think that yes, the time given for teaching culture is sufficient.

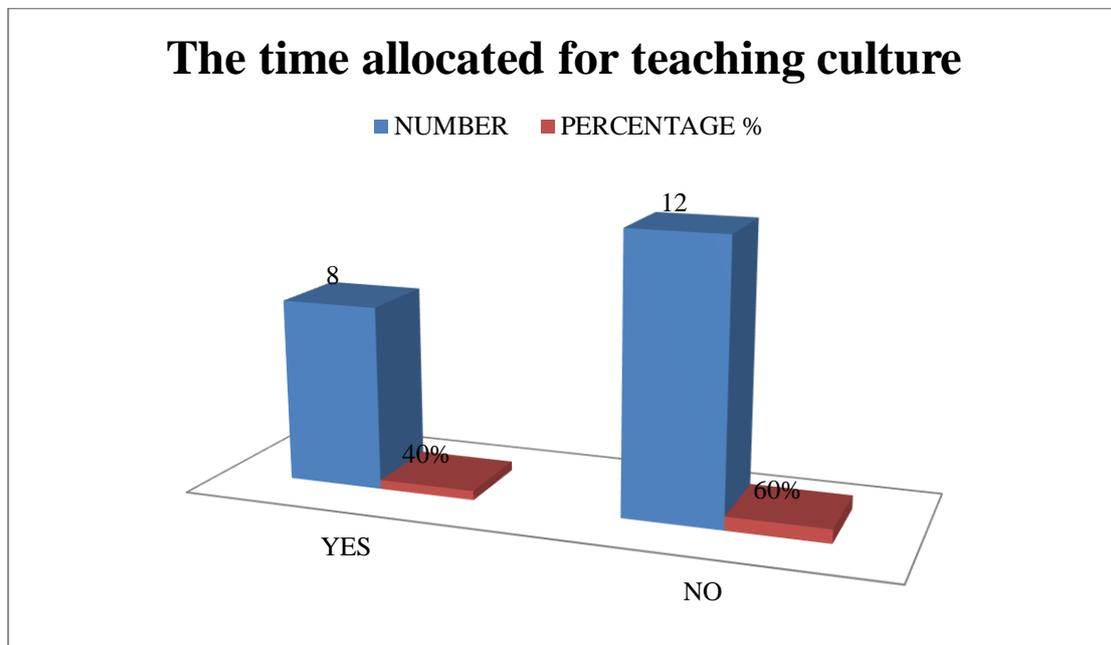


Figure 3-15

2. Teachers' questionnaire analysis

2.1. Description of teachers' questionnaire

Our target population consists of teachers of English at the department of English at the University of Biskra especially those who teach culture of the language, oral expression and literary text to first year LMD students. The questionnaire was handed out to (10) of them. They really showed their collaboration through the complete answers, and through adding comments and suggestion when necessary that help me in my work. The questions are either closed questions, requiring from the teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanation or suggest other alternatives.

The teacher's questionnaire consists of twenty (20) questions which were divided into four (04) main sections.

Section One (01): consists of four questions (04). The first section aims at collecting information on the sample. The first question (Q1) specifies the degree held by the teachers. In the second question (Q2) teachers are asked to give the number of years they have been teaching English, i .e. their teaching experience. The third question was about the teachers' visits to English speaking countries and the last one (04) was seeking to identify the courses taught by our chosen teachers.

Section Two (02): This section deals with teachers' perception and opinion about teaching culture; it contains seven (07) questions talking about the attachment of culture to language and its role in developing students' linguistic, communicative and cultural role.

Section Three (03): This section aims at exploring teachers’ awareness in developing cultural competence and the need to include the cultural dimension more often in the class and in the program. Since the teachers are the main responsible during the lesson they can bring it and raise this issue to the forefront of the discussion.

Section Four (04): In this section teachers are requested to offer us further suggestions and give more expectations and also to comment on this raised issue.

3-2-2-.Analysis of the results:

Section One: Background Information

Item One (01): Which degree have you earned?

Choices	Number	Percentage%
BA(license)	01	10%
Masters	00	0%
Magister	07	70%
PhD(doctorate degree)	02	20%
Total	10	100%

Table 3-1: teacher’s qualification

The table above shows that the big majority of the teachers who have honored us with their participation in this questionnaire hold the “Magister” degree with a percentage of (70%), and a few of them have earned the “PhD” degree (20%), whereas only one participant holds the “BA” degree (10%). And no one of them has a master degree 0%

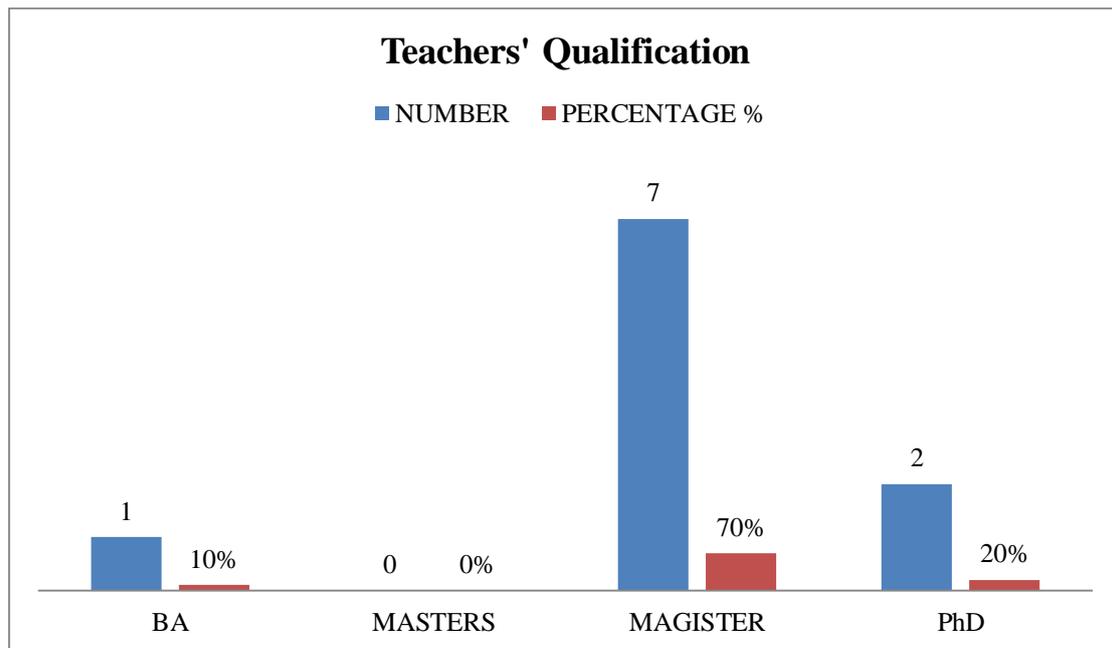


Figure 3-1

Item Two (02): How many years have you been a university teacher of English?

Choices	Number	Percentage%
From 1 to 5 years	01	10%
From 5 to 10 years	07	70%
From 10 to 15 years	02	20%
Total	10	100%

Table 3-2: the teaching experience of teachers

The previous table shows that most of the teachers participated in this questionnaire have a teaching experience of about ten (10) years at the university (70%), while a few of them has passed that with a career of about fifteen (15) years at the university (20%), and (10%) of them have only a five years (05) expertise.

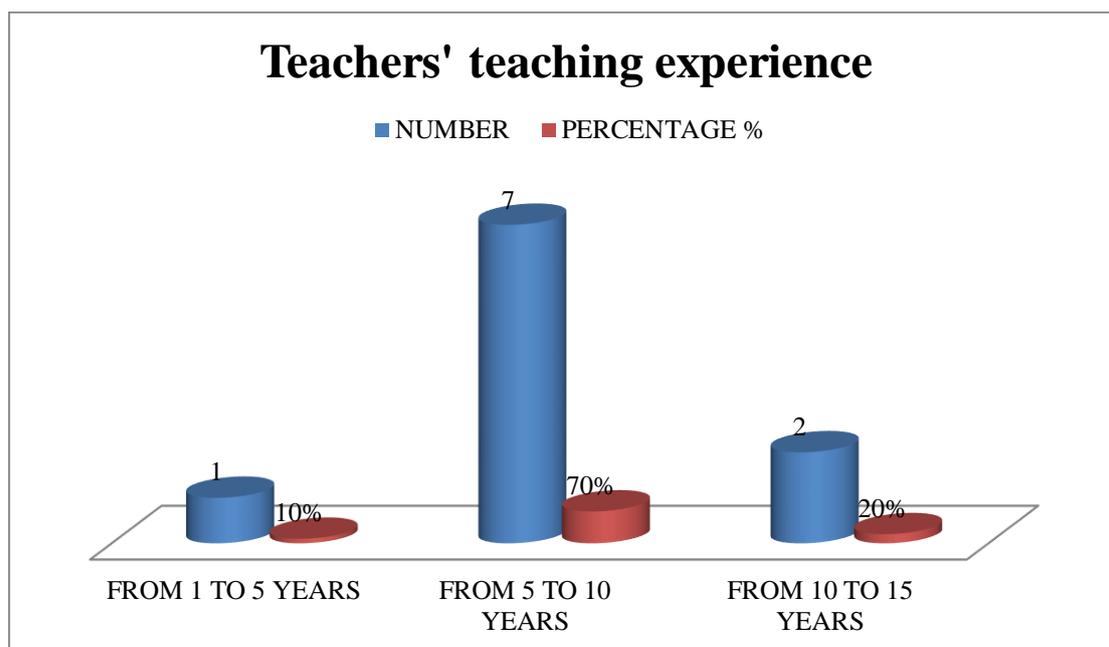


Figure 3-2

Item Three (03): Have you ever been to an English speaking country? If yes where? How many times? And for how long have you stayed?

