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The Effect of Culture-based Language Teaching on Improving Learners' Use of English

The Case of Second Year Pupils at 1er Novembre Secondary School, Djelfa

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Dedication

To my late brother Amar and my late sister Nawal

To my parents may God prolong their lives and protect them.

To my family: my wonderful wife and children.

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Abstract

Secondary school pupils seem to have an acceptable mastery of grammatical structures but are unable to communicate meaningfully and appropriately. This might be due to their lack of "cultural competence" which is, according to Wallace (1988:55), "a very complex package of beliefs, knowledge, feelings, attitudes and behaviour." In other words, these pupils know the rules of grammar, but cannot use the language adequately because it lacks the socio-cultural aspects. To put it differently, they are unable to produce and understand utterances that are appropriate in different socio-linguistic contexts. Furthermore, teachers may also have a big responsibility for still focusing on the development of their learners' grammatical competence and overlooking one of the most important components of the communicative competence (viz, the socio- cultural competence).

The present case study attempts to provide relevant evidence for incorporating the target language culture in the teaching and learning process and focuses on its effect to help learners use the language effectively. To this aim, three research tools have been used: a teachers' questionnaire, a pupils' questionnaire and a documentary analysis of the second year textbook "*Getting Through*". The results showed that both teachers and pupils regard the incorporation of culture in foreign language teaching and learning as a necessity to achieve better understanding and use of English.

List of Abbreviations and Acronyms

BBC : British Broadcasting Corporation

CBA : Competency-based approach

CD : Compact disc

CD - ROM : Compact disc – read - only - memory

DM : Direct Method

EFL : English as a foreign language

FL : Foreign language

FLT : Foreign language teaching

GTM : Grammar Translation Method

L1 : First language (Arabic)

NCLRC : The National Capital Language Resource Center

(R) : response

TESOL : Teaching English to speakers of other languages

TL : Target language

UK : The United Kingdom

UNESCO : United Nations Educational, Scientific and Cultural Organization

2 AS : Deuxième année secondaire (second year of secondary school)

3 AS : Troisième année secondaire (third year of secondary school)

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General introduction

The place of culture in foreign language teaching has always been the subject of much debate. In the centre of this debate is the role of culture in language teaching and the way it should be integrated. In fact, it has become a preoccupation among researchers to find an approach to the teaching of culture. Yet, practitioners do not seem to have made culture an important aspect that enables learners to communicate meaningfully and accurately and, thus, improve their communicative skills. Indeed, the Algerian curriculum does not sufficiently include cultural aspects of the language which are necessary in improving the learners' communicative skills. This is due to the fact that integrating the culture in language instruction does not seem to be a priority in EFL instruction. The syllabus designers seem to ignore the fact that culture and language cannot be separated and that the teaching of one entails the teaching of the other.

Research in foreign language teaching has shown that an effective language teaching program should not only enable the learners to use correct grammatical sentences in the foreign language, but also to enable them to be culturally competent, to develop an awareness of the target language culture including customs, beliefs, ways of behaviour, and daily life styles. In fact, language should be taught so that importance is given not only to the linguistic competence but also to the socio-cultural competence which is a significant component of the communicative competence. Teaching culture through language enables learners not only to master producing the language accurately but also helps them to be aware of the relationship between language and culture and how they go hand in hand and cannot be separated. Brown (1994:164) states that "a language is a part of culture and culture is a part of language. The two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture".

Thus, the present study focuses on the necessity to help learners to be communicatively competent. It should be noted that the reason behind the target

language culture teaching is based on the teachers' dissatisfaction of their students' level in learning foreign languages in our schools and on the full persuasion that we cannot imagine learning a foreign language out of its cultural contexts.

Excluding culture from foreign language teaching and learning has proved to be unsuccessful. What is needed, then, is a pedagogy which makes a close link between language and culture, and this marriage helps learners to understand and use the language appropriately.

The present case study investigates whether teaching language based on its cultural aspects will not only help learners master the language, but also raise their consciousness to a culture that is completely different from their own. It suggests that if a foreign language is taught within its culture, it will enable learners to get acquaintance with how language is really dealt with by native speakers (i.e. the way they speak, think and behave).

Even though second year pupils have already studied English for five years, their language skills are still poor. This may be due to the absence of culture in language learning. Learners suffer from the lack of a cultural dimension which obstructs their seeing of the world differently and prevents them from understanding people of other cultures. In fact, language is taught out of its context and little importance, if not any, is given to culture in the EFL learning and teaching. As a result, this has a bad impact on learners' acquisition of the foreign language and is not in harmony with the idea that language expresses, symbolizes and embodies cultural reality.

It seems that foreign language instruction in our schools gives much importance to mastering language rules and adopt a methodology that favours these rules and neglects cultural considerations. It also focuses on the formal aspects of language learning and undervalues the cultural dimension. Because students are not given the opportunities to explore the language in context, they are incapable of understanding and using the language appropriately. Furthermore, it leads them to misunderstand the intended meanings.

Since every culture has its own norms for conversation, communication problems may arise among speakers who do not know or share the norms of other cultures. These problems may prevent learners from mastering a foreign language skillfully. To solve them, learners need to learn the target language based on its culture.

Grounded on the rationale above, the present study seeks to answer the following research question:

Submitted to culture-based language teaching, can learners understand and use English appropriately?

Of course, this question may engender a set of inquiries such as:

- How is language considered as a carrier of culture?
- Does culture learning facilitate the task of language learning and shape learners' communicative competence?
- Which cultural elements should be given priority when integrating culture in language teaching?

The purpose of the present study is to find out whether learners, when taught culture through language, would gain mastery of the target language and therefore be able to communicate effectively. It aims at raising their consciousness of the usefulness of culture-based approaches to teaching a foreign language. It claims that EFL learners should be directed to the discourse of native speakers in order to have an understanding of language use and communicate effectively. Another purpose of this research is to bring some of the cultural insights into the classroom to motivate learners and help them become competent users of the target language. Finally, this study attempts to make teachers aware of the benefits of teaching culture either for beginners or for secondary school students.

However, it is important to mention that there are some obstacles in integrating culture in language teaching. The first is the fact that the students' cultural background is different from that of the target language speakers. The second is that learners may

find it difficult to understand idioms, proverbs or expressions which are built up in the course of the history of the target language and culture. They may not grasp the meaning which the context may convey for the simple reason that they are not exposed to authentic materials. It is also worth-noting that, in some cases, teaching about the foreign cultures is regarded by some researchers and teachers as a threat to the native values and, therefore, must be avoided.

In order to inform the research question and the other sub-questions, this study comprises 4 chapters. Chapter 1 consists of four sections. The first deals with the examination of the concept of culture. The second section is concerned with the concept of the communicative competence and, for the sake of our study, deals with one of its components, the socio-cultural competence. The third one views the incorporation of culture in foreign language teaching approaches and methods. The fourth section deals with the rationale, the arguments, the objectives and the ways of culture incorporation in FLT. Chapter 2 will be devoted to the research methodology which will be undertaken to seek answers to the questions formulated in this study. It, thus, describes the subjects and data collection instruments and presents and describes the second year secondary school textbook. Chapter 3 is concerned with the data analysis and the interpretation of the results of the teachers', the students' questionnaires and the analysis of the textbook. Chapter 4 draws conclusions about the study and points out the pedagogical implications of the findings.

CHAPTER ONE
REVIEW OF LITERATURE

Introduction

The aim of this chapter is to establish the theoretical foundation for the present research. To this aim, four major sections are devoted to discuss issues relevant to this study. The first section consists of the examination of the concept of culture and reviews the different definitions provided by researchers including Byram, 1989 ; Hinkel, 1999 ; Peterson, 2004 ; Chastain, 1988. Then, the close relationship between language and culture is explored; how one cannot be separated from the other, and the way language teaching entails the teaching of its culture. Given the fact that teaching a foreign language based on its culture aims at developing learners' communicative competence, the second section investigates this concept and its different components (grammatical competence, sociocultural competence, discourse competence and strategic competence). Then, the socio-cultural competence and its effect on helping learners to become effective users of language is examined. The third section examines and evaluates some of the teaching approaches and methods in the integration of culture in foreign language teaching. Section four is concerned with the importance of integrating culture in foreign language teaching and learning, the rationale, the arguments against, the objectives and the ways of incorporating culture in foreign language teaching and learning.

1.1 The examination of the concept of culture

Culture is very difficult to define. Much of the difficulty of understanding this concept stems from its different uses. The following section provides different definitions of the term.

1.1.1 Definition of culture

Scholars view culture from different perspectives and thus define it differently depending on their fields of interest. These fields, according to Hinkel (1999), are those inquiring into human societies, groups, systems, behaviours and activities. For instance, anthropologists explore the relationship between membership of a particular social group and their particular behaviours, whereas ethnographers attempt to explore and describe how the speech systems and behaviours of groups are related to their beliefs. So, each definition emphasizes one of the many aspects of culture accordingly (Byram ,1989).

Thornbury in his dictionary of terms and concepts in English Language Teaching (2010 : 59-60) states that :

“ Most definitions of culture distinguish between capital-C culture and small-c culture. The former refers to those highly valued activities and artefacts related to the arts, as in the term (Ministry of Culture). The latter refers to the beliefs, values, traditions, and practices shared by a particular community, as in the expression (people of different cultures.) ”

In the same sense, Peterson (2004) illustrates this difference between two levels of culture saying that :

“ There exist two different levels of culture, namely visible and invisible cultures. Culture is like an iceberg and the tip of the iceberg is the visible culture, which can be observed easily. Architecture, geography, gestures and clothing are categorized as visible elements of culture. On the other hand, the bottom of the iceberg is regarded as invisible culture and it covers beliefs, society’s norms, opinions, preferences or tastes, which are relatively difficult to observe.”

It seems that both Scott Thornbury and Peterson look at culture from a quite similar angle since they distinguish between two types of cultures. However, Trinovitch (1980 :550) defines culture as :

“...an all-inclusive system which incorporates the biological and technical behaviours of human beings with their verbal and non-verbal systems of expressive behaviour. This process, which can be referred to as ‘socialization’, prepares the individual for the linguistically and non-linguistically accepted patterns of the society in which he lives.”

Other researchers view culture as a whole that reflects life, to quote Chastain (1988:302), “culture is the way people live.” According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2002), the concept of culture is defined as:

“ the set of distinctive spiritual, material, intellectual and emotional features of society or a social group... in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs.”

Other scholars have gone further in conceptualizing culture. They inserted other factors such as history, geography, politics and religion. For instance, Nieto (1992 :121) defines culture as :

“ the ever-changing values, traditions, social and political relationships and world views created, shared, and transformed by a group of people bound together by a combination of factors that can concisely, clearly and generally include a common history, geography location, language, social class, and religion.”

While Brown (2007:380) defines culture simply as, “ the ideas, customs, skills, arts and tools that characterize a given group in a given period of time”, Diaz-Rico and Weed (2006:232-233) show the complexity of the term “culture” and define it as :

“ the explicit and implicit patterns for living, the dynamic system of commonly agreed-upon symbols and meanings, knowledge, beliefs, art, morals, law, customs, behaviours, traditions, and/or habits that are shared and make up the total way of life of a people, as negotiated by individuals in the process of constructing a personal identity.”