Choices	Number	Percentage%
Yes	04	40%
No	06	60%
Total	10	100%

Table 3-3: teachers' visits to English speaking countries

This above table shows that the majority of the teachers who have been able to respond to this questionnaire have not been in an English speaking country before (60%), while the rest of them composing (40%) of the participants had the opportunity to be there.

Where?

The four teachers who answered “yes” have been to the “UK” twice and stayed there for nearly a month

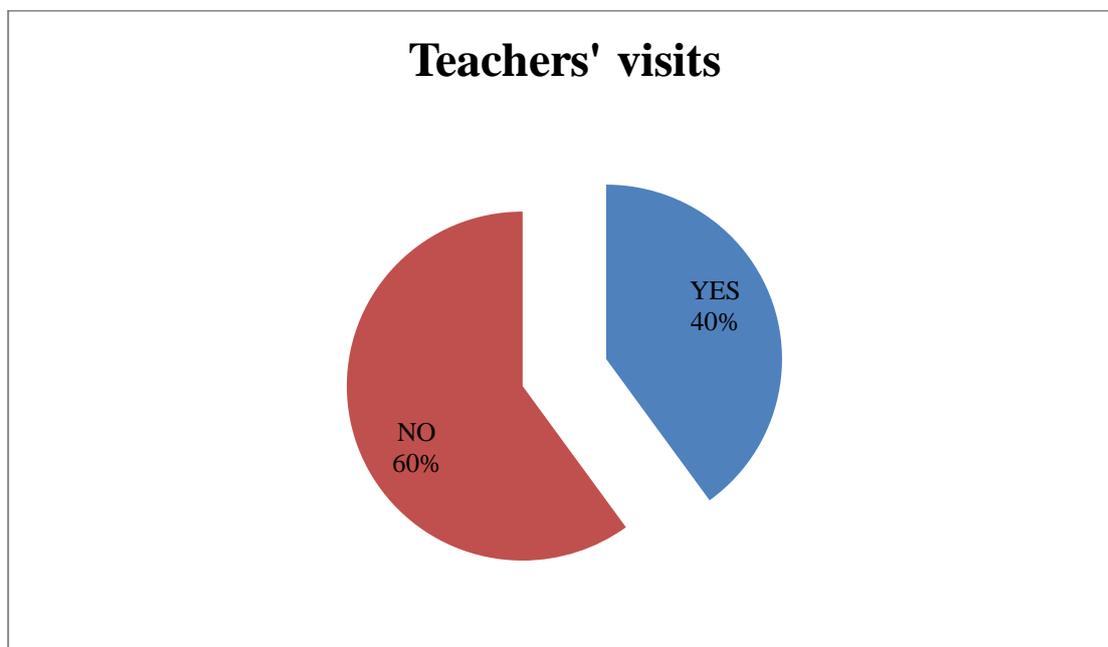


Figure 3-3

Item Four (04): what courses do you teach?

Choices	Number	Percentage (%)
Culture of the language	05	50%
Literary text	03	30%
Oral expression	02	20%
Total	10	100%

Table 3-4: the courses taught by teachers

The previous table appears that half of the teachers responded to this questionnaire teach the module of “culture of the language”(50%), and (30%) of them teach literary text, whereas the least percentage of them teach “oral expression” (20%)

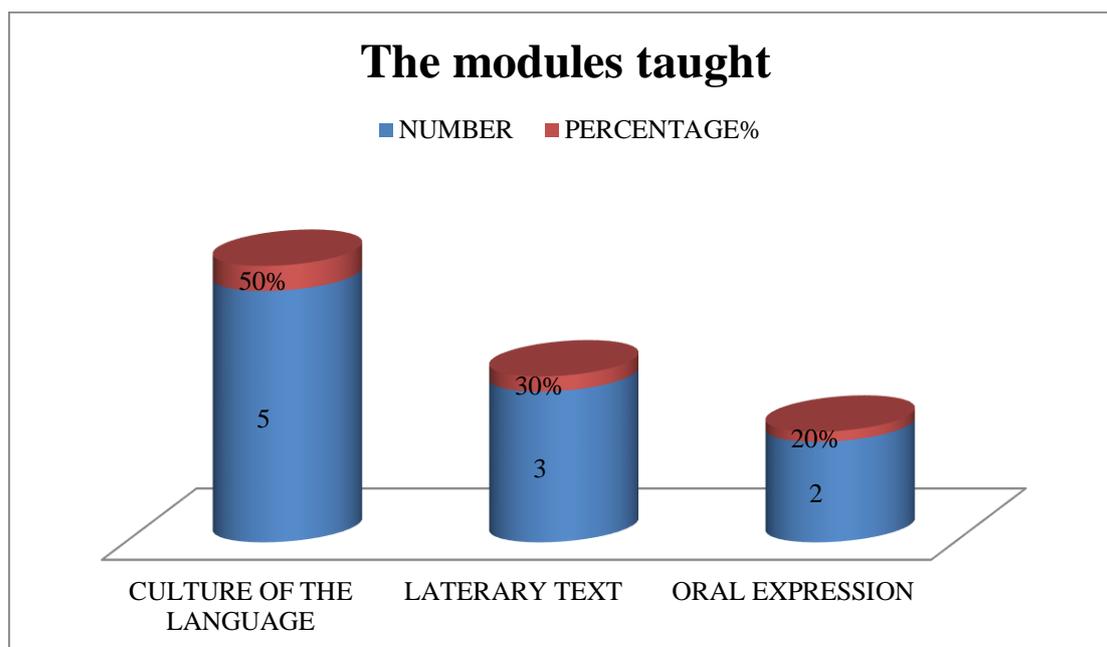


Figure 3-4

Section Two: Teachers' Perception of Teaching Culture.

Item Five (05): How would you define culture? Please justify.

Choices	Number	Percentage%
Products	1	10%
Practices	1	10%
Perspectives	2	20%
All of them	6	60%
Total	10	100%

Table 3-5: the definition of culture

The previous table reveals that the majority of the teachers who were very cooperative to participate in this questionnaire define culture as products, practices as well as perspectives all together with no exception making (60%) of them, whereas (20%) of

them chose to define it as being perspectives, the rest of them have divided between products (10%) and practices (10%).

Please justify: The teacher who answered “all of them” justified this answer by saying that culture cannot be only products or only practices or only perspectives but it is all of them combined and more. Culture is bigger and deeper than one aspect.

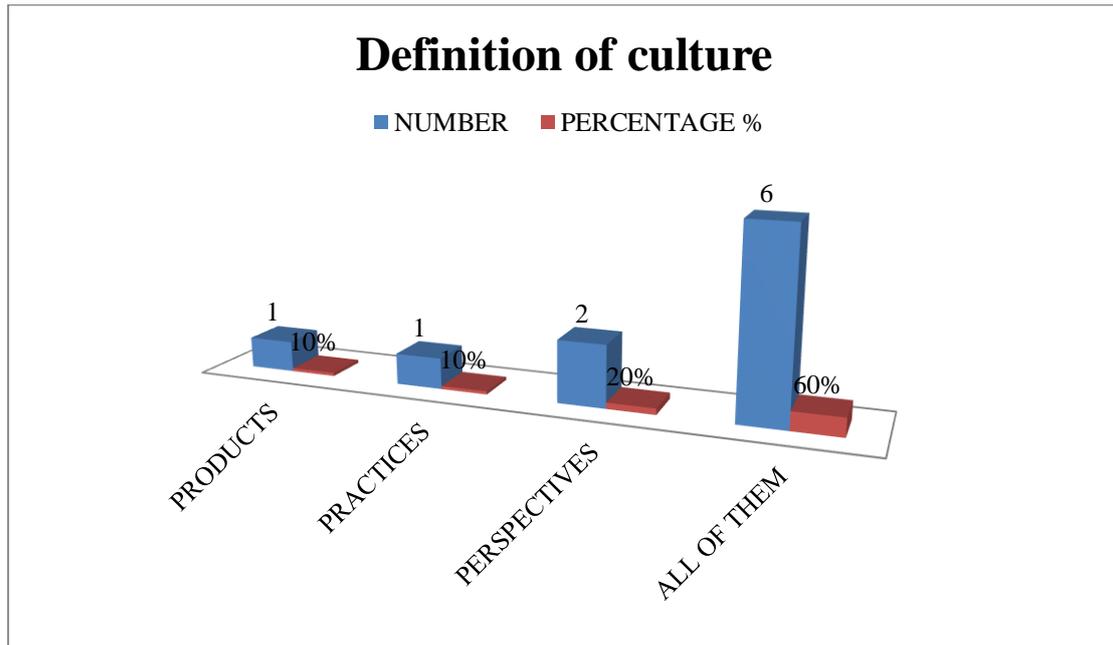


Figure 3-5

Item Six (06): In the “LMD” system; do you think that the cultural dimension of language is given more importance? Please justify.

Choices	Number	Percentage%
Yes	08	80%
No	02	20%
Total	10	100%

Table 3-6: the importance given to culture in the LMD system

The previous table finds out that most of the teachers participated in this questionnaire think that “yes”, the cultural dimension of the language is given more importance in the “LMD” system (80%), whereas the rest of them do not think so (20%).

Please justify: The justification that the teachers provided is that culture is often discussed and involved in the programs and they teach a course that is totally interested in teaching the cultural dimension of the language and it is repeatedly brought up in the classroom.