A close attention to the different definitions of culture shows that they all refer in a way or another to a particular aspect of human life. All of them include one or some of the following elements : arts, beliefs, values, traditions, practices, architecture, geography, gestures, clothing, society’s norms, opinions, preferences, tastes, behaviours (biological, technical, expressive), ways of living especially the way of living together, features (spiritual, material, intellectual, emotional), literature, lifestyles, social and political relationships, history, language, social class, religion, ideas, customs, skills, tools, symbols, meanings, knowledge, morals, law, etc.

Before showing the importance of integrating culture in foreign language teaching, it is essential to shed light on the relationship between language and culture in the following section.

1.1.2 Language and culture

Research in linguistics and anthropology emphasizes the close interweaving of language and culture. Indeed, these two concepts are closely related and cannot be separated. As put by Wei (2005: 56)

“ language has a dual character : both as a means of communication and a carrier of culture. Language without culture is unthinkable, so is human culture without language. A particular language is a mirror of a particular culture.”

In other words, they are intertwined to such an extent that one cannot exist without the other.

Since ‘culture is the way people live’ (Chastain, 1988:302), and since language reflects culture and is shaped by culture, a good understanding and use of a given language requires a full awareness of its culture.

According to many researchers including De Saussure(1916), language and culture are linked in the transmission of knowledge and in the construction of social life. This consolidates the idea of language-culture dependence and shows how language is more than just a code. The interdependence of language and culture is highlighted by Durkeim (1922) when he posits that a child acquires his mother tongue within its culture. This means that when acquiring a language, a child internalizes associations based on his cultural environment. Bassnett (2002:22) illustrates this point when he states that “no language can exist without the context of culture, and no culture can exist without having the structure of language at its centre.”

Another closely related view about the relationship of culture and language is the one given by Kramsch, C. (1993: 22) who states that:

“ language is intimately linked not only to the culture that is and the culture that was, but also to the culture of the imagination that governs people’s decisions and actions far more than we may think.”

This means that language is the most important means by which our social life is identified. In case of communication, language and culture are deeply related in various and complex ways. How language and culture are bound together, Kramsch identifies three ways :

1. language expresses cultural reality, that is to say, with words, people not only express facts and ideas but also reflect their attitudes.
2. language embodies cultural reality, that is to say, people give meaning to their experience through the means of communication.
3. language symbolizes cultural reality, that is to say, people view their language as symbol of their social identity.

Perhaps the simplest way to conclude the discussion about the close relationship of language and culture is the one given by Byram, M. and Morgan, C. (1994) who succinctly express this interrelationship through hyphenation : language-and-culture.

Thus, the relationship of language and culture can be summed up in what follows : culture refers to the entire way of life of a society. It consists of all the shared products of human society. Language is part of culture and plays a very important part in it. Language is influenced and shaped by culture. It reflects culture. The two interact ; the understanding of one requires the understanding of the other.

1.2 Communicative competence in foreign language teaching and learning

The goal of language teaching is to enable learners to communicate appropriately in that language. In fact, the focus of foreign language teaching has moved from purely teaching grammar and vocabulary, to providing the skills for effective communication. So, a language course should not only have ‘linguistic competence’ as its goal, but ‘communicative competence’ in general. The following section sheds light on the communicative competence and its components.

1.2.1 Communicative competence

Communicative competence is one of the key words in linguistics and language teaching. This term has been used divergently in different contexts. Different linguists interpret it in different ways for different purposes. As a result, there has been a certain amount of controversy as to what the concept actually comprises, and several models designed by different linguists have attempted to designate what aspects of a language learners need to know in order to be able to communicate effectively in that language.

According to Longman Dictionary of Applied Linguistics (Richards et al, 1983 : 49), communicative competence means: “the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom” . According to Brown (1994 : 227), “communicative competence” is any aspect of our competence that helps us convey and interpret messages in order “to negotiate meanings

interpersonally within specific contexts.” Hymes (1967) defines “communicative competence” as follows :

“ Communicative competence is experience-derived knowledge that allows speakers to produce utterances (or texts) that are not only syntactically correct and accurate in their meaning but also socially appropriate in culturally determined communication contexts. Communicative competence also allows speakers to understand the speech (or texts) of their communication partners as a function of both the structural and referential characteristics of the discourse and the social context in which it occurs .”

Thus, the term ‘communicative competence’, according to Hymes, labels the ability to produce situationally, and more especially, socially acceptable utterances, which in Hymes’s view, would normally be held to be part of the speaker’s competence in a particular language.

Widdowson’s (1998 : 325) contribution is also of an influential importance, he provided the following definition :

“ Communicative competence is not a matter of knowing rules for the composition of sentences. It is much more a matter of knowing a stock of partially pre-assembled patterns, formulaic frameworks, and a kit of rules, so to speak, and being able to apply the rules to make whatever adjustments are necessary according to contextual demands.”

This means that communicative competence does not stop at the level of knowing the patterns and rules governing a language but transcends this to involve knowledge about the contextual demands.

With the emergence of the communicative approach, the main pedagogical goal has been to develop learners’ communicative competence (i.e., the ability to use the linguistic system in an effective and appropriate way). The term “communicative competence” was first coined by Hymes (1972) as the knowledge of both rules of grammar and rules of language use appropriate to a given context. Hymes put forward his notion of communicative competence as a reaction to that of Chomsky’s (1957, 1965) notion of competence. In fact, Chomsky specified the language competence only as reference to grammatical features of language, that is phonology, morphology, syntax and semantics (i.e., neglecting any consideration of social factors). For Chomsky, therefore, the focus of linguistic theory is to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language.

In contrast to Chomsky's competence, Hymes's (1972) theory of communicative competence is a definition of what a speaker needs to know in order to be communicatively competent. Hymes argued that in addition to linguistic competence (the rules for describing sound systems and for combining sounds into morphemes and morphemes into sentences) one also needs notions of the sociolinguistic competence (the rules for using language appropriately in context) to account for language acquisition and language use.

Therefore, Hymes tries to show that Chomsky's competence needs an extension because it says nothing about language acquisition and language use. As Hymes (1972:277-78) puts it:

“...we have to account for the fact that a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about, with whom, when, where, in what manner. This competence, moreover, is integral with attitudes, values and motivation concerning language, its features and uses, and integral with competence for, and attitudes toward, the interrelation of language, with the other codes of communicative conduct.”

In this quotation, Hymes explains that the ability to speak competently not only entails knowing the grammar of a language, but also knowing what to say to whom, when and in what circumstances.

Hymes's communicative competence was further dealt with by Canale and Swain (1980) and Canale (1983) who state that the communicative competence is not just grammatical competence, but is also composed of three more components (sociolinguistic competence, discourse competence and strategic competence). These components are briefly highlighted below.

a - Grammatical competence

The mastery of phonological and lexico grammatical rules and rules of sentence formation; that is, to be able to express and interpret literal meaning of utterances (e.g., acquisition of pronunciation, vocabulary, word and sentence meaning, construction of grammatical sentences, correct spelling, etc.)

b - Sociolinguistic competence

The mastery of sociocultural rules of appropriate use of language; that is, how utterances are produced and understood in different sociolinguistic contexts (e.g, understanding of speech act conventions, awareness of norms of stylistic appropriateness, the use of a language to signal social relationships, etc.)

c - Discourse competence

The mastery of rules concerning cohesion and coherence of various kinds of discourse in language (e.g, use of appropriate pronouns, synonyms, conjunctions, substitution, repetition, marking of congruity and continuity, topic-comment sequence, etc.)

d - Strategic competence

The mastery of verbal and non-verbal communication strategies in language use when attempting to compensate for deficiencies in the grammatical and sociolinguistic competence or to enhance the effectiveness of communication (e.g., paraphrasing, how to address others when uncertain of their relative social status, slow speech for rhetorical effect, etc).

It is important to mention that Canale and Swain (1980) and Canale (1983) intended to discover the kinds of knowledge and skills that a learner needs to be taught and to develop the theoretical basis for a communicative approach in language teaching based on an understanding of the nature of human communication. Moreover, their framework indicates that it is the rules that a learner must learn for accumulation of their knowledge and skills to be communicatively competent in the use of their target language and that these rules are not confined to systematic rules of grammar only but are also applied to all aspects of a language, especially the sociolinguistic competence which is also called the sociocultural competence. For the purpose of this study, the following section will deal with this competence in details.

1.2.2 Sociolinguistic competence

Canale and Swain (1980) state that the sociolinguistic competence includes knowledge of sociocultural rules of use. It is concerned with the learner's ability to handle settings, topics and communicative functions in different sociolinguistic contexts. In addition, it deals with the use of appropriate grammatical forms for different communicative functions. Similarly, the National Capital Language Resource Center (NCLRC) (2003) defines the sociolinguistic competence as "...knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating." This means that sociolinguistic competence deals with the knowledge of the words and phrases to be used that fit a given topic or that express a specific attitude (courtesy, authority, friendliness, respect).

Savignon (1983: 37) adds other factors that increase the understanding of the social context in which language is used. These factors include the roles of the participants, the information they share, and the function of the interaction. For Celce-Murcia et al (1995 :45), sociocultural competence helps the speakers to know how to express messages appropriately within the social and cultural context of communication. According to them, the variation in language use and communication depends on some pragmatic factors which are complex and interrelated. This is due to the fact that language is not only a code system but it also reflects the individual's identity, the society and the culture of the communities where it is used.

Therefore, sociocultural competence extends beyond grammatical forms and is related to the social rules of language use. This means that the language should be used within the framework of social context. The focus should not be on getting learners provide grammatically correct sentences, but on making them know and use the sociocultural rules of appropriateness in different situational contexts. According to Kramsch (1993: 49), language learning is not only a case of learning symbols and systems of codes but is as well a matter of developing cultural knowledge and competence. In fact, culture can be viewed as being a feature of language itself.

Thus, sociolinguistic competence (or sociocultural competence) emphasizes the pragmatic aspect of various speech acts, namely, the cultural values, norms, and

other socio-cultural conventions in social contexts. In fact, many researchers including Byram (1997) and Fenner (2008) posit that to teach the target language culture as part of the language class, pragmatic goals should be taken into account. For them, these pragmatic goals include a cultural component that helps students to :

- communicate successfully with other speakers of the target culture using the target language ;
- reduce the notions of negative interference and transfer of stereotypes about the target culture ;
- socialize with other speakers of the language, both native and non-native ;
- arouse their motivation and interest in the foreign language ;
- help them get ready for the future by reducing the element of culture shock, especially those who go to study abroad.

Celce-Murcia et al (1991:44) divide sociocultural competence into four main components :

- social contextual factors,
 - stylistic appropriateness factors,
 - cultural factors
 - non-verbal communicative factors.
- The social contextual factors include the participant variables (age, social situation).
 - The stylistic appropriateness include politeness, conventions and strategies, and stylistic variation (degrees of formality, field-specific register).
 - The cultural factors include the socio-cultural background, knowledge of the target language community (living conditions, way of living, living standards, social and institutional structure, social conventions, and rituals, major values, beliefs, norms, taboo topics, historical background, cultural aspects, literature and art), awareness of major dialect or regional

differences and cross-cultural awareness (differences, similarities, strategies for cross-cultural communication).

- The non-verbal communication factors include kinesic factors (body language), discourse controlling behaviours, backchannel behaviours, affective markers (facial expressions, gestures, eye contact), proxemic factors (use of space), haptic factors (touching), paralinguistic factors (acoustical sounds, non-vocal noises) and silence.