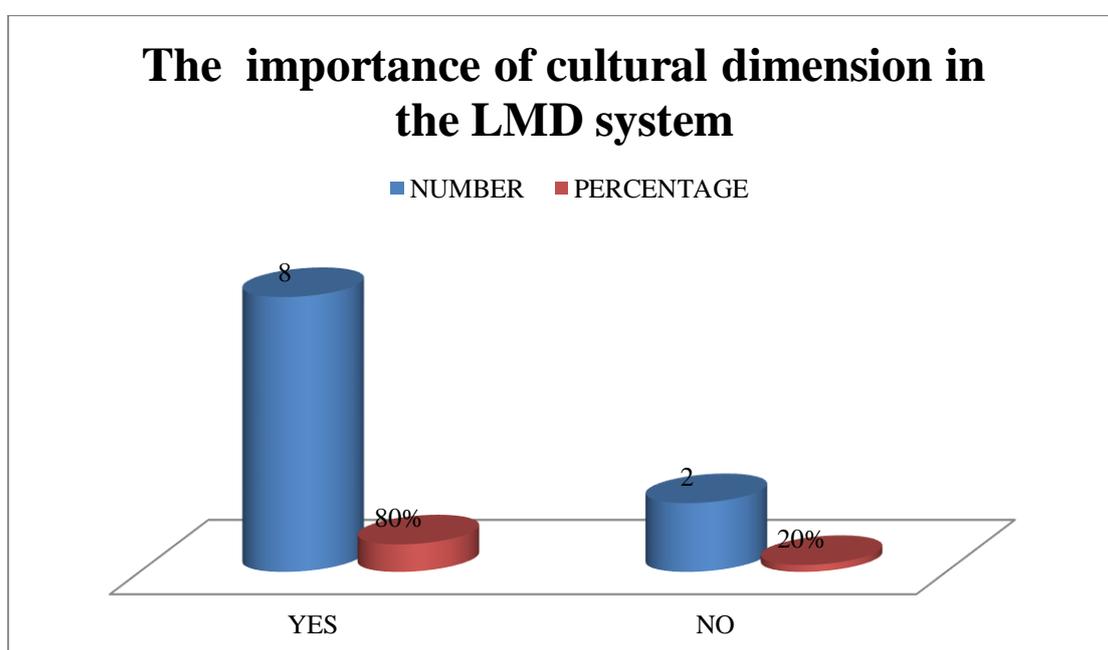


Figure 3-6

Item Seven (07): Does teaching foreign language means necessarily teaching its culture?

Choices	Number	Percentage%
Necessarily	04	40%
Very necessarily	05	50%
Not necessarily	01	10%

Total	10	100%
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Table 3-7: the relationship of language and culture

The previous chart clears out that half of the participants (50%) believe that teaching foreign language means very necessarily teaching its culture and the other half does not consider it as being of such necessity . they are divided between seeing it as necessary with a percentage of (40%) and not necessary at all with a percentage of (10%).

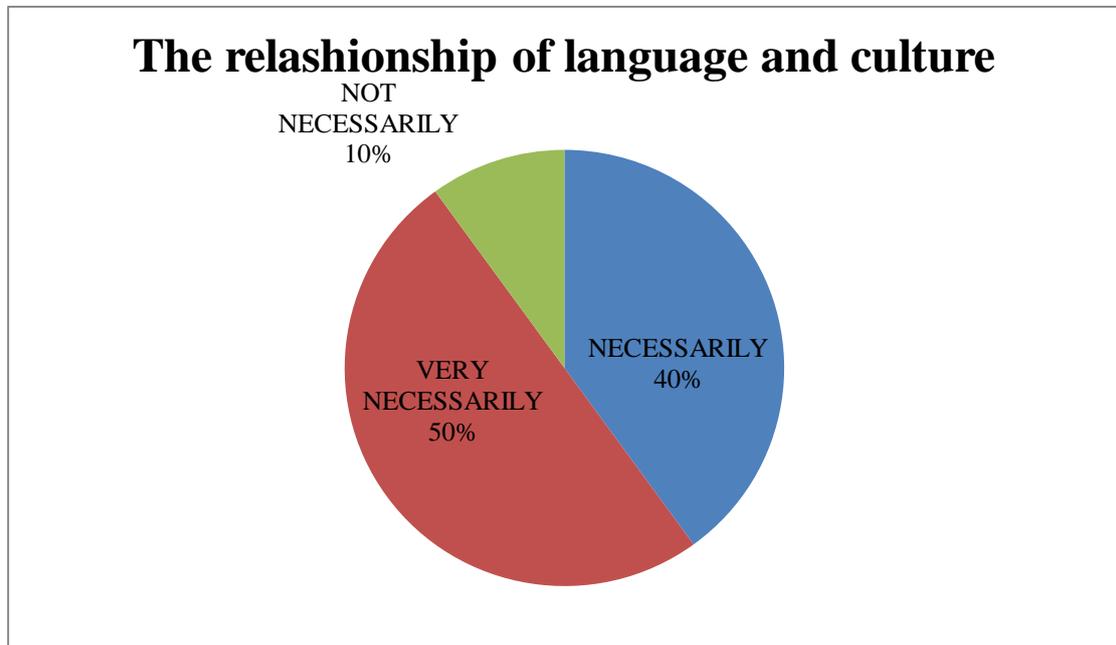


Figure 3-7

Item Eight (08): How would you assess you learners' present level of cultural competence? Please justify.

Choices	Number	Percentage%
Excellent	00	0%

Good	06	60%
Bad	04	40%
Total	10	100%

Table 08: teachers' assessment of their students' level of cultural competence

The above chart shows that the majority of the teachers responded to this questionnaire assess their students' present level of cultural competence as being good with a percentage of (60%), whereas (40%) of them assess it as being bad whereas none of them said that they assess it as being excellent (0%).

Please justify:

The teachers justified their answer by saying that students are in constant friction and exposure to the language, and they have expectable amount of information, and when it comes to culture, students surprise them and even know more than they know

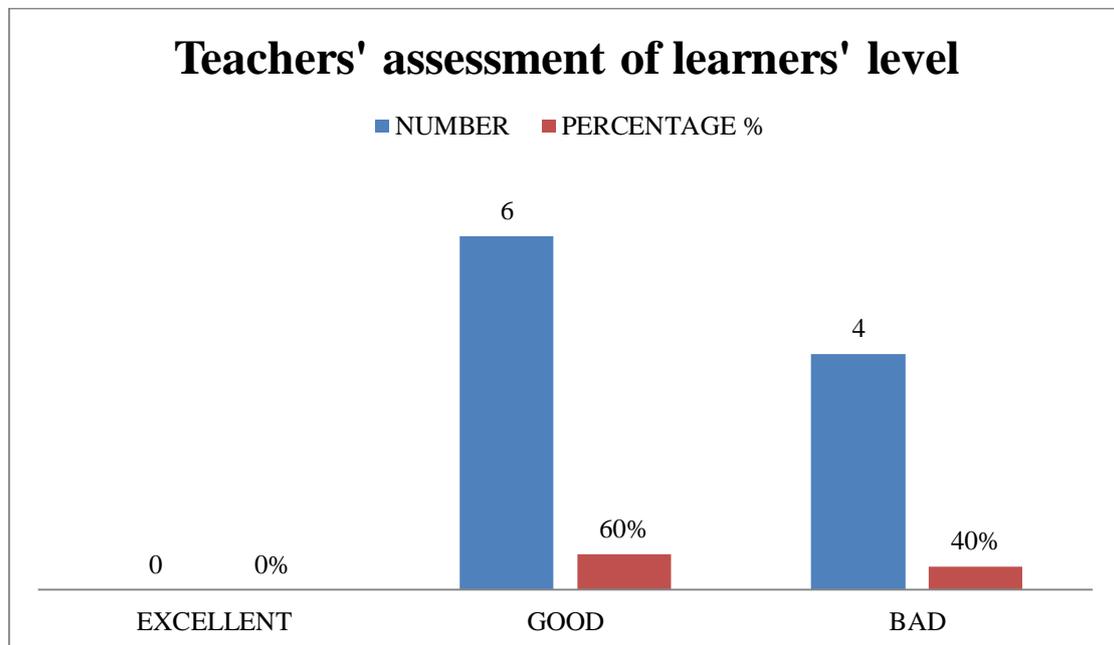


Figure 3-8

Item Nine (09): Do you think that integrating culture in teaching first year “LMD” students of English is?

Choices	Number	Percentage %
Important	03	30%
Very important	06	60%
Not important	01	10%
Total	10	100%

Table 3-9: the importance of teaching culture to first year LMD students

The previous table reveals that most of the teachers who had the chance to participate in this questionnaire see that integrating culture in teaching first year “LMD” students is very important for them with a percentage of (60%), Whereas a few of them see it as important with a percentage of (30%). And only (10%) of the teachers see it as being not important.

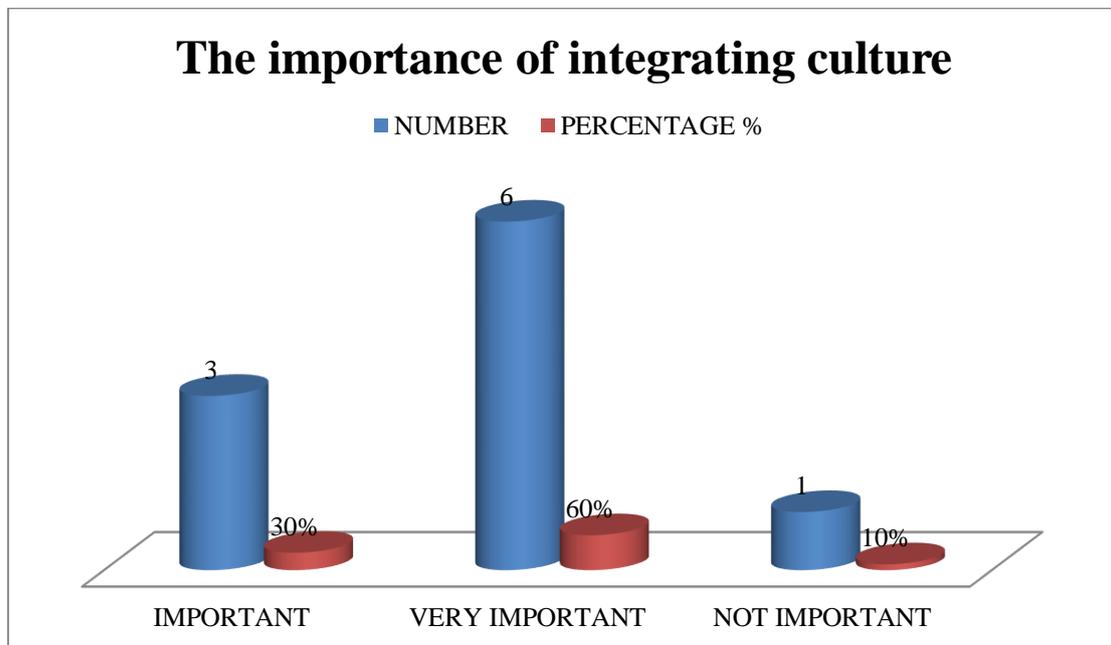


Figure 3-9

Item Ten (10): What method do you use to integrate culture in English language teaching?