It is worth noting that people of other cultures usually have different customs in regards to the type of body language they use, whether or not they maintain eye contact, and how close they stand to the person with whom they are speaking to in their own language. People who are unaware of such communication standards in the target language culture usually employ the norms of their own cultures. However, if their customs are different from those of the community of the target language, they might give the impression of having a rude or distrustful nature (Allwright, 1995). In the case of learning a foreign language, learners usually have difficulties in understanding cultural issues in the language they are learning due to the fact that they have not been acquainted with these issues before. The proof of this is that their oral or written language production is usually stigmatized with redundant, awkward and innacurate stretches of sentences. Most of them are unable to master the sociolinguistic rules to use the language appropriately. They are also unaware of the speech conventions and the norms that signal social relationships. To make these learners competent users of the language, teachers should do their best to develop their learners' socio-linguistic competence. The following part will deal with the ways and techniques that should be used inside and outside the classroom to help learners achieve this competence.

Since mastering a foreign language requires learners' awareness of the cultural aspects of this language and the sociocultural rules of appropriate use of language, it is then quite vital to proceed with developing learners' sociocultural competence in what follows.

1.2.3 Developing socio-cultural competence through language instruction

It is worth mentioning that the process of acquiring sociolinguistic competence goes at a very slow pace when the individual learns his mother tongue. In fact, he acquires the sociolinguistic rules in his native speech community in an unconscious manner and with no time limit. However, the foreign language learner generally lacks time and opportunity to acquire the sociolinguistic norms that help him/her to use the language appropriately and accurately. To achieve this, many researchers recommend that the teachers should attempt to facilitate and accelerate the acquisition of socio-cultural competence (socio-linguistic competence) in a foreign language. According to Paulston (1974 :67), learners should be acquainted with language practices and tasks to help them be aware of the contexts and linguistic norms of the foreign language and, if necessary, compare them with those of their first language. He (ibid) also recommends that the teachers should enhance in learners the ability to interpret the social meaning as well as the referential meaning of a given utterance or sentence and also to know how to perform some speech functions such as how to apologize, how to complain , how to start a conversation, how to end it, how to address friends and foreigners and so on.

Many researchers and practitioners have stressed the fact that authentic materials (travel brochures, films, news-broadcasts, magazines, restaurant menus, etc.) should be used as principal sources when teaching foreign language through its culture. In fact, researchers such as Omaggio (1986) and Galloway (1985b) have even prescribed specific guidelines in order to effectively use such materials for achieving language proficiency through using cultural contexts. Moreover, Crawford (1985b :76) suggests stages in teaching culture as a process through inventories of topics and themes. For their part, Peterson and Coltrane (2003 : 27) recommend other ways (which they call instructional strategies) for reinforcing language skills such as proverbs and idiomatic expressions, and role-plays. In the case of the former, the discussion of proverbs and idiomatic expressions can be useful to make learners aware of the socio-cultural values, attitudes, and beliefs of the target language culture and therefore enables them to understand and use the language appropriately. In the

case of the latter, acting out roles in conversation may help learners be aware of the target language appropriateness in comparison to their native language.

As everyday conversational conventions differ from one language to another, EFL learners should be provided with a variety of tasks and activities in order to make them fully aware of the way native people greet, address one another and make requests to have a good command of the sociolinguistic rules and norms, and thus, to use the target language appropriately.

1.3 Culture in foreign language teaching approaches and methods

The priority given to the place of culture as a significant component in language teaching has not been equally the same in different approaches and methods of foreign language teaching. The following section explores the role of culture in language teaching and the importance of the integration of culture into the teaching of language in traditional, innovative and modern approaches to language teaching.

1.3.1 Culture in foreign language teaching approaches and methods

The introduction of culture in language courses may be thought as something relatively recent. However, we find in the literature that culture has always been incorporated in language instruction, in some way or another for a long time. Jespersen (1904) stated in his book, *'How to Teach a Foreign Language'*, that learning a foreign language is similar to (learning) one's first language and that the most important goal of language courses is teaching about another culture. To gain more insights in the matter, two views of teaching culture (the static view and the dynamic view) used in teaching culture are to be discussed in what follows.

Proponents of the static view such as Brooks (1975), Nostrand (1974) regard culture as something concrete and unvarying. These researchers and others do not recognize the link between language teaching and culture. To put it differently, they do not see the importance of culture integration in language teaching. For them, culture teaching should only be a mere transmission of cultural information to learners, and should not be about the constant development of the nature of culture.

According to this view (i.e., the static view), learners should be taught cultural knowledge as either facts or artefacts. This knowledge should include information about a country, people, their history, their literature, art and music. As a result of this, cultural components become separated from the language itself as they are taught in the learners' first language rather than in the target language. This view concerns the teaching of culture along with language. It is based on the theory which looks at language and culture as being inseparable and sees language as a means of communication and stresses the teaching of the target culture. According to Brooks, culture in foreign language teaching should be dealt with because "language is a segment of and a bearer of culture and should be treated culturally and used by the students with concern for the message it bears" (Brooks, 1971: 58). Brooks (1964:123) posits that "knowledge of culture is best imparted as a corollary... to the business of language learning". Put differently, teaching culture is approached as a transmission of facts about the target culture. Despite the fact that cultural facts and information are important in language teaching, studying language as a process is more important in the sense that learners become actively engaged in culture instruction rather than merely recall a closed set of information about buildings, people and so on.

The dynamic view of culture teaching regards culture as something moving and variable. Learners are required to be active in culture learning rather than to be exposed to the cultural information in a passive way. Proponents of this view such as Crawford and Mc Laren (2003) believe that learners should be encouraged to view cultural facts as situated in time and space and variable across time, regions, classes and generations. In the same vein, Liddicoat (2002) sees culture as sets of variable practices in which people engage in order to live their lives and which are continually created and recreated by participants in interaction. This means that culture instruction should not include information and things only but also actions and understanding. To know about culture is not therefore to know cultural information but to know how to engage with the target culture through language. This is clearly explained by Claire Kramersch stating that culture is 'facts and meanings' (1993: 24) and that language is seen as social practice. For her, "learners when using language, they say something and when they say something, they are engaged in a cultural act" (ibid : 09). Rivers

(1981), does not exclude the cultural content but he calls for enabling learners to engage in activities and tasks to assimilate that content. In other words, teachers should encourage learners to go beyond facts in order to understand and experience vicariously the deeper levels of the culture of the speakers of the language.

The aforementioned views have certainly been mirrored in the different methods of and approaches to incorporating culture in foreign language teaching whether these methods and approaches are traditional or modern. Of course, every method in language teaching is a product of its times and is also a reflection of the requirements the society imposes upon the language teaching at that time. Brief features of some of the methods and approaches in the field of culture integration in language teaching will be dealt with in the following part.

- **Grammar Translation Method (GTM)**

- Much focus on vocabulary, grammar, reading, writing, and studying literature.
- Shaping the learner's personality by introducing him / her to the target culture.
- Only capital – C culture is considered.
- No face-to-face interaction between people of various cultures.

- **The Direct method (DM)**

- Culture instruction deals explicitly with the history of the people who speak the target language, the geography of the country or countries where the language is spoken .
- Much focus on knowledge about the target culture and comparing it with one's own culture.
- Both small-C and capital-C cultures taken into consideration.

- **The Audio- lingual Method**

- Priority given to “ the pragmatic concept of foreign language teaching ”.
- Based on the conception that language cannot be separated from culture.
- Small-c culture related to day-to-day interaction, but handled implicitly, mainly through visual aids, vocabulary words and culturally authentic texts.

- The aim was to develop in learners a set of habits in relation to some socio-cultural behaviours through conversational dialogues to make them ‘do as the natives do’.

- **The Communicative Approach**

- The instructional goal has become to enable learners to communicate within the cultural context of the target language, that is, to develop 'communicative competence' in the target language.
- “ a more natural integration ” of language and culture (Canale and Swain, 1980 :31).
- Culture is the everyday lifestyle of the native speakers ; non-verbal behaviour is important.
- Foreign language teaching is placed in a social and cultural context.
- Culture is recognized as instrumental in shaping speakers’ communicative competence, in both their first and subsequent languages.

- **The Task-Based Language Instruction**

- Use of authentic materials to meet real-world objectives.
- These activities involve the direct use of products of a culture.
- Examples of these activities : “using cultural objects ” “Culture Composition” developed by (Tomalin and Stempleski, 1998).

- **The Intercultural Approach**

- Providing the learners with a body of information about the native speakers of the target language and their way of life.
- The objectives of language learning are defined in terms of the intercultural competence (Atay et al, 2009).
- Language learners should know what forms are culturally appropriate to use (behaviours and intonation patterns...).

- It identifies five different factors : knowledge, attitudes, skills of interpreting and relating, skills of discovery and interaction, and political education including critical cultural awareness (Byram, 1997).

1.3.2 Evaluating the incorporation of culture in FLT approaches and methods

A close look at the aforementioned methods and approaches shows that the integration of culture either along with or within the foreign language teaching is not a new process in the history of language teaching. Culture has been incorporated according to the objectives of each method and each period. For the GTM, the emphasis in FLT was on studying literature, grammar and capital-C culture in general. This trend was reasonable since the face-to-face interaction was extremely rare, if not at all, at that time. In the DM, both small-c culture and capital-C culture were taken into account, but the focus was more on the knowledge about the target culture (geographical, historical and political events, and the daily life of the native speakers of the target language). During the DM period, the trend was completely opposite to that of the previous method : the language was primarily spoken, not written. People at that time had to deal with real-life situations because they wanted to travel to other countries for different purposes and thus foreign language learners had to be aware of some of the everyday situations they might encounter there (Rivers, 1968 ; Omaggio, 1968). As concerning the Audio-Lingual Method or the Aural-Oral Approach, the focus was on small-c culture (especially the everyday language and behaviour), highlighting the fact that learning a language is what its natives say and do. Thus, the cultural information provided is most of the time contextualized in the dialogues or presented by the teacher. After having dealt with some traditional methods, we move to the communicative approach to the integration of culture in language teaching.

The aim of this approach is to teach language for communication. It was designed to meet the needs of learners especially those engaged in academic, cultural, technical, or economic activities. So, the focus was much more on the communicative competence and its components (grammatical, sociolinguistic, discourse, and strategic competences). Culture is seen as the everyday life-style of native speakers and their non-verbal behaviour. In the Task-Based Language instruction, the emphasis is on

implementing classroom tasks, using authentic materials to help learners find out about the target language culture and develop their productive skills. As for the intercultural approach, it seems to provide a significant change in language teaching and learning by enabling foreign language learners to become good users of international, or rather intercultural communication and thus, the target language becomes a tool to be used while interacting with people from all over the world. This is in view of helping learners avoid miscommunication and also misunderstanding.

However, as culture is a vast topic with a variety of aspects, it is necessary that its integration in foreign language instruction needs careful attention. The following part will deal with such issues as why and how we incorporate culture and what possible drawbacks may exist in incorporating it in foreign language teaching and learning.

1.4 Culture integration in foreign language teaching and learning

The following section deals with integrating culture in FLT. It also highlights the rationale behind, the arguments against, the objectives and ways of this integration.

1.4.1 Integrating culture in foreign language teaching and learning

Having acknowledged the close relationship between language and culture, it is now important to relate culture with foreign language teaching and learning. It is essential to state that culture is an important element in language teaching. Being a social fact and a means of communication, language is a dynamic process that operates within a social and cultural context. Given this fact, it seems unthinkable to proceed with the teaching and learning of the foreign language without integrating the target culture of this language. Teaching a foreign language with too much emphasis on linguistic components such as grammar and vocabulary is not sufficient in the absence of culture integration. So, teaching a foreign language with no reference to its culture may limit the learners' appropriate use of that language.

Language cannot be separated from the culture in which it is deeply rooted. Any activity such as reading authentic written or oral discourse, using expressions,

idioms, collocations or speech functions such as apologies, suggestions, complaints etc., inevitably introduces cultural elements into the classroom. Bearing this in mind, it can be stated that culture should inevitably be introduced in foreign language teaching and learning because to be appropriate in using a language does not only mean to master its grammar, phonology and lexis but also to be aware of certain features of the culture of that language, as Peck (1984:17) puts it :

“ For FL students, language study seems senseless if they know nothing about the people who speak it or the country in which it is spoken. Language learning should be more than the manipulation of syntax and lexicon.”

This means that the aim of foreign language teaching should go beyond the learners' linguistic knowledge towards developing their cultural knowledge of the target language. This is due to the fact that the linguistic structures of a foreign language are not the only necessary requirement for having a good command of the language which can be achieved if learners know how to express certain language functions using different language structures in the same way a native speaker does.

As a consequence, we can say that introducing cultural aspects of language in the classroom would automatically mean to help learners understand the target language and minimize their problems in comprehending, interpreting and translating written or oral texts.

Researchers have different views about integrating culture in the target language teaching as an important issue, ranging from the views of giving only cultural snapshots to the views of giving full support of teaching culture to acculturate language learners into the cultures of English speaking countries (Byram, 1990; Byram and Flemming, 1998). Indeed, many researchers including Byram, 1991; Kramsch, 1993 ; Seelye, 1981; Chastain et al, 1988 suggest that learning a foreign language for whatever purpose is 'culture bound'. In other words, the foreign language cannot be learned or taught without introducing the culture of the community where it is used. As Politzer (1986) (in Brooks, 1986:123) puts it :

“As language teachers, we must be interested in the study of culture [...] not because we necessarily want to teach the culture of the other country but because we have to teach it. If we

teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols.”

It is, thus, a truism to state that teaching a language automatically means teaching culture. It is stated in the literature that when teachers teach forms of greetings, apologies and other functions through dialogues, they are, in fact, fostering their students cultural knowledge. Generally speaking, students’ intellectual curiosity is aroused and satisfied when they, while reading authentic discourse, learn that there exists another mode of expression to talk about feelings, attitudes, wants and needs. As (Samovar et al, 1981: 24) put it :

“ Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed or interpreted [...] culture is the foundation of communication.”

Moreover, the teaching of the target language embedded in its own culture would serve the development of learners’ cross-cultural communication. This can be achieved with the preparation of an organised inventory that would include both linguistic and non-linguistic aspects of the target language. According to Cakir (2006 :157-8), “ A language is learned and used with a context, drawing from the culture distinctive meanings and functions which must be assimilated by language learners if they are to control the language as native speakers control it.”

Since a society’s language is seen as something that reflects that society’s culture, many researchers have come to understand that foreign language learners need more than information and facts about the language and its culture because learning the language void of its cultural aspects is simply a process of sequential acquisition of language units. These researchers, among whom Byram (1999 : 168), state that “ the aims of language teaching are to develop both linguistic and cultural competence”. This is echoed by Luke (1995 : 35) who states that :

“ Learning to engage in texts and discourses entails far more than language development or skill acquisition per se. It involves the development and articulation of common sense, of hegemonic ‘truths’ of social life, political values, and cultural practices.”

Viewed from this perspective, teaching culture can mean developing 'cultural knowledge'. This term has been defined by Byram (1989:120) as structured and

systematic information about the other culture which provides a necessary 'framework' for understanding it. He (1997a : 53) further states that it is :

“ any information, knowledge or attitudes about the foreign culture which is evident during foreign language teaching, the aim of which is to enable learners to develop a more nuanced view of a country and society whose language they are learning.”

For Fenner (2000 : 142), the aim of developing the foreign language learners' cultural knowledge is to enable them to get a better understanding of that language and, therefore, learn to recognize the cultural patterns of behaviour and communication. Tomalin and Stempleski (1993:7-8) argue that when culture is incorporated in teaching, learners are susceptible of

- developing an understanding of the fact that all people exhibit culturally-conditioned behaviours ;
- developing an understanding that social variables such as age, sex, social class, and place of residence influence the way in which people speak and behave ;
- increasing their awareness of the cultural connotation of words and phrases in the target language ;
- developing the ability to evaluate and refine generalization about the target language.

This leads us to discuss the different principles of integrating culture into the target language. In fact, there seems to be an agreement among researchers that teachers should actively involve students in the culture of the target language. Byram and Morgan (1994 : 50) for example, stress that learners should be helped to interpret, compare, and contrast the meaning of both their own culture and the foreign culture. To put it differently, they should get access to conscious knowledge held by the members of the foreign culture. They should also learn about the foreign literature, art, and history so as to further analyse the values and meanings of the foreign culture. However, Kramsch (1993:205-206) warns against a simple "transmission of information" about the foreign culture. She (ibid) argues that teaching culture is transferring information between cultures. It is, indeed, replacing the teaching of facts

and behaviours by the teaching of a process that helps understanding others. She concludes that these ideas can be the premise for a much richer understanding of culture that should be envisaged by the majority of language teachers. In the same vein, Seelye (1993:29), states that when taught culture,

“ students will develop the cultural understanding, attitudes, and performance skills needed to function appropriately within a segment of another society and to communicate with people socialized in the culture.”

In the light of what has been said before, there is a general agreement among researchers on the importance of incorporating the target culture in foreign language teaching and learning. They agree on the fact that culture teaching not only facilitates inter-cultural communication and understanding, but also develops students' ability to communicate appropriately in various situations.

1.4.2 The rationale behind incorporating culture in language teaching

Many researchers and educationalists such as Kramsch et al (2009) state that teaching culture in foreign language classes is a necessity for two main reasons. The first is that language is culture and culture is language. The second is that foreign language teachers have to make the learners aware of cultural differences in view of making them tolerant towards the target language culture. According to Kramsch (1996 : 99), “educators are forcefully reminded that knowledge of a person’s language is no guarantee of mutual understanding if one does not, at the same time, gain an understanding of that person’s culture”. In the same vein, Kitao (2000 : 47) thinks that culture instruction makes of language learning a meaningful and a purposeful enterprise, facilitating comprehension and assimilation. He (ibid) posits that, “ studying culture makes studying foreign languages real. Students have difficulty relating to the people of another culture without knowing anything about them.”

Other researchers including (Valdes, 1986 ; Zarate, 1986 ; Robinson, 1988 ; Byram, 1989 , 1993a, 1993b ; Harrison, 1990 ; Byram et al. , 1991 ; Galloway, 1992 ; Kramsch, 1991 , 1995b), state that language teachers all over the world are highly recommended to teach more culture in their classes , not only because foreign

languages should be taught in their cultural context, but because the world nowadays is dominated by technology which gives a large number of learners the opportunity to get in contact with other people from different culture.

In addition to the reasons above, Peck, D. (1984) provides other reasons to teach culture among which the following are relevant to our study :

- a) Any item of behaviour, tradition or pattern can only be understood in light of its meaning to the people who practise it.
- b) A knowledge of the codes of behaviour of other people helps learners communicate fully in the target language.
- c) Without the study of culture, foreign language instruction is inaccurate and incomplete.

1.4.3 Arguments against incorporating culture in foreign language teaching

In spite of the fact that culture integration in language teaching has been appreciated by many researchers, it has not been lauded by others. Indeed, many researchers (including Atlan, 1995 ; Brumfit, 1980 ; Smith, 1987) have provided arguments against incorporating culture in language classrooms. For example, Atlan (1995 : 60) notes that a foreign cultural input would yield further difficulties for foreign language learners to cope with , in addition to the already existing linguistic complexities. He adds that learners seek just ‘to learn’ English and not ‘to master’ it. To put it differently, extra pressure such as learning the social and cultural aspects of the target language can be strenuous to the learning process. This seems similar to Brumfit’s (1980 : 95) when he states that :

“ It forms part of the ‘strange paradox’ that, while in mother-tongue teaching the clarity of children’s ability to express themselves is emphasized , in foreign language teaching learners are forced to express a culture of which they have scarcely any experience. ”

Atlan (1995) further raises the issue that teaching the foreign values, beliefs and norms of some situations (purchasing and taking care of a dog, for example) may be irrelevant to the learners’ native environment and background. This, according to him (ibid : 59) may result in what he calls ‘incompability or conflict between native culture and foreign culture’. He explains this issue by stating that in this case, learning

the foreign culture may be a threat to the native culture and this latter may be influenced and overwhelmed by the ‘intruding’ foreign culture especially when the learners start adopting new ways of thinking and behaving.

Another problem resulting from incorporating the target culture in foreign language teaching is the fear that the students will be influenced by the target culture and may lose their own identity. Culture-based language instruction is thought not only to reshape the learners way of thinking and behaving but also to belittle their own native culture (Atlan : 1995). Holly (2008) argues that learning a foreign language culture may result in what he coins ‘ideological colonization’.

1.4.4 Objectives of incorporating culture in foreign language teaching

The importance and the necessity of the incorporation of culture have been derived from the objectives set for such a process. According to Tomalin and Stempleski (1993) these objectives are:

1. To help students develop an understanding of the fact that all people exhibit culturally-conditioned behaviours.
2. To help students develop an understanding of the fact that social variables such as, age, sex, social class, and place of residence influence the way in which people speak and behave.
3. To help students become more aware of conventional behaviour in common situations in the target language.
4. To help students increase their awareness of cultural connotations of words and phrases in the target language.
5. To help students develop the ability to evaluate and refine generalizations about the target culture.
6. To help students develop the necessary skills to locate and organize information about the target culture.

7. To stimulate students' intellectual curiosity about the target culture and to encourage empathy towards its people.

It follows from the above points that teaching the target language culture is unavoidable in language classrooms in the way that the understanding of the cultural aspects is advocated as a prerequisite to communicate effectively with the target language speakers. Thus, the target language instruction remains incomplete without adequate background knowledge of culture-specific assumptions and content. However, the question that should be asked here is : how can culture be integrated in language instruction ? The following section gives some answers.

1.4.5 Ways of incorporating culture in foreign language teaching

Recent research has shown that it is not possible to operate a divorce between learning a foreign language and learning about its culture (Valdes, 1986 ; Robinson, 1988 ; Byram, 1989 ; Harrison, 1990 ; Kramsch, 1993). It is for this reason that these researchers believe that culture should be incorporated in language instruction. This incorporation has been addressed by international and national foreign language associations such as (TESOL) that stipulate that the students should use the target language in socially and culturally appropriate ways. It goes without saying that implementing culture-based language instruction is not an easy task. It is for this reason that teachers should help their students to evaluate and develop interest in the cultural aspects of the target foreign language.

Several ways of incorporating the target culture in language teaching can be summarized below :

1. Providing authentic materials such as newspapers, magazines, films, etc. which involve cultural and social elements.
2. Having discussions on culturally-related linguistic aspects.
3. Using pictures, maps, posters, etc. to help students develop a mental image.
4. Comparing and contrasting home and target cultures.

5. Role plays, where students can learn the differences of attitudes and values of different characters associated with the culture.
6. Designing a project where students can have an exchange with people from different cultures (through internet).
7. Raising learners' awareness of cultural knowledge through idioms, collocations and proverbs.