Choices	Number	Percentage%
Audio lingual method	00	0%
Communicative method	09	90%
Grammar translation	00	0%
The schema theory	01	10%
Total	10	100%

Table 3-10: the method of integrating culture in English language teaching

The chart above finds out that almost all of the teachers who did us the honor of responding to this questionnaire with a percentage of (90%) use the communicative method with their students to integrate culture in English language teaching, and only a percentage of (10%) use the schema theory with their students. Whereas (0%) of them use neither the audio lingual method nor the grammar translation method.

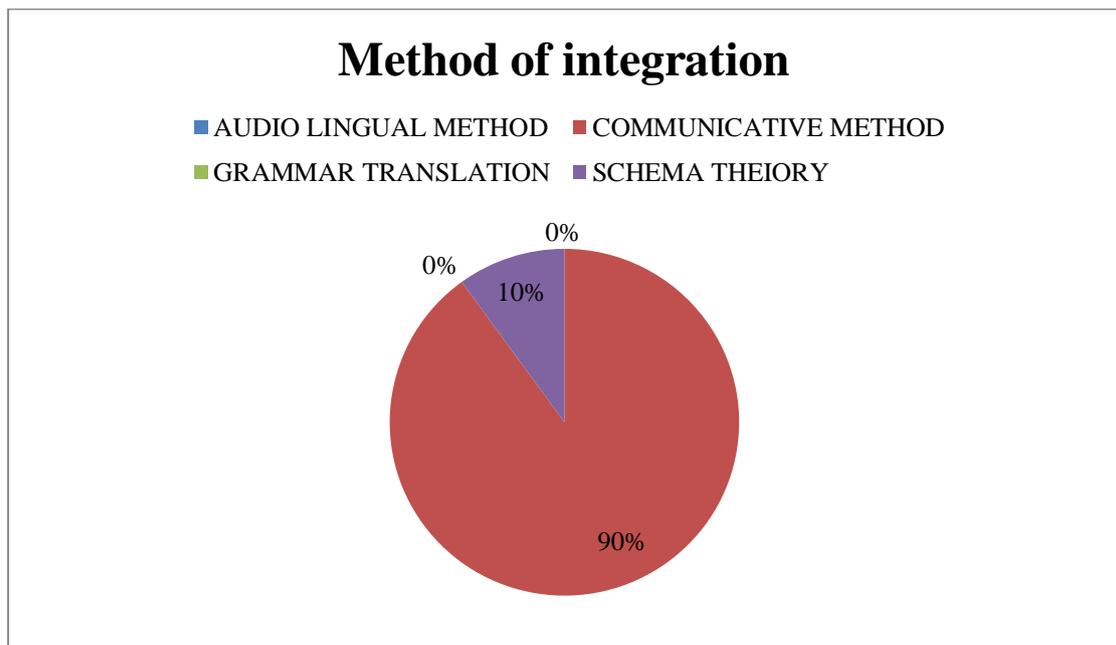


Figure 3-10

Item Eleven (11): In your opinion; do the materials and activities available you use exhibit and shows the cultural differences?

Choices	Number	Percentage%
Adequate	06	60%
Inadequate	04	40%
Total	10	100%

Table 3-11: the role of the activities and materials available

The previous chart shows that the highest percentage of the highly respected respondents to this questionnaire share the opinion that the materials and activities available they use are adequate and show the cultural differences (60%), whereas some of them disagree (40%) and see that the materials and activities the teachers use are not adequate to show the cultural differences to their students.

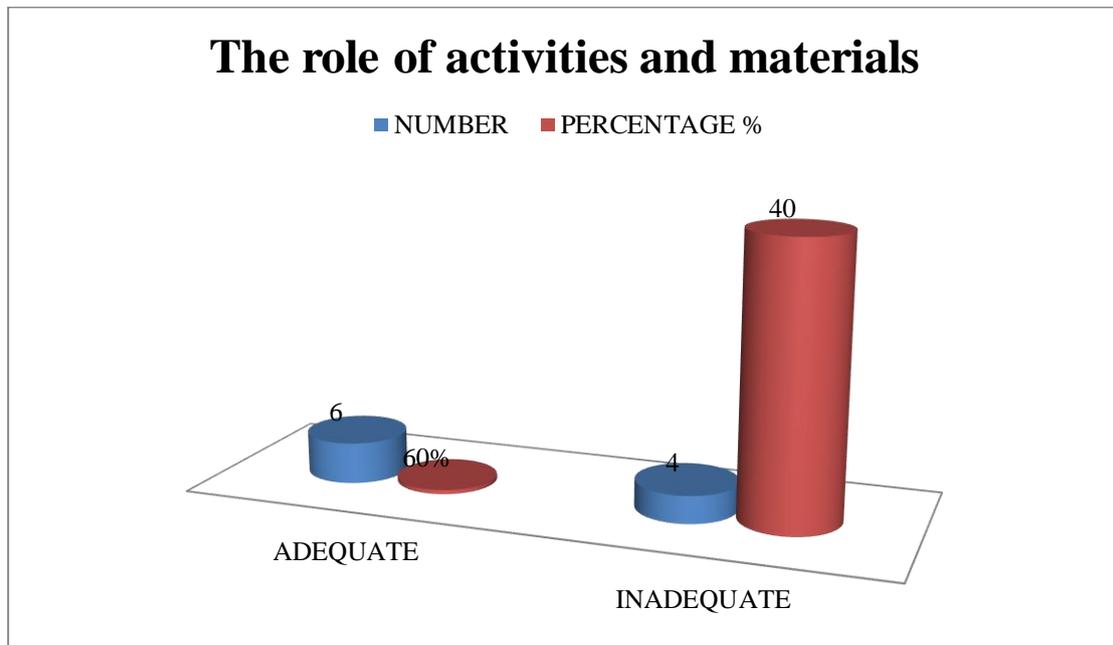


Figure 3-11

Item Twelve (12): Do you agree that cultural competence constitutes an integral part in communicative proficiency? Please justify.

Choices	Number	Percentage%
Agree	07	70%
Strongly agree	02	20%
Disagree	01	10%
Strongly disagree	00	0%
Total	10	100%

Table 3-12: the role of culture in the communicative competence

The previous chart shows that the majority of the respondents agree that cultural competence constitutes an integral part of the communicative competence (70%), and (20%) of them strongly agree on the importance of culture in the communicative competence, whereas (10%) of them disagree.

Please justify:

The teachers who agreed on this question justified their answer by saying that culture is very important to the communication in the sense that it facilitates the speech and minimizes the risk of seeming uncultured or insulting or even rude.

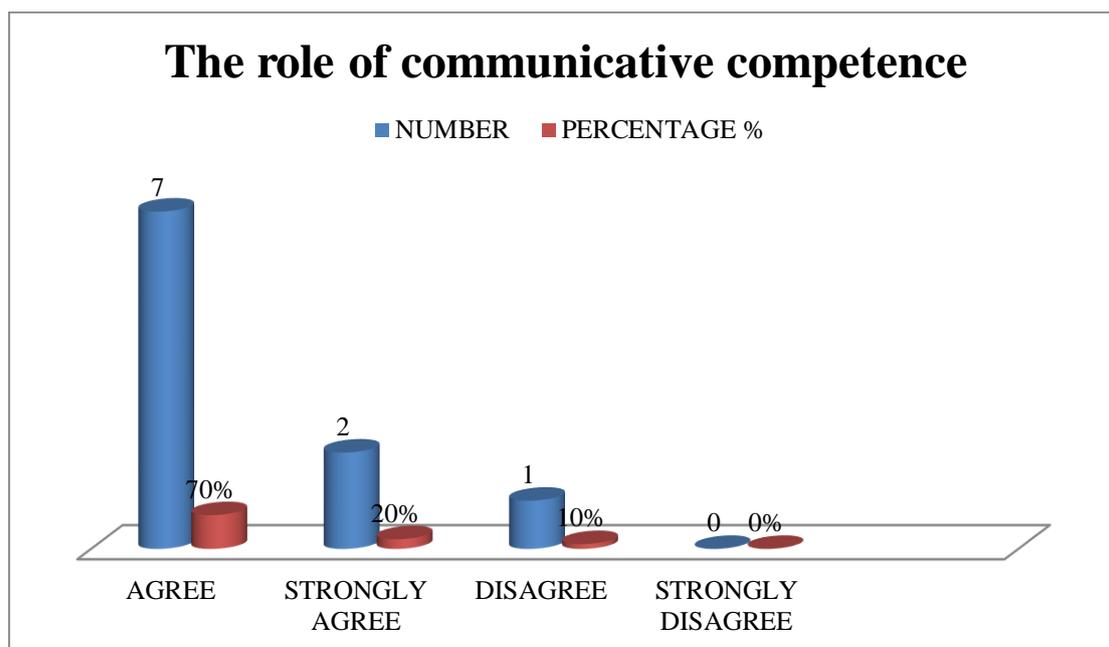


Figure 3-12

Section Three: Teachers' awareness in developing cultural competence.

Item Thirteen (13): Do you think that communication can be developed independently of its social cultural context? Please justify.

Choices	Number	Percentage%
Yes	01	10%
No	07	70%
Only some times	02	20%
Total	10	100%

Table 3-13: the independence of communication from the cultural context

The previous chart reveals that most of the participants think that “no”, the communication cannot be developed independently of its social cultural context (70%), and (20%) of them think that it is sometimes possible for the communication

to be developed independently of its social cultural context. Whereas (10%) of our respondents say yes it could be developed independently of the social cultural context.

Please justify:

The teachers who said “no” justified their answer by saying that communication is culture bound and the ignorance of this sensitive aspect may cause serious problems and misinterpretations.

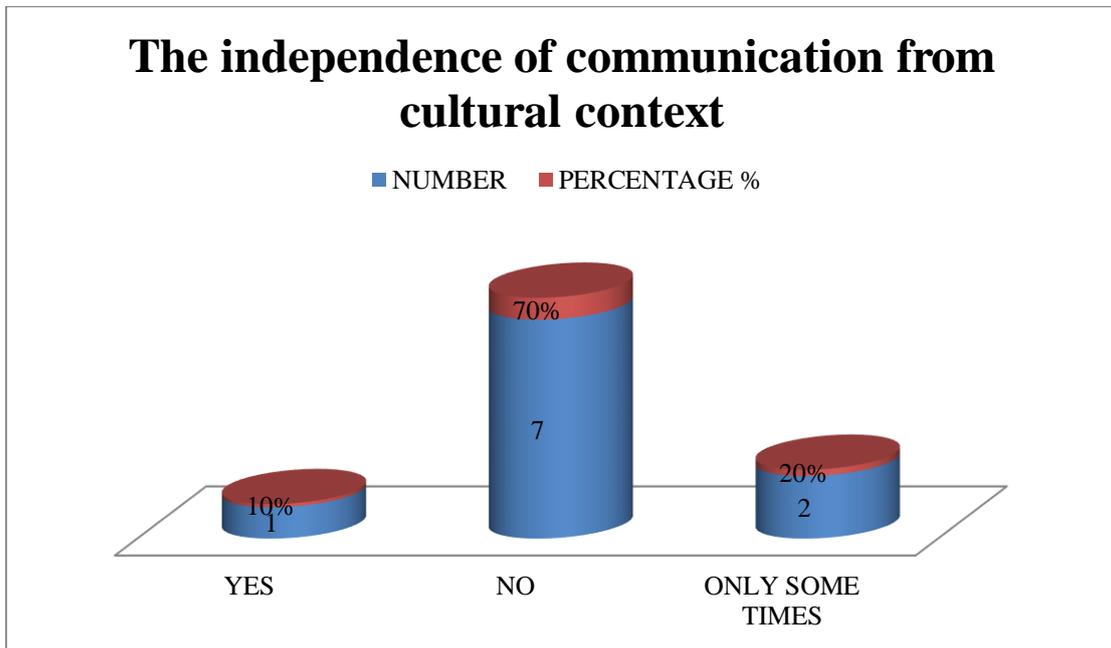


Figure 3-13

Item Fourteen (14): Do you think that cultural competence refers to? Justify please.

Choices	Number	Percentage%
Mastery of socio cultural aspect of the language	01	10%
Mastery of the linguistic aspect of the language	01	10%

Both of them	08	80%
Total	10	100%

Table 3-14: the meaning of cultural competence

The above table finds out that the highest percentage of the teachers responded to this questionnaire went for the choice that culture refers to both the mastery of the socio-cultural aspect of the language and the mastery of the linguistic aspect of it as well, they compose (80%) of the teachers. Whereas (10%) of them chose that culture is the mastery of the socio-cultural aspect of the language, and the other (10%) of them said it is the mastery of the linguistic aspect of the language.

Please justify:

The teachers provided a justification saying that culture cannot be narrowed to be either the socio-cultural aspect or linguistic aspect rather it is both.

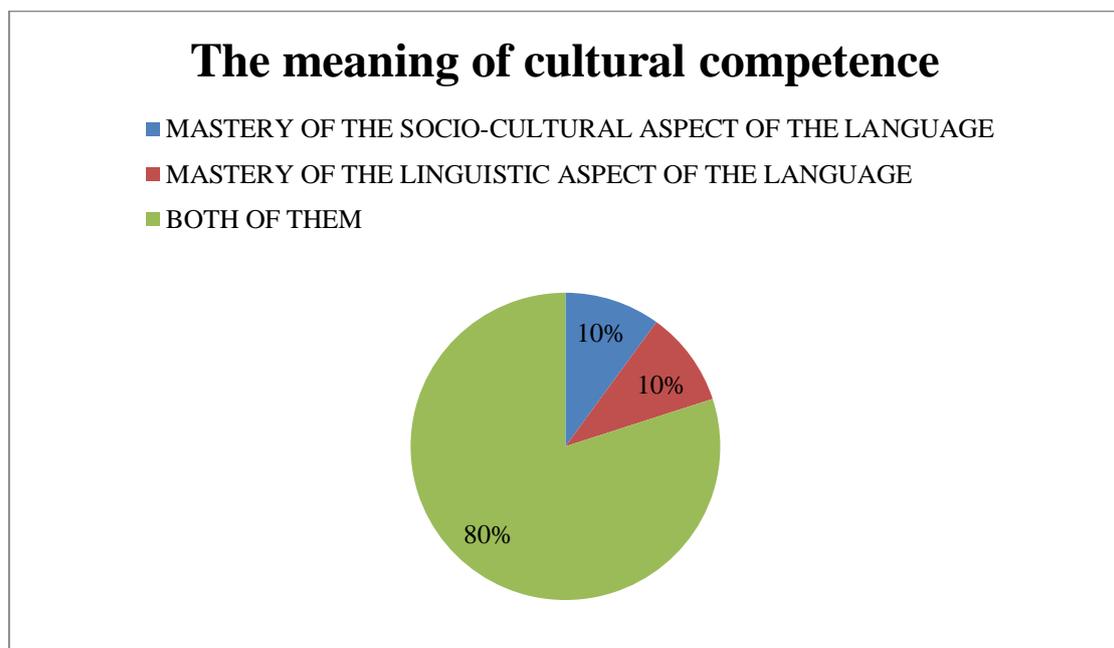


Figure 3-14

Item Fifteen (15): Do the available materials and activities promote EFL learners cultural competence?

Choices	Number	Percentage%
Yes	05	50%
No	05	50%
Total	10	100%

Table 3-15: the effect of the available activities and materials on the cultural competence

The previous chart reveals that the teachers participated in this questionnaire are divided into two halves, the first half (50%) thinks that the available materials and activities do promote EFL learners cultural competence. Whereas the other half (50%) disagrees and do not think so.

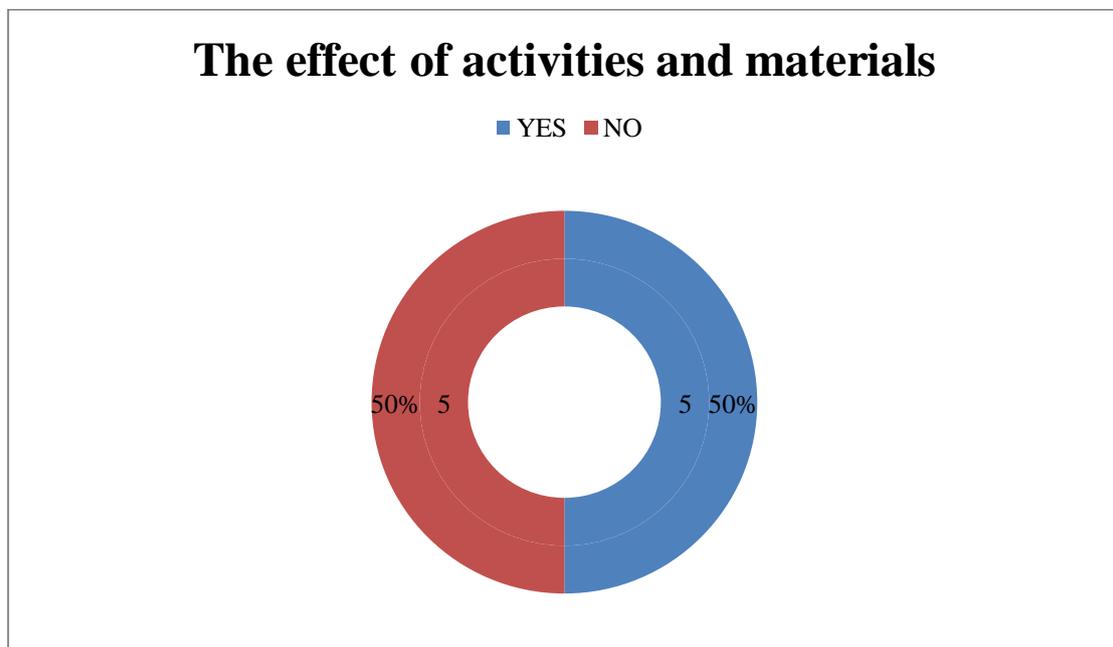


Figure 3-15

Item Sixteen (16): Which activities do you think are most useful to promote students' cultural competence?

Choices	Number	Percentage%
Role plays	01	10%
Reading authentic materials	02	20%
Discussions on cultural differences	05	50%
Films and songs	02	20%
Total	10	100%

Table 3-16: the activities most useful to promote cultural competence

The previous table clears out that half of the teachers responded cooperatively to this questionnaire think that the discussion of cultural differences is the most useful activity to promote their students' cultural competence (50%), and (20%) of them believe that the useful activity to do that is the reading of authentic materials, whereas some of them consider that it is films and songs (20%) that could be the most useful way, and another (10%) of them went for role plays as being the most useful activity to promote the students' cultural competence.