Conclusion

Incorporating culture in foreign language instruction has always been the concern of scholars and educationalists who widely recognize the intrinsic relationship of language and culture as it is unthinkable to consider one in the absence of the other. Different definitions of culture have been provided from different perspectives depending on the scholars' fields of interest. Most of these views agree on the importance of integrating culture in foreign language teaching. However, they have resulted in some controversial issues of what cultural aspects to incorporate, whether such incorporation is useful to learners, and how culture should be integrated in the curriculum. Opponents of culture instruction regard the integration of a foreign culture as harmful and frustrating to the learners, while proponents of culture integration view teaching the target language in relation to its culture as beneficial because it enables learners to acquire new cultural values and norms that would help them in their language proficiency.

Culture-based language teaching is not a new topic. Different language teaching approaches and methods had dealt with the concept of culture in foreign language teaching according to their aims and objectives. Some of them taught foreign language along with its culture while others taught it within its culture.

With the emergence of the communicative approach to foreign language teaching, many researchers have emphasized the fact that to enable learners to have a good command of language, there should be much focus on developing learners' communicative competence. This concept comprises not only the grammatical

competence but also the other components which are sociolinguistic competence, discourse competence and strategic competence.

It is shown throughout the present chapter that the integration of culture in today's foreign language teaching should be considered an integral part of language courses as it enables learners to use English in an effective and appropriate way.

CHAPTER TWO
RESEARCH METHODOLOGY

Introduction

This chapter is concerned with the research design. It outlines the research method followed in the present study to investigate the importance and necessity of integrating culture in the target language teaching. It starts with the aims and justification of the research study and restates the research question. It then presents the subjects involved and describes the research tools.

2.1 Aims and justification of the research study

The aim of this research study is to investigate whether learners can understand and use English when taught on the basis of its culture. It, thus, aims at highlighting the importance of incorporating culture in the teaching and learning of English. It equally aims at raising teachers' awareness to the benefits of culture-based approaches to teaching English.

There are three major reasons behind our interest in the present research study. The first is that the integration of culture in FL teaching has become a major trend in research. The second has stemmed from our observation of most secondary school teachers who teach English out of its cultural context which may have a negative effect on the pupils' language proficiency. The third reason is that the English text-books of secondary education, especially the 2AS textbook (*Getting Through*), do not deal with the cultural content in an effective way.

2.2 The Research Question

As stated in the introduction, the assumption embodied in this research study is that the integration of culture in English instruction helps learners to produce and understand English appropriately.

To reach this aim, the following research question is to be investigated:

Can learners understand and produce English effectively when being taught this language based on its culture ?

2.3 Participants

Both teachers and pupils participated in this research study.

a) Teachers

Thirty (30) secondary school teachers from different schools in Djelfa were chosen to take part in the study. Even if they were randomly chosen, 60% of them were female teachers because the majority of English teachers in the secondary schools are women. They have different qualifications, ranging from 3AS level to the Master degree. It should be mentioned here that some teachers have the 3AS level and are, in fact, middle school teachers and were asked to teach in secondary schools due to the tremendous lack of teachers of English in the eighties and nineties of the last century. The subjects selected are qualified and have taught or are teaching the second year pupils. The teachers were invited to fill in a questionnaire that has been designed to elicit information about their beliefs and methods concerning culture-based English instruction.

b) Pupils

Forty (40) second year foreign languages pupils took part in the present questionnaire. This number represents twenty per cent (20 %) of the total number of the second year pupils at 1er Novembre Secondary School in Djelfa. These pupils form a homogeneous group to get clear and objective information about the topic to be investigated. Other reasons behind choosing the second year pupils are :

- 1- They are not under stress as they do not have to sit for an official exam (the Baccalaureate Exam).
- 2- They seem to be disciplined, motivated and eager to help and work hard
- 3- All of them have been learning English for at least 5 years, which means that they have an intermediate level.
- 4- They were oriented to foreign languages stream according to their foreign language abilities and choice.

2.4 Data collection instruments

The tools used by researchers in collecting data play a great role in what is the research going to be like. To inform the research questions, three research tools are used:

1. A questionnaire for teachers
2. A questionnaire for pupils
3. Second year Textbook evaluation (*Getting Through*)

In what follows, a brief account of these research tools is provided.

- It is worth noting that a questionnaire is an instrument for collecting data in the form of a number of questions about a particular area of study. These questions are asked to collect information about the subjects' views. According to Parahoo (1979), "a questionnaire is a tool for collecting information about facts, attitudes, knowledge, beliefs, opinions, perception, expectations and the behaviours of individuals."

Oxford Advanced Learner's Dictionary (2010) provides the following definition: "A questionnaire is a written list of questions that are answered by a number of people so that information can be collected from the answers."

By administering a questionnaire to a group of people, one can collect a huge amount of information in a very short time. Furthermore, if the questionnaire is well constructed, processing the data can also be fast and relatively straightforward.

However, questionnaires may also have some shortcomings, four of which are listed below:

1. The respondents tend to guess answers especially if they are asked to give their opinions or list other points.
2. The information provided by questionnaires may have different interpretations.
3. The relatively short time people are usually willing to spend working on a questionnaire limits the depth of the investigation.

4. The tendency for people to agree with sentences when they are unsure or ambivalent.

- A textbook is an official, ministry-produced book which should be used faithfully by teachers in the interests of standardization. It should be noted here that the textbook is a stimulus or an instrument for teaching and learning. Just as a musical instrument does not play music, a textbook does not teach language. The textbook is particularly useful for new teachers as it enables them to cover the syllabus in due time. However, some teachers regard textbooks as immutable and almost mythical objects. They tend to teach the textbook itself, rather than use it as a resource for creativity and inspiration (Cunningsworth, 1995).

After mentioning the importance of using the textbook in the teaching and learning process, our objective is to proceed with an evaluation of the second year textbook ‘‘ *Getting Through* ’’. The focus will be mainly on the cultural content that is found in this textbook. We will be concerned with how culture or cultural aspects of English (or native language) are included in each unit. The analysis of the textbook, therefore, will help us to measure the amount of the English culture and the extent to which this cultural content is useful and effective for teaching and learning the language.

2.4.1 The teachers’ questionnaire

In what follows, a brief description of the teachers’ questionnaire is provided.

2.4.1.1 Description of the teachers’ Questionnaire

The questions used in the questionnaire are mainly drawn from the theoretical background of the present research study. They are of different types :

- Numerical questions : they are used to ask for general information such as age, gender, qualifications, English-speaking countries visited, and seminars attended on culture.

- Open-ended questions : determine the opinions of the respondents about the topic of the study.
- Close-ended questions : are those in which the respondents are asked to choose either ‘yes’ or ‘no’, or to choose one answer from many given choices. Sometimes the respondents have the option ‘other’ followed by an open-ended question such as ‘state your reason’, ‘specify’, ‘in what way’, or ‘which’. These questions are meant to get the subjects fully involved in the topic by expressing their points of view.

The questionnaire is divided into two main parts :

- Part one aims at gathering information about the teachers (age, gender, qualifications, countries visited, and culture-related seminars attended).
- Part two of the questionnaire (25 questions) aims to find out the teachers’ beliefs on all that pivots around English culture and its integration in language instruction. It also deals with techniques, materials, teachers’ roles, etc.

In what follows, we will deal with the (25) questions in details.

Question 1 deals with the concept of culture. Questions 2 and 3 are concerned with culture-language relationship. Questions 4, 5, 6, 7, 8 and 9 investigate how teachers deal with the target culture in English language classes. Questions 10, 11, 12, 13, 14, and 15 shed light on the integration of culture in language teaching. Question 16 deals with the role of teachers in incorporating culture in language instruction. Question 17 focusses on problems resulting from culture-based language teaching. Questions 18, 19, 20, 21 and 22 are asked to gain insights about the teachers’ techniques used in teaching English within its culture. Questions 23 and 24 highlight the possible negative consequences of integrating culture in English language classes. The 25th question allows the teachers to give their suggestions and comments about the topic.

2.4.1.2 Questionnaire piloting and administering

As mentioned before, The questionnaire was administered to 30 teachers. We wanted to be sure that every teacher would get his/her copy of the questionnaire, so we decided to give it to the teachers during a two-day-long seminar for secondary school

teachers. This was very practical as it helped us to collect the answers for the questionnaires on the second day of the seminar.

The questionnaire was carefully designed. The aim was to guarantee its appropriateness, preciseness and relevance. To reach this aim, the teachers' questionnaire was piloted at various stages of its development on a sample of 10 teachers. The main purpose of the pilot study was "to try out the instruments" (Seliger and Shohamy, 1989 :195). It allowed us to collect feedback about how the instrument would work and whether it would serve the purpose for which it had been designed.

2.4.2 The Pupils' questionnaire

In order to study the effect of integrating culture in English language teaching on learners' use of English, we decided to address second year pupils and know their opinions concerning the topic. For this purpose, a questionnaire was designed and administered to them to collect the data necessary for this research study.

2.4.2.1 Description of the pupils' questionnaire

The questionnaire devised for the pupils contained both open-ended and close-ended questions to find out their opinions concerning the difficulties they encounter in learning English. The questionnaire also helped us to gather some information about the pupils' attitudes towards the use of culture in the English curriculum. In our study we were particularly interested in how to improve our pupils' communicative competence through culture-based language teaching. Most of our questions deal with the importance of integrating culture in English language teaching.

In order to collect data necessary to investigate the issue of the use of culture in teaching English, we built a questionnaire composed of two sections : the first section deals with general information about the respondents and the second deals with the pupils' preferences and difficulties in culture-based instruction. These sections are divided into four parts.

In fact, each part of the questionnaire deals with a particular aspect of the topic. In the first section of the questionnaire, the aim is to get general information about the pupils' gender and level. The second section contains 4 parts, comprising 13 questions. Part 1 : (questions : 1, 2, 3, 4, 5) deals with the importance of the English language. Part 2 : (questions : 6, 7) are concerned with the possible difficulties in learning English. Part 3 : (questions : 8, 9) shed light on the importance of the English culture. Part 4 : (questions : 10, 11, 12, 13) are concerned with the techniques and activities used by teachers in the classroom and whether they give importance to the English language culture.

2.4.2.2 Questionnaire Piloting and Administering

A questionnaire for 40 pupils who represent 20 % of the total population of the second year pupils enrolled in 1^{er} Novembre Secondary School in Djelfa. The majority of them are girls (28 girls against 12 boys). Their age ranges from 16 to 18.

The questionnaire was first piloted on 10 pupils mainly to detect any difficulties or misunderstandings concerning the wording and the structures of the questionnaire. We proceeded with a random selection of the pupils whose level is heterogeneous. In order to collect reliable information and objective results, we decided to translate the questionnaire into Arabic so that they better understand the questions and thus will give exact answers.

2.4.3 The textbook

A textbook has been defined as an instrument of instruction that facilitates the teaching-learning process. It is written on the basis of a prescribed syllabus in which the major ideals of the subject matter are selected and summarized accurately. *Webster's Dictionary* (1984:760) provides the following definition: "a text-book is any manual of instruction, a book containing a presentation of the principles of the subject used as a basis of instruction."