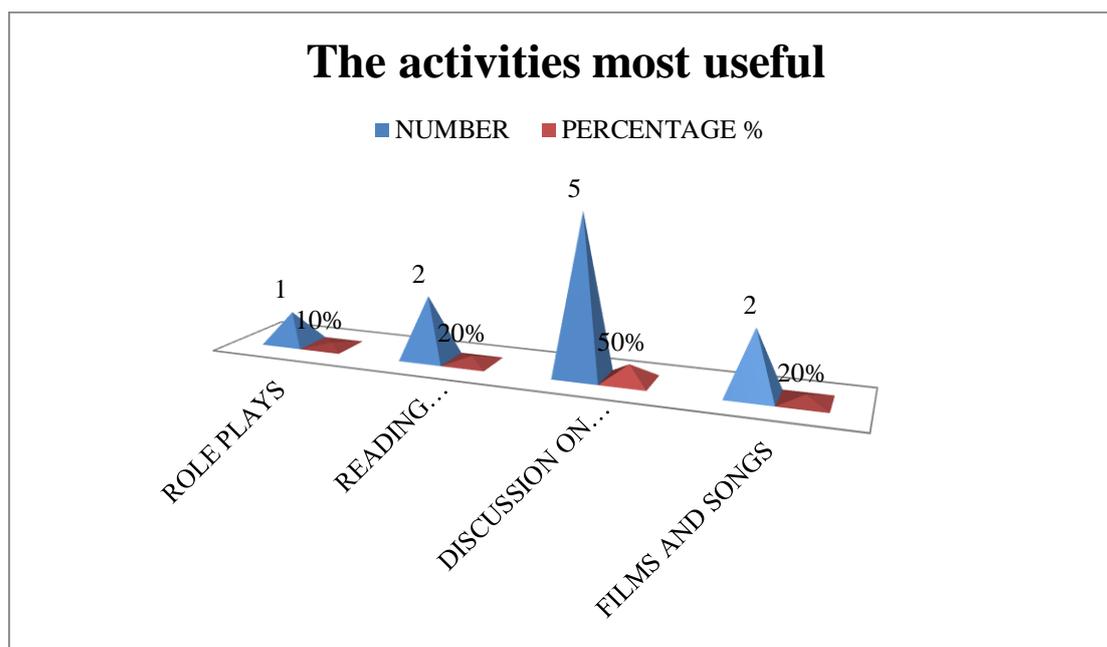


Figure 3-16

Item Seventeen (17): What do learners need to develop in order to become more competent? Please justify.

Choices	Number	Percentage%
The reading skill	2	20%
The writing skill	01	10%
The listening skill	01	10%
The speaking skill	00	0%
All of them	06	60%
Total	10	100%

Table 3-17: the skill needed to be developed to become competent

The above table shows that the majority of the teachers who honored us with their participation in this questionnaire share the opinion that the students need to develop

all of the four language skills in order to become competent, they compose (60%) of the participants. Whereas some of them (20%) agree that the skill the students need to develop in order to become competent is the reading skill, and (10%) of the teachers think that it is the listening skill that should be developed by the students. While another (10%) of them believe that in order for the students to become more competent, they need to develop the writing skill.

Please justify: The justification provided by the teachers was that the four language skills are related and equally important.

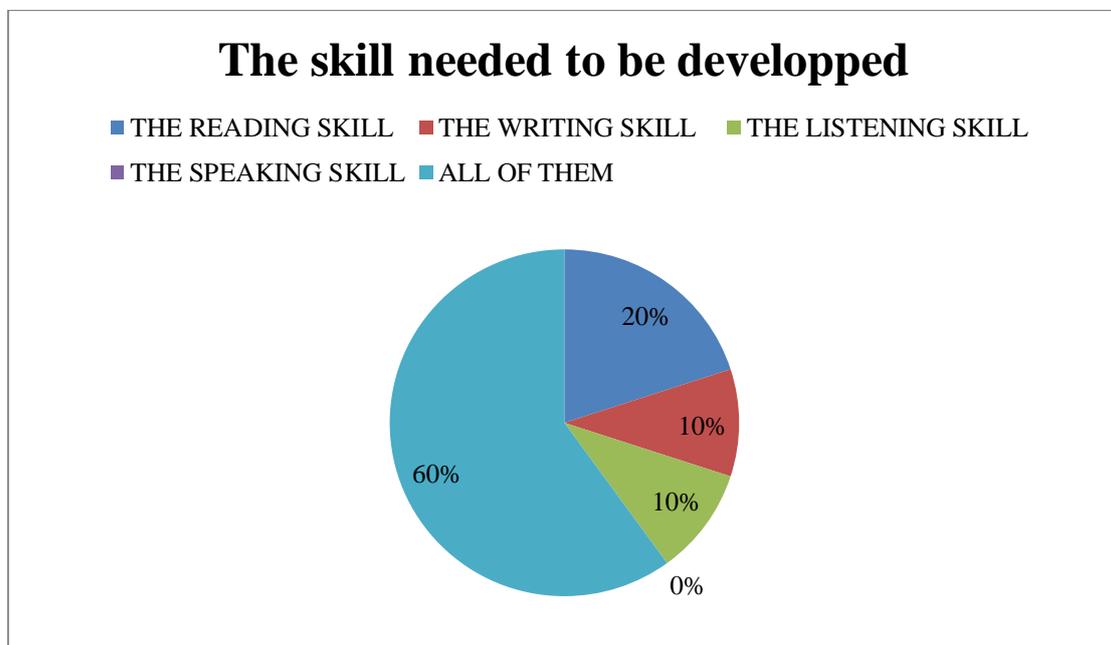


Figure 3-17

Item Eighteen (18): Do you think that students are motivated to learn English with some background of its culture?

Choices	Number	Percentage%
Very much	07	70%
Very little	03	30%

Not at all	00	0%
total	10	100%

Table 3-18: students' motivation of learning cultural background

The previous chart reveals that the highest percentage of the teachers who responded to this questionnaire believe that the students are very much motivated to learn English with some background of its culture (70%), and (30%) think that they are very little motivated. Whereas a percentage of (0%) of them said that the students are not at all motivated to learn English with some background of its culture.

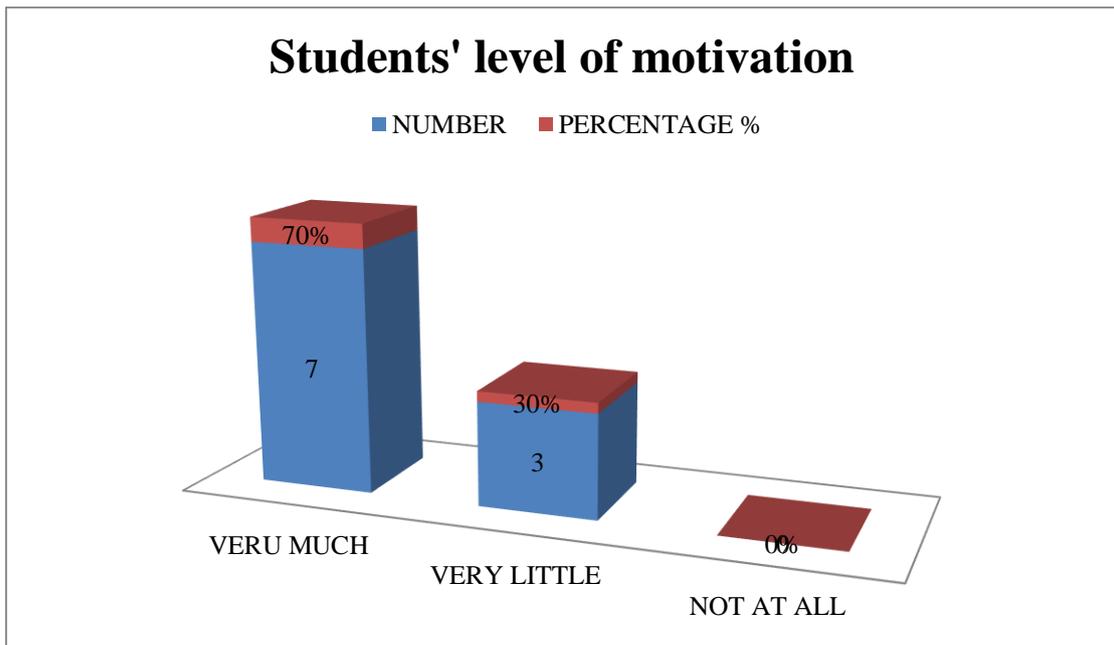


Figure 3-18

Item Nineteen (19): Which of these culture related activities do you include more often in your lesson?

Choices	Number	Percentage%
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A- Discussion on cultural differences and similarities	04	40%
B- Differences in rituals and traditions	01	10%
C- Differences of personal space among cultures	01	10%
D- Short stories, poems and songs, extracts from books, posters, films	04	40%
E- Total	10	100%

Table 3-19: culture related activities that are most included

The above table shows that the two highest percentages of the teachers who were very cooperative to participate in this questionnaire have chosen the choices of discussion on cultural differences and similarities with (40%) and also the choice of short stories, poems and songs, extracts from books, posters, films with (40%), whereas the rest went for differences in rituals and traditions with (10%) and differences of personal space among cultures with (10%).