In the light of what has been said before, a textbook, therefore, is a useful material in the field of teaching and learning. Indeed, many researchers have shown that there are many reasons behind the use of a textbook. Richards (2001) states some of these reasons :

1. They provide structure and a syllabus for a program. (without text books a program may have no central core and learners may not receive that has been systematically planned and developed.
2. They help standardize instruction. (The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way)
3. They maintain quality. (If a well developed textbook is used students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately)
4. They provide a variety of learning resources. (Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners)
5. They are efficient. (They save teachers' time, enabling teachers to devote time to teaching rather than material's production)
6. They can provide effective language models and input. (Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input of their own)
7. They can train teachers. (If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training)
8. They are visually appealing. (Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers)

2.4.3.1 General presentation of the textbook “*Getting Through*”

The second year textbook is entitled “*Getting Through*”. It was designed by the Ministry of National Education in December 2005 for all the streams. It is based on the Competency-Based Approach (CBA) which is both learner-centered and project-

oriented. The textbook which consists of 207 pages and eight units intended to be completed in maximum of 15 hours each. Every unit consists of five main parts:

- **Discovering Language**

Learning vocabulary, grammar, spelling, pronunciation.

- **Developing skills**

Developing the language skills (listening, speaking, reading and writing)

- **Putting things together**

Project work (using all the skills acquired in context)

- **Where do we go from here?**

Self-evaluation

- **Exploring matters further**

Consolidation

The units of the textbook “*Getting Through*” are organized in details in the following table:

Unit	Unit title	Unit topic	Pages
1	Signs of time	Life-styles	22
2	Make peace	Peace and conflict resolutions	22
3	Waste not, want not	World resources and sustainable development	20
4	Budding scientist	Science and experiements	20
5	News and tales	Literature and the media	20
6	No man is an island	Disasters and solidarity	19
7	Science or fiction	Technology and the arts	21
8	Business is business	Management and efficiency	21

Conclusion

In this chapter, we have dealt with the research methodology adopted in the present study. The focus has been on the participants (teachers and pupils) and the instruments used to collect data. These research instruments consisted in questionnaires for both teachers and pupils as well as a detailed description of the second year textbook (*Getting Through*).

Introduction

The aim of this chapter is to present and analyze the data gathered by the research tools which are the teachers' questionnaire, the pupils' questionnaire and the documentary analysis (the 2AS textbook "Getting Through"). When presenting the questionnaires, we rely on tables that are extremely valuable to help us present the items clearly.

3.1 Presentation and analysis of the teachers' questionnaire

The following section deals with the presentation and analysis of the different parts of the teachers' questionnaire.

3.1.1 Part one of the questionnaire

General information

- **Age**

	23-30	31-40	41-50	50+
Number	6	10	7	7
Percentage	20%	33.33%	23.33%	23.33%

Table 1: Teachers' age

Only six teachers are aged between 23 and 30. These teachers are young and have little experience compared to the majority of the teachers who took part in the questionnaire. This presupposes that most of the teachers might have adequate knowledge of foreign language teaching and have taught English language using different techniques.

- **Gender**

	Male	Female
Number	12	18
Percentage	40%	60%

Table 2: Teachers' gender

It appears from the table above that 18 teachers are women. This is not surprising since the majority of the teachers of English in Djelfa are women due to the fact that girls tend to learn foreign languages (especially English) more than boys.

- **Highest qualification**

	3AS level	BAC	Licence	Master
Number	6	3	17	4
Percentage	20%	10%	56.66%	13.33

Table 3: Teachers' qualifications

Twenty one out of thirty teachers hold a university degree (either a licence or a master degree) which indicates that the majority of them have dealt with theories related to culture during their university curriculum.

- **English-speaking countries visited**

	Yes	No
Number	5	25
Percentage	16.66	83.33

Table 4: English-speaking countries visited

Only five teachers visited an English-speaking country. This might be due to the fact that it is difficult to go abroad for many reasons (financial, social, etc.)

- **Seminars on culture teaching attended**

	No	One or two	More than two
Number	27	3	0
Percentage	90%	10%	0%

Table 5: Seminars attended

Three teachers stated that they attended seminars on culture teaching. The majority, then, did not have the opportunity to take part in seminars on culture instruction. This may be due to the fact that culture is not scheduled in language curriculum training. Rarely do we see inspectors deal with culture in their training sessions. They instead focus on techniques related to the four skills and to issues such as management, assessment, learning styles and strategies.

3.1.2 Part two of the questionnaire

Responses to question 1

Items	Freq.	Perct.
a. Literature and fine arts	5	16.66%
b. Highly valued activities, skills, artefacts, architecture and tools that characterize a given group at a given period of time	10	33.33%
c. The set of distinctive spiritual and intellectual beliefs, ideas, attitudes and emotional features of a particular community	15	50%
d. Others. Please, specify	5	16.66%

Table 6: Teachers' responses to the meaning of culture

For five of the teachers, culture is related to literature and fine arts, whereas ten of them stated that culture involves activities, skills, artefacts, architecture and tools of a

given group at a given period of time. The results illustrated in the table above also show that half of them viewed culture as being people’s intellectual beliefs, ideas, attitudes and emotional features. In addition, five teachers specified that culture means people’s customs, habits and behaviours that can be transmitted by language.

Responses to questions 2

	Yes	No
Number	30	0
Percentage	100%	0%

Table 7: Language-culture relationship

All the teachers state culture is related to language.

Responses to questions 3

Teachers’ responses	Number	Percentage
a- Culture affects language	9	30%
b- Language reflects culture	11	36.66%
c- Language transmits culture from a generation to another	15	50%
d- Language is always embedded in its cultural context	5	16.66%

Table 8: Teachers’ views about how language and culture are related

Many teachers provided more than one response. Nine of them state that culture affects language while eleven teachers think that language mirrors culture. Half of the respondents believe that language serves as a way of transmitting culture across generations. Five of them think language is always embedded in its cultural context.

Responses to questions 4

Question item	Number	Percentage
a- Very important	11	36.66%
b- Important	19	63.33%
c- Not important	0	0%

Table 9: Teachers views about dealing with culture in teaching English

The answers provided by the teachers show that all of them agree on the importance of dealing with culture in English language teaching.

Responses to questions 5

Question item	Number	Percentage
a- Never	0	0%
b- Rarely	2	6.66%
c- Sometimes	16	53.33%
d- Often	12	40%

Table 10: How often L1 and TL cultural aspects are discussed

The results in the table above show that the majority of the informants proceed with discussions whenever appropriate on the differences between the cultural aspects of the native language and the target language. Only two of them say they rarely do so.

Responses to question 6

Question item	Number	Percentage
a- Yes	10	33.33%
b- No	20	66.66%

Table 11: English-speaking countries' social and political events in the classroom

The results in the table above show that two thirds of the teachers do not discuss social or political events in English-speaking countries in their classes.

Responses to question 7

Question item	Number	Percentage
a- Yes	22	73.33%
b- No	8	26.66%

Table 12: Pupils' interest in British and American cultures

The majority of the teachers say that their pupils are interested in British and American cultures.

Responses to question 8

Question item	Number	Percentage
a- Yes	7	23.33%
b- No	23	76.66%

Table 13: Pupils talking about their favourite singers and songs

Most of the teachers do not encourage their pupils to talk about their favourite songs and singers.

Responses to question 9

Question item	Number	Percentage
a- Necessary	6	20%
b- Unnecessary	3	10%
c- Recommended	21	70%

Table 14: Using English in a native-like way in the classroom

Twenty one of the respondents see that it is recommended to use English in a native-like way in their classes

Responses to question 10

Question item	Number	Percentage
a- Lack of sufficient linguistic knowledge	20	66.66%
b- Lack of sufficient cultural knowledge	6	20%
c- Both	4	13.33%
d- Others, please specify	3	10%

Table 15: Pupils' difficulties in using English appropriately

Teachers hold different views on the causes of pupils' difficulties in English language use. Twenty teachers indicate that pupils' inappropriate use of English is due to their insufficient linguistic knowledge while six of them believe it is a matter of little cultural knowledge. Only four of them think that pupils' difficulties are due to both factors. Three teachers added other factors such as little exposure to authentic materials, insufficient time devoted to English sessions, and too little importance given to speaking.

Responses to question 11

Question item	Number	Percentage
Teaching the culture of the target language country	8	26.66%
Teaching the language in its cultural context	22	73.33%

Table 16: Culture integration in English language teaching

The teachers who think that language should be taught in its cultural context outnumber those who believe that the culture of the target language should be taught (22 against 8).

Responses to question 12

Question item	Number	Percentage
To develop the necessary skills to understand and convey clear messages	17	56.66%
To be aware of cultural connotations of words and phrases	10	33.33%
To foster their cultural knowledge	3	10%

Table 17: Teachers' techniques to help pupils communicate better

According to the results above, seventeen teachers think that pupils communicate better when teachers develop in them the necessary skills to understand and convey messages, while ten of them think that pupils should be aware of cultural connotations of words and phrases. Only three of them believe that pupils become

better communicators in the target language if teachers foster their cultural knowledge.

Responses to question 13

Question item	Number	Percentage
Yes	28	93.33%
No	2	6.66%

Table 18: Teachers' opinions about language functions in learning materials

The majority of the teachers agree that language functions such as greetings, apologies, and requests, etc. in authentic learning materials reflect the target language culture.

Responses to question 14

Question item	Number	Percentage
Knowing a language means knowing how to better communicate in this language.	15	50%
Greetings, requests and apologies are the main functions in any language use .	15	50%
People's interaction is based on these language main functions.	15	50%
The use of language functions differs from a language to another and hence reflects cultural knowledge.	15	50%

Table 19: Teachers' reasons to the fact that language functions reflect cultural knowledge

Only half of the teachers state their reasons for this question. All the respondents agree that using language functions, such as greetings, requests and apologies in authentic learning materials, reflects cultural knowledge. Furthermore, they think that people's interaction basically relies on such functions especially in communication which is the main objective in using a foreign language.

Responses to question 15

Question item	Number	Percentage
Implicit	25	83.33%
Explicit	3	10%
Both	2	6.66%

Table 20: Teachers' opinions about teaching language in its cultural contexts

The results in the table above show that most teachers think that teaching language in its cultural contexts should be implicitly whereas three of them prefer the explicit teaching of the language. Only two of them say that both techniques are acceptable.

Responses to question 16

Question item	Number	Percentage
A guide	14	46.66%
A source of knowledge	12	40%
Other	4	13.33%

Table 21: Teachers's roles in dealing with culture

The results indicate that teachers hold different opinions about the role of teachers when dealing with culture in their classes. While fourteen of the teachers believe that the teacher should be a guide, twelve of them think that s/he should be a source of knowledge. Four of the teachers suggest other roles of the teachers: prompter, controller, facilitator and monitor.

Responses to question 17

Question item	Number	Percentage
Yes	16	53.33%
No	14	46.66%

Table 22: Teachers'opinions about the effect of FLT based on its culture on learners'identity

Sixteen of the teachers believe that when a foreign language is taught in its cultural context influences learners' identity, but fourteen of them give an opposite view.

Responses to question 18

Question item	Number	Percentage
Discussions on culturally-related linguistic aspects	12	40%
Songs, videos, photos	10	33.33%
Using the internet to get in contact with native speakers	16	53.33%
Using pictures, maps, posters, etc.	8	26.66%
Authentic materials (short stories, newspapers, films)	9	30%
Others, please specify....	4	13.33%

Table 23: Teachers' techniques used in the language classroom

The results show that the teachers adopt many techniques in the language classroom. This is expected since it is hard to believe that a teacher uses only one technique. Twelve of them say that they discuss with their pupils culturally -related linguistic aspects. Ten of them prefer to use songs, videos and photos in language classes. Sixteen of the respondents state that they use the internet to help their pupils get in contact with native speakers. Nine teachers think that authentic materials such as short stories, newspapers and films can be beneficial in language classes. Only four of them suggest other techniques (games, poems, postcards and telephone conversations).