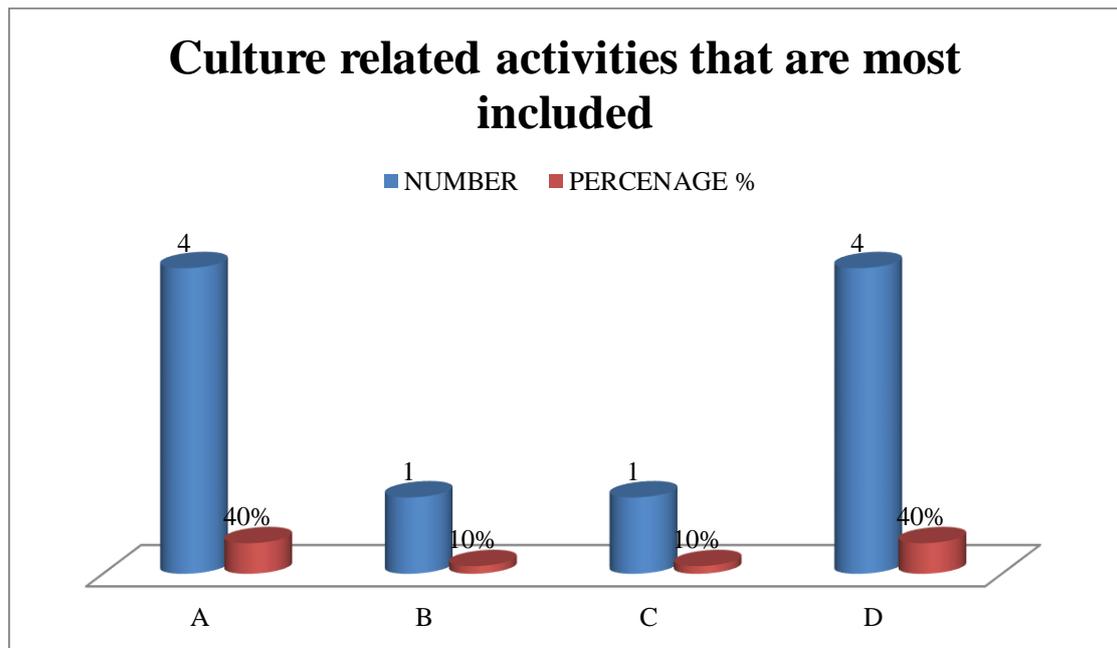


Figure 3-19

Twenty (20): What are the difficulties faced when dealing with cultural content?

The majority of the teachers responded to this questionnaire share the opinion that the sensitivity of cultural differences, mother culture interference, and lack of authentic materials as well as different attitudes, are the major difficulties and obstacles they face with students when dealing with cultural content.

Section four: Further Suggestions and Expectations.

Some teachers provided suggestions like using more authentic materials such as videos and audio tapes or documentaries to bring foreign culture in the classroom context, and raising students' cultural awareness by preparing them psychologically to accept cultural differences and be more open minded.

3-3- Discussion of the results:

The data we have collected from the questionnaires that were administered with the assistance of English teachers and first year LMD students at the Division of English of Biskra University confirm our hypotheses. Based on the tables above, the relationship between the foreign language and its culture is not well established, and the focus is not shed very much on the cultural backgrounds of the foreign language rather than its linguistic rules. All of the students assert the significant role culture plays in learning a second language, and they consider it as being the fifth language skill and define language competence as being not only linguistically competent but also culturally competent as well. They add that language is a social means of communication and not only a system of grammatical rules and lists of vocabulary. Thus, most of them believe that communication cannot be developed independently from its cultural context and it is very necessary to improve students' communicative competence, they believe that having cultural knowledge prevents falling in breakdowns of communication or misunderstandings.

The findings from the results of the questionnaire strengthen our hypotheses that the students will be more motivated to learn if the focus was more shed on the cultural aspects. Most of the students are highly motivated to learn English with some backgrounds of its culture. They see that the culture related activities exposed to in the classroom such as discussions on cultural differences and similarities, short stories, poems and extracts from chosen literary works **do** help in developing the cultural knowledge.

Moreover, the results also show that the cultural dimension of the language is not given so much importance and attention, and it is not well estimated in the educational

programs as it should be, and the time allocated to teaching culture is neither enough nor sufficient to cover most of the cultural aspects needed to develop students' communicative competence. Despite all that, teachers are aware of the significant role cultural elements play in ameliorating students' linguistic, communicative, and cultural competence. They try to employ several activities and use materials to reach the level of cultural competence they seek. Based on the theoretical and the hypotheses stated in the introduction, the results reinforce that approaches and methods and different techniques are the solution to make teaching culture really occur in foreign language classes, because the way to do that was not obvious for teachers. These several academic techniques help the students to enhance their cultural level and build up their confidence and give them the courage for future confrontations with natives of the language. Furthermore, role plays, discussions and debates, reading authentic materials, films and songs, in addition to inviting native speakers are also considered as the suitable solutions to resolve the problem of integrating culture in English language teaching.

The data and the obtained results show that the available activities and materials for the teachers do not promote students' cultural proficiency. Likewise, one may assert that all teachers confirm the difficulty of integrating culture in their teaching. They prove that the situation of culture and the level of its integration in the classroom hold back the students and reduce their motivation to learn. From what have been discussed, it can be found that all teachers emphasize on the great need to integrate culture in the language classroom.

Additionally, both time allocated for teaching culture and the available materials are regarded to insufficient to cover most of the cultural aspects of the language which are needed to develop communicative competence, both teachers and students assert

and admit the lack of attention paid to the cultural dimension. This from one hand, prevents the teachers from achieving their programmed goals and do not allow them to give much opportunity to their students, and from the other hand, it prevents students from exploring the target culture of the language being learnt and denies them from getting an insider look at the people who speak that language. This latter invites other problems for students during the lesson time such as getting unmotivated to learn or bored of the same every day routine of the classroom.

The data obtained from the two questionnaires indicate that students on the one hand, consider culture as a fifth skill and believe that communication cannot be developed independently of its cultural context, students also share the opinion that learning English as a foreign language requires necessarily learning its culture that is deeply embedded and related to it, moreover, they are convinced that culture plays a major role concerning their communicative competence development and that it is of paramount importance for their language proficiency to be improved however the time allocated for teaching culture is not sufficient to cover most of the cultural aspects. Teachers on the other hand, agree that integrating culture in English language teaching is highly important and it constitutes an integral part in the communicative proficiency, teachers also share the opinion that students are very much motivated to learn English with some backgrounds of its cultural contexts so they apply many culture related activities to do that. They also admit that they face many difficulties when dealing with cultural content and assert that the cultural dimension of language is not given as much attention as it should be given.

Despite all that, teachers often do their best to solve the previously mentioned problems as effectively as possible. They maintain successful techniques and strategies that enhance the students' cultural competence. This, in fact, led us to

assume that all the teachers adopt the methods and approaches mentioned earlier in order to enhance the students' motivation to learn the language. In addition, they choose interesting topics that draw the students' attention and also select the most appropriate and useful activities in the classroom.

Conclusion

This chapter is concerned with gathering reliable data about topic of integrating culture in English language teaching, as well as, the students' and teachers' perceptions and attitudes to this critical matter.

The information was gathered through submitting two questionnaires to both teachers and students. The first questionnaire is administered to first year LMD English students at Biskra University in English stream. The second one is administered to teachers of culture of the language, literary text, and oral expression at the same university. All in all, the analysis of the results confirm and prove our hypotheses that if the relationship between the foreign language and its culture is established; then the teaching learning process would be more successful, and if the focus was shed more on the cultural backgrounds of the foreign language rather than its linguistic rules; then the learners would be more competent and more motivated. This means that the cultural dimension in teaching English as a foreign language is neglected and marginalized in the class, and the cultural backgrounds are not highly estimated and not discussed in the lessons very often which means that the importance of culture is still not recognized and not given as much attention as it should be given. The revealed solution states the different approaches, methods, modules, culture related activities, in addition to many other sources to teach culture to maximize the rate of appearance of the cultural aspect of the English language, and to make it a little more clear and obvious how to really teach culture in the EFL class not only speaking about how to do it.

General Conclusion

Our research is based on exploring the topic of integrating culture in English language teaching. Our purposes from this modest work are to explore both language and culture and the relationship between them, and to present different methods and strategies in teaching culture in an attempt to make a contribution in facilitating the teaching process. To answer our questions, we combined the two methods descriptive and analytical one. Therefore, in order to confirm our hypotheses, we submitted two questionnaires to both first year English students and teachers at the Department of English at Biskra University in the academic year 2015-2016.

Basing our research on investigating the hypotheses that are indicated in the introduction, we divided it into two main parts theoretical and practical part. The first part is classified into two chapters. We began in the first chapter by dealing with culture and education together and providing an overview about culture giving various definitions from various fields of knowledge as it is considered to be the fifth skill that has to be developed by EFL learners. Then, we discussed in the same chapter some approaches and methods in addition to some techniques and activities that may be applied by teachers to help students acquire the target culture, we also mentioned the importance of culture and the reasons why it should be taught.

In the second chapter, we dealt with incorporating culture in EFL classes, and made it clear that it is present in the classes in a way or another. We also discussed it as being a new component in the class and how it is a pivotal part in the civilization and a fifth skill of the language. Therefore, we mentioned the different ways of encouraging the development of the cultural competence and including it more often in the lessons and programs and the challenges faced by teachers in teaching English

with its culture in addition to students' attitudes towards cultural differences and culture related activities that could be performed in the class to make students' aware of some cultural aspects of the target culture.

The second part of this work is a field of investigation. In this part, we analyzed the data gathered from the questionnaires that were devoted to teachers of English and to first year LMD students of English at the English department of Biskra University. In each questionnaire, we provided a brief description before moving to the analysis of the results. Based on the obtained results from the administered questionnaire, we can prove our hypotheses that if the relationship between the foreign language and its culture is established; then the teaching learning process would be more successful. And if the focus was shed more on the cultural backgrounds of the foreign language rather than its linguistic rules; then the learners would be more competent and more motivated.