Responses to question 19

Question item	Number	Percentage
Yes	14	46.66%
No	16	53.33%

Table 24: The textbook and the English culture

Sixteen teachers think that the textbook does not include English cultural elements, whereas fourteen of them say there exist some cultural elements.

Responses to question 20

Question item	Number	Percentage
Daily life of native speakers	1	3.33%
English people' attitudes and routines	2	6.66%
Snapshots about British and American civilizations	8	26.66%
Historical background	2	6.66%
Beliefs, values and customs	1	3.33%
Others	0	0%

Table 25: Cultural elements used in the textbook

As seen in the previous response, fourteen teachers admit that the textbook contains some English cultural elements. Eight of them indicate that the textbook includes some snapshots about British and American civilizations. Two teachers think that it includes native speakers' daily life. Two others indicate that there are some attitudes and routines of the English people in the textbook. One teacher thinks that the historical background is included and another thinks beliefs, values and customs are included.

Responses to question 21

Question item	Number	Percentage
Frequently	2	6.66%
Sometimes	5	16.66%
Rarely	15	50%
Never	10	33.33%

Table 26: Frequency of discussing cultural aspects in the mother tongue

The results in the table above show that half of the teachers seldom discuss the cultural aspects in Arabic. One third of them indicate that they never use their native language when discussing the cultural aspects in their classes. Five of the respondents admit that they do so from time to time. Only two of the informants say they frequently proceed with discussions about the English cultural aspects in their native language.

Responses to question 22

Question item	Number	Percentage
The grammatical and phonological rules	22	73.33%
The sociocultural rules	5	16.66%
The rules concerning cohesion and coherence	19	63.33%
Verbal and non-verbal communication strategies	3	10%

Table 27: Teachers' opinions about improving learners' communicative competence

The results in the table above show that most teachers consider that learners should master the grammatical and phonological rules and those concerning cohesion and coherence (22 and 19 respectively). Five of them indicate that learners should know the sociocultural rules while three of them state that communication strategies whether they be verbal or non-verbal can help learners to be good users of the language.

Responses to question 23

Question item	Number	Percentage
Yes	17	56.66%
No	13	43.33%

Table 28: Teachers' opinions about the integration of culture in foreign language teaching

Seventeen teachers (against thirteen) think that culture incorporation in language instruction may have negative influence on learners.

Responses to question 24

Question item	Number	Percentage
Adding cultural input to the already existing linguistic one	7	23.33%
Some foreign cultural values, beliefs and norms may be irrelevant to the learners' native environment	8	26.66%
Foreign culture may be a threat to the native culture	2	6.66%

Table 29: Learners' problems due to the target culture incorporation

As seen before (responses to question 23), seventeen teachers think that the incorporation of culture in language teaching may have negative consequences on learners. Seven of them indicate that by integrating culture in language instruction, teachers add extra input to learners. Eight teachers believe that some foreign cultural values, beliefs and norms may be different from those of the learners. Two of the respondents think that foreign culture may threaten the learners' native culture.

Responses to question 25

Question item	Number	Percentage
The English culture should be taught in different contexts	1	3.33%
English culture should not be separated from language teaching ; they should go hand in hand.	3	10%

Table 30: Teachers' suggestions and comments

The teachers were invited to give their suggestions and comments. Only four of them provided their suggestions and comments. One of them suggests that the English culture should be taught in different contexts. The other three respondents think that the English culture should not be separated from language teaching.

3.2 Presentation and Analysis of the Pupils' Questionnaire

The following section deals with the presentation and analysis of the different parts of the pupils' questionnaire.

3.2.1 Part one of the questionnaire

General information :

- **Gender**

	Boy	Girl
Number	12	28
Percentage	30%	70%

Table 1 : Pupils' gender

Twenty eight girls and twelve boys took part in the questionnaire.

- **Level**

Weak	Average	Good
6	17	17

Table 2 : Pupils' level in English

The results in the table above show that six of the respondents indicate that their level in English is weak. The level of the remaining pupils ranges between good and average.

3.2.2 Part two of the questionnaire

Responses to question 1

Question item	Number	Percentage
Yes	33	82.5%
No	7	17.5%

Table 3: Pupils' views about English

Thirty-three pupils admit that they like English even though they study other foreign languages. The remaining seven pupils may like other foreign languages which are French and Spanish.

Responses to question 2

Question item	Number	Percentage
Yes	28	70%
No	12	30%

Table 4: English as a subject

The table above shows that most of the respondents consider English as an important subject.

Responses to question 3

Question item	Number	Percentage
It is an international language ?	38	95%
It helps you to communicate with foreigners ?	30	75%
It is the language of science and technology ?	28	70%
It is the language of most entertainment programmes you prefer (songs,films...) ?	24	60%
Its mastery is required to get a good job ?	14	35%

Table 5: Pupils' reasons for studying English

It is noteworthy that the participants stuck more than one answer for this question. The majority of them state that English is important because it is an international language. For three fourths of them (30), English enables them to communicate with foreigners. Twenty eight think that it is important due to the fact that it is the language of science and technology. Twenty four of them argue that it helps them to watch their favourite programmes. Only fourteen of them think that this language is important for job requirements.

Responses to question 4

Question item	Number	Percentage
Yes	27	67.5%
No	13	32.5%

Table 6 : Pupils' views about the English class

The table indicates that the majority of the pupils (twenty seven out of forty) enjoy their English class.

Responses to question 5

Question item	Number	Percentage
Too much time devoted to English	3	7.5%
Overcrowded classroom	2	5%
Little classroom interaction	2	5%
Much focus on grammar and homework	4	10%

Table 7: Reasons for not enjoying English class

Only eleven pupils provided their answers. These answers are as follows: Four of them state that the main reason is that there is much emphasis on grammar and homework. Three of them think that the time devoted to English is the principal cause

that makes them bored. It should be noted here that the time allotted to English for foreign language streams is six hours per week. Two pupils do not enjoy studying English because there is little classroom interaction and two others argue that the overcrowded classroom is the cause of their disinterest in English.

Responses to question 6

Question item	Number	Percentage
Yes	28	70%
No	12	30%

Table 8 : Pupil's difficulties in English

The table above shows that twenty eight of the pupils admit having difficulties in English.

Responses to question 7

Question item	Number	Percentage
Grammar	7	25%
Using language	11	39.28%
Understanding native speakers	10	35.71%

Table 9 : Source of pupils' difficulties in learning English

Twenty eight pupils admit having difficulties in learning English. Eleven of them state that they have difficulties in using the language, whereas ten of them say they have problems in understanding native speakers. Only seven pupils refer these difficulties to grammar.

Responses to question 8

Question item	Number	Percentage
Yes	35	87.5%
No	5	12.5%

Table 10 : Importance of learning British and American cultures

The great majority of the respondents believe in the importance of learning about British and American Cultures.

Responses to question 9

Question item	Number	Percentage
History and civilisation	14	35%
People's daily life	31	77.5%
Art and literature	8	20%
Sports	28	70%
Festivities	14	35%

Table 11: Learners' favourite topics

When asked about their favourite topics, thirty one of the respondents prefer to learn about the English people's daily life. Twenty eight of them indicate that they like sports. Fourteen of them like to study about natives' history, civilisation and festivities. Only eight state that they prefer to learn British and American art and literature.

Responses to question 10

Question item	Number	Percentage
Grammar activities	12	30%
Listening and speaking activities	18	45%
Reading and writing activities	10	25%

Table 12: Kinds of activities in the classroom

The results show that twelve of the pupils indicate that the activities introduced by their teacher focus on grammar while eighteen of them state that the teacher's activities are related to reading and writing. Ten of them think that listening and speaking activities are given more importance.

Responses to question 11

Question item	Number	Percentage
Algerian culture	15	37.5%
International cultures	5	12.5%
English culture	20	50%

Table 13 : Cultural aspects included in the classroom activities

The table above shows that half of the respondents think that the classroom activities include aspects of the English culture. Fifteen of them say that the classroom activities include aspects of Algerian culture. Only five pupils state that these activities comprise international cultures.

Responses to question 12

Question item	Number	Percentage
Yes	7	17.5%
No	33	82.5%

Table 14: Materials for learning English other than the textbook

The great majority of the pupils state that their teachers do not use additional materials in their classes.

Responses to question 13

Question item	Frequency	Percentage
Newspaper articles	0	0%
Texts from other sources	7	17.5%
Audio and video tapes and CDs	0	0%
Maps, leaflets and brochures	0	0%

Table 15: Additional materials used by the teacher in the classroom

As already stated, seven pupils state that their teachers use additional materials in the classroom which, according to them, comprise texts from other sources.

3.3 Analysis of the teachers' questionnaire responses

The aim of the teachers' questionnaire is to investigate the situation of teaching culture within the English course at Lycée 1^{er} Novembre, Djelfa. It deals with the teachers' beliefs and views about the integration of culture in language classrooms, and their teaching practices. For the sake of clarity, some findings are reported in a graph form (one for each group of answers) and each graph is allocated a number.

General information

The teachers' responses to the first part of the questionnaire reveal that the teachers have a reasonable good experience which might help them integrate culture in their language classrooms. These teachers can be in a position to strengthen their students' language proficiency through teaching English in its cultural and social context. However since nearly one-third of the teachers (9 out of 30) were not

graduated from the university, they may not be familiar with the key issues related to the recent developments of culture integration.

In addition to this, the majority of the teachers have never been to an English-speaking country, which means they have not been in direct contact with the cultures of the people living there. It should be noted here that visiting a foreign country is considered by many people involved within the teaching profession to be of crucial importance for both understanding a foreign language culture and teaching it. Besides, the longer a teacher stays in an English-speaking country, the more s/he has a full insider's view of the English country. (Byram and Morgan, 1994)

Those who have never been to an English-speaking country may have a limited knowledge of the target language culture and a low awareness how to explain and use the different cultural aspects in their classrooms. Due to this low awareness, these teachers cannot develop their students' knowledge about English-speaking cultures and the way they use the language.

The majority of the teachers (27 out of 30) have not attended seminars on culture teaching (see figure 1). This means that teachers attend seminars that focus mainly on ideas, methods and techniques in teaching linguistic knowledge and language skills. Most inspectors never evoke the importance of culture in language teaching and rarely train teachers to develop their competence in integrating culture into language teaching. The lack of focus on culture and culture teaching issues in seminars has resulted in making these teachers have a limited knowledge of how to address culture and develop their students' cultural competence in their EFL teaching practices. In other words, teachers have not been provided with the necessary support regarding the integration of culture into their language teaching to develop their students' ability to master the language.

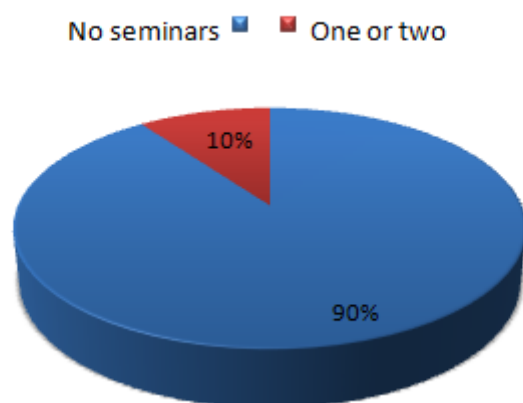


Figure 1. Seminars on culture teaching.