Culture and language, are the two special features that characterize the human being and distinguish him from other creatures. These two concepts have been a corner stone of debate among researchers and scholars for a long time, especially in this era of information and technology explosion where people come into contact with each other more often and more easily than ever before. Thus the need for acquiring a second language seems to dramatically grow day by day, however, teaching a foreign language does not only include the plain linguistic level of language like structure, phonology, and syntax, but also teaching culture that is deeply imbedded in that language, because they make two faces for one coin. Furthermore, communicative competence is considered to be more important than language proficiency nowadays. Thus for effective communication to take place, cultural backgrounds and knowledge should be integrated in the teaching process. As a matter of fact, any exposure to the

target language introduces necessarily exposure to target culture. And it is only with language that societies can transmit their culture from a generation to the next. But, despite the fact that this problem has gained significant attention, the cultural backgrounds and knowledge are still being neglected and dismissed in foreign language classes, and not integrated in the teaching process. Therefore, a number of questions in this critical matter are still to be raised and a considerable amount of studies will continue to be conducted each year in order to understand this issue and to make a contribution in facilitating the teaching learning process, and also to minimize the barriers both learners and teachers alike usually face. Previous findings revealed that teaching language in isolation from its cultural roots is not recommended, and this prevents the learner from becoming socialized in cultural context of the target language, and also the bridge of communication would be cut. So the teaching of language cannot be divorced from teaching its culture and students cannot truly master the language before they truly master the culture.

Recommendations:

To close this study which highlights the topic of integrating culture in English language teaching, we state some suggestions and recommendation that will hopefully be useful and helpful for both teachers and students on a long term:

-Teachers are recommended to bring the cultural aspect of the language to the forefront of discussion with students whenever possible.

-It is suggested for Teachers to make their lessons sound more interesting and stimulating by choosing attractive topics and updated matters to talk about in the classroom.

-It is best for teachers to emphasize openness on the students' part, and show them that there is no shame in getting to know different cultures and different people with different orientations.

-Discuss all types of differences with the students as mature people, and so the class environment will soon feel more like a family because everyone will relate to each other in a relieving way.

-Motivate the learners to explore foreign cultures and urge them to learn more about them widen their horizons and expand their sight range by using real life examples of co-existence between cultures.

-Try to leave the classroom and take a field trip or two during the year outside the usual setting because field trips can actually work miracles on students.

- Make every lesson an adventure for your students to explore ethnic, art and culture and take them away with exiting ideas and revolutionary perspectives.

-It is suggested for teachers to employ visuals in the classroom to encourage students to express themselves and share their opinion with the rest of the classroom to promote class collaboration

-It is best for teachers to get creative in their teaching strategies and ways of thinking in order to engage the students and get their attention by being imaginative and artistic.

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المخلص:

تناول هذه الدراسة موضوع دمج العنصر الثقافي في تدريس اللغة الإنجليزية في شعبة اللغة الانجليزية، قسم اللغة الإنجليزية، جامعة بسكرة. وخلال هذه الدراسة. نفترض أن العلاقة بين اللغة الأجنبية وثقافتها لم يتم التأسيس لها لذا تدريس الثقافة ليست في وضعها المفترض أن يكون. اذ ان المناهج الحالية للغة الإنجليزية لا تعطي أهمية كافية للجوانب الثقافية للغة الإنجليزية، بل وبدلا من يتم التركيز على القواعد النحوية للغة فقط. لتأكيد هذه الفرضيات، يتم التحقيق في هذه المسألة مع طلاب اللغة الانجليزية السنة الأولى(ل م د) شعبة اللغة الانجليزية في جامعة محمد خيضر بسكرة بالاضافة الى الاساتذة من نفس الجامعة . وينقسم عملنا إلى قسمين. الجزء النظري و الذي يضم فصلين يركز فيه الفصل الاول على توفير لمحة عامة عن الثقافة وعلاقتها مع متعلمي اللغة ثم ناقشنا بطريقة مفصلة دور وأهمية الثقافة في تعلم لغة ثانية. وبعد ذلك، اقترحنا في الفصل الثاني بعض المناهج والأساليب والتقنيات والأنشطة التي يمكن لمعلمي اللغة الأجنبية أن يطبقوها كحلول للمشكلة المعلنة وهي دمج الثقافة في تعليم اللغة الانجليزية. وبعد لذلك، يتناول الجزء العملي المنهجية المعتمدة لإجراء البحوث التي نحلل فيها الاستبيانات التي تتم تسليمها لكل من الطلاب ومدرسي اللغة الإنجليزية في قسم اللغة الإنجليزية في جامعة

محمد خيضر بسكرة

Appendices

Appendix 1: Students' Questionnaire

Mohammed Kheider University Biskra

Faculty of Letters and Foreign Languages

Section of English

Students' Questionnaire

Dear students, this questionnaire is a part of a research work on integrating culture in English language teaching in EFL classes, your contribution will be of a great help and the information you provide will be highly valued so, you are kindly requested to answer this questionnaire by ticking the appropriate box or by making a full statement whenever needed. Thank you for your time and corporation.

Section One: Background Information:

1- Gender:

a- Male

b- Female

2- Age:

3- Your choice to study English was?

a- Personal

b- Imposed

4- How would you assess your level of English?

a- Excellent

b- Good

c- Average

d- Bad

5- Do you enjoy learning English? Why? :

a- Yes

b- no

.....

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Section two: Learners' attitude toward language and culture.

6- According to you; language is:

a- A system of grammatical rules and lists of vocabulary

b- A social means of communication

7- To learn a language means:

a- To learn the grammatical knowledge

b- To learn how to communicate with that language

8- Do you think that communication can be developed independently of its cultural context?

a- Yes

b- No

9- Do you think that teaching English as a foreign language requires teaching its culture?

a- Yes

b- No

10- What is your attitude when facing cultural differences?

a- You accept and respect

b- You reject

11- Is cultural competence important to improve your communicative competence?

a- Yes b- No

12- Do you think that cultural competence refers to:

a- Mastery of the socio-cultural aspect of the language

b- Mastery of the linguistic aspect of the language

c- Both of them

13- What do learners need to master to be culturally competent?

a- Various structures of the target language

b- Various functions of the target language

c- Various uses of the target language

d- All of them

14- Where have you acquired most of your cultural competence?

a- Attending cultural courses

b- Social On-line sites (twitter, face book...)

c- Others

Please, mention them:

.....
.....

15- Do you agree that teaching culture helps you develop your language proficiency?

a- Yes

b- No

16- Do you think that the time allocated for teaching culture is sufficient to cover most of the cultural aspects needed to develop your communicative competence?

a- Yes

b- No

Thank you

Appendix 2: Students' Questionnaire

Mohammed Kheider University Biskra

Faculty of Letters and Foreign Languages

Section of English

Teachers' Questionnaire

Dear teachers, this questionnaire is a part of a research work on integrating culture in English language teaching in EFL classes, your contribution will be of a great help and the information you provide will be highly valued so, you are kindly requested to answer this questionnaire by ticking the appropriate box or by making a full statement whenever needed. Thank you for your time and corporation.

Section One: Background Information:

1- Gender:

c- Male

d- Female

2- Age:

3- Have you taught / are you teaching at the university?

If yes, which module?

.....

4- Which degree do you hold?

a- BA (License)

b- MA (Masters/magister)

c- PhD (Doctorate Degree)

5- For how many years have you been teaching English?

Number of years.....

6- Have you ever been to an English speaking country?

a- Yes

No

7- If yes, where, when and for how long?

.....
.....

Section two: Teachers' perception of teaching culture.

8- How would you define culture?

a- Products: as artistic achievements and general civilization

b- Practices: the kind of interaction as verbal and non-verbal activities

c- Perspectives: the perceptions, beliefs and values

d- All of them

9- With the current educational refer; do you think that the cultural dimension of language teaching is given more importance? Justify.

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10- Does teaching foreign language means necessarily teaching its culture?

a- Yes

b- No

11-How would you assess your learners' present level of cultural competence?

a- Excellent

b- Good

c- Bad

12- A: Do you think that integrating culture in teaching first year LMD

students of English is:

a- Very important

b- Important

c- Not important

B- In each case please say why?

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13- What method do you use to integrate culture in English language teaching?

a- Audio lingual method

b- Communicative method

c- Grammar translation

d- The schema theory

14- In your opinion; do the materials and activities available you use exhibit the cultural differences?

a- Adequate

b- Inadequate

Section three: Teachers' awareness in developing cultural competence.

15- Do you agree that cultural competence constitute an integral part in the communicative proficiency?

a- Agree

b- Disagree

16- Do you think that communication can be developed independently of its social cultural context?

a- Yes b- No

17- Do you think that cultural competence refers to?

a- Mastery of socio-cultural aspect of the language

b- Mastery of the linguistic aspect of the language

18- Do current cultural classroom activities promote EFL cultural competence?

a- Yes b- No

If “yes” which activities are most useful?

a- Role plays

b- Reading authentic materials

c- Discussions on cultural differences

d- Films and songs

19- Do you design particular activities and materials to teach things about foreign culture?

a- Yes b- No

20- What do learners need to recognize in order to become competent?

a- Using different structures of the target language

b- Using different functions of the target language

c- Using different uses of the target language contexts

d- All of them

21- Do you think that students are more motivated to learn English with some background of its culture?

a- Not at all

b- Very little

c- Very much

22- Which of these following culture related activities do you include more often in your lesson?

a- Discussions on cultural differences and similarities

b- Differences in rituals and traditions

c- Variations of non-verbal behavior in different cultures

d- Differences of personal space among cultures

e- Posters of famous sights and English people

f- Songs with information about the singer and explanation of the Lyrics

g- Short stories, poems or extracts from chosen literary works

23- What are the difficulties faced when dealing with cultural content?

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Section four: Further Suggestions and Expectations.

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Thank You.