Since nearly all teachers have never attended seminars on culture teaching, they have developed a poor understanding of culture incorporation in language teaching. This has also made them give culture a less important status and address culture to a fairly limited extent in their language teaching practices. It may also have made them have a low awareness of the integrated role of teaching both language and culture.

Responses (1, 2, 3, and 4)

The respondents hold different views about culture (R 1). 16.66 % of the teachers view culture as literature and fine arts. 33.33 % view it as highly valued activities, skills, artefacts, architecture and tools that characterize a given group at a given period of time. Half of them perceive culture as the set of distinctive spiritual and intellectual beliefs, ideas, attitudes and emotional features of a particular community. 16.66 % of the teachers believe that culture is the people's customs, habits and behaviours that can be transmitted by language. These different views about culture may be due to many reasons, one of which is that the term culture is difficult to define. The second of which is that scholars have provided us with different definitions according to their own background, interests and perspectives. Another reason is that these teachers have different educational level (only 4 of them hold a Master degree). In fact, the teachers seem to be divided because they opt for two different aspects of culture:

- a) 33.33 % of the teachers think of the social aspects of capital-C culture which is characterized by the way of life, skills, artefacts, architecture and tools.
- b) 50% of the teachers think of the asthetic aspects like beliefs, ideas, attitudes and emotional features that can be classified under the term small-c culture.

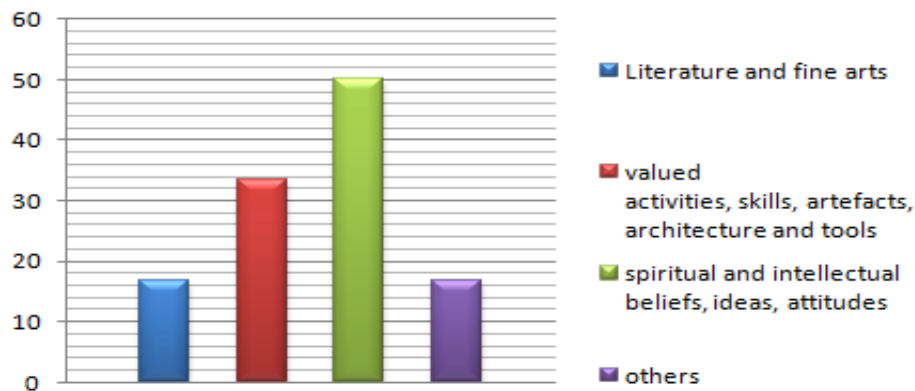


Figure 2: Different meanings of culture

This proves that the teachers are aware of the complexity and the vagueness of the concept of culture and that it is not limited to one aspect. Even if the teachers choose different options, these options cover all the aspects of culture. Those who provided their own definitions (5 of them) did not provide something new about culture, for “habits and behaviours” can be included in (b). Their definitions ignore the cultural artefacts and that culture should be shared.

All of the teachers admit that culture is related to language and that it is important to deal with culture in language teaching (Rs 2 and 4). The respondents' answers varied from important to very important. This means that the teachers believe in the strong relationship between the teaching of English and its culture. These teachers may be aware of the recent development in the field of language instruction and learning. They seem to be in tune with Sapir's view (1970:207):

"...language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives."

Even though the teachers agree on the fact that culture is related to language, their responses were not unanimous when asked about how they are related (R3). While 50% of them indicate that language transmits culture from generation to another, 36.66% believe that language reflects culture. 16.66 % believe that language is always embedded in its cultural context. These responses reveal that the teachers acknowledge the importance of language vis-à-vis culture. It is worth noting here that an understanding of the relationship between language and culture is important for all those involved in language education. For language teachers, an appreciation for the differences in opinion regarding the relationship between language and culture can help illuminate the diversity of views held towards the use of language. When teachers are aware of the importance of the relationship between language and culture, this will help them educate learners on the authenticity of language, that is to say, the how and why to use it in real life.

Responses (5, 6, 7, 8, and 9)

These questions focus on the frequency, use and practice of the aspects related to the culture of the native language and of the target language in the language classroom. They were asked to find out whether teachers believe that using English in a native-like way in the classroom is necessary or recommended and whether they encourage their pupils to know and use them. The responses (R9) generated by the teachers' questionnaire show that 20% of them believe that using English in a native-like way is necessary whereas 10 % of them deem it unnecessary. The majority of them think that it is recommended to use English in the same way a native does. The aim of asking such a question was to know whether the teachers consider using English in an appropriate way (good pronunciation and use of authentic English in the classroom) is an important factor to develop language proficiency. Since teachers think that it is recommended to use English like native speakers, we can understand that the teachers believe that the appropriate use of English would inevitably result in linking this language with its social and cultural considerations.

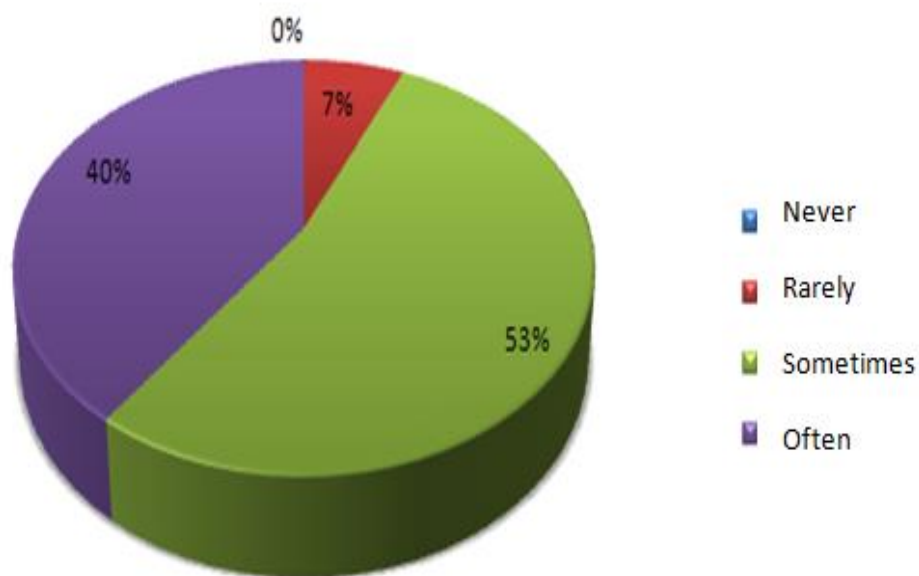


Figure 3: Frequency of including L1 and TL

The aim behind asking the question about the frequency of discussing both native and target language cultural aspects is to see whether there was a link between the teachers' beliefs about culture and the teaching of culture in their everyday teaching practices. The answers (R5) provided reveal that 53.33 % of the teachers admit that they sometimes discuss the cultural aspects with their pupils. 40 % of the teachers often deal with culture related issues in their classrooms. These statistics show that there is a relationship between the teachers' beliefs about the nature of culture and their practices in their classrooms. The reason therefore for including L1 and TL cultural aspects in language instruction may be attributed to the fact that their pupils have a positive reaction towards British and American cultures. The Pupils' interest in the English culture may have influenced the teachers' point of view concerning the inclusion of English cultural aspects in their language teaching (R 7). However, 66.66 % of the respondents admit that they do not discuss social and political events in the English –speaking countries (R6) and 76.66 % of them do not think it is necessary to encourage pupils to talk about their favourite singers and songs (R8). This may imply that most teachers, due to time constraints, believe that language teaching should be mainly based on the development of the four skills of the language and on developing their learners' linguistic competence.

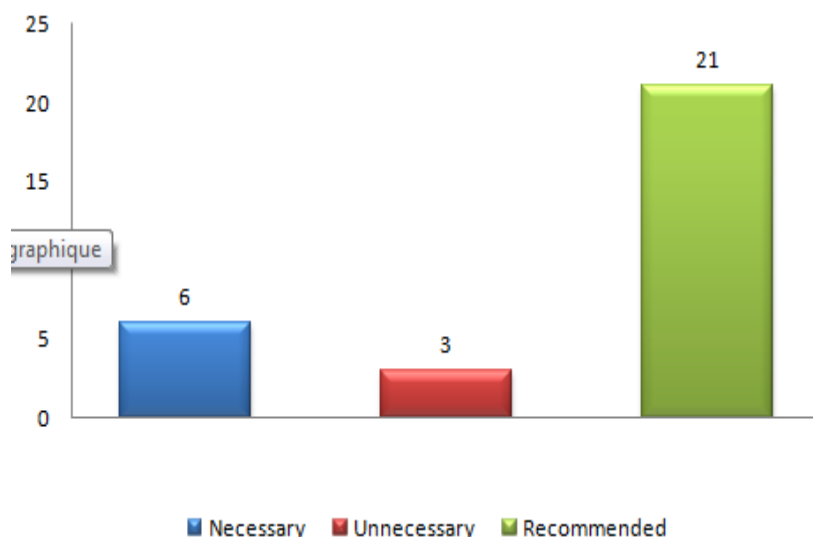


Figure 4: Using English in a native-like way in the classroom

The statistical results, therefore, show that the teachers were knowledgeable about their learners' attitudes and interest in the English culture but they were unwilling to go further in using culture and cultural aspects in their language teaching.

Responses (10, 11 and 12)

Teachers hold different views on the causes of pupils' difficulties in English language use. Twenty teachers indicate that pupils' inappropriate use of English is due to their insufficient linguistic knowledge while six of them believe it is a matter of little cultural knowledge. Only four of them think that pupils' difficulties are due to both factors. Three teachers added other factors such as little exposure to authentic materials, insufficient time devoted to English sessions, and too little importance given to speaking.

For these participants, culture seem to play a minor supporting role in language teaching and learning. They hold the view that their students need to consolidate their linguistic knowledge rather than the cultural knowledge which may explain that their teaching practice relies heavily on providing their learners with information about the rules of the language with no importance to the cultural content. Only four of the respondents think their students' difficulties in using English appropriately are due to the lack of both linguistic and cultural knowledge. The above statistics may imply that the teachers design and organize their classroom activities to develop their students' grammar, vocabulary, reading and writing. In other words, they mainly focus on

teaching linguistic units and language skills and may also mean that they do not believe in culture to be a core element to be taught explicitly in an integrated way.

Even though these teachers seem to ignore that teaching a foreign language is not providing information on accurate grammatical structures or learning new vocabulary and expressions, their answers (R11) seem to be contradictory with the previous answers. When asked about the meaning of integrating culture in English teaching, 73.33 % of the teachers believe that it means teaching the language in its cultural context. Only 26.66 % of them think that it means teaching the culture of the target language. This means most teachers do not consider culture integration in language teaching to be teaching culture of the target language but do believe that it means including some cultural aspects. The problem of these teachers is that in theory, they agree that cultural elements should be integrated in their language classrooms (see R 9), but in practice they do not seem to believe in culture integration (Rs 6 and 9). However, this may mean that teachers do not think teaching English is providing their pupils with linguistic knowledge only but believe in the fact that English teaching should also be taught in its cultural context. This belief is in tune with Byram, Morgan et al's (1994:4) :

" Knowledge of the grammatical system of a language (grammatical competence) has to be complemented by understanding of culture- specific meanings (communicative or rather cultural competence)"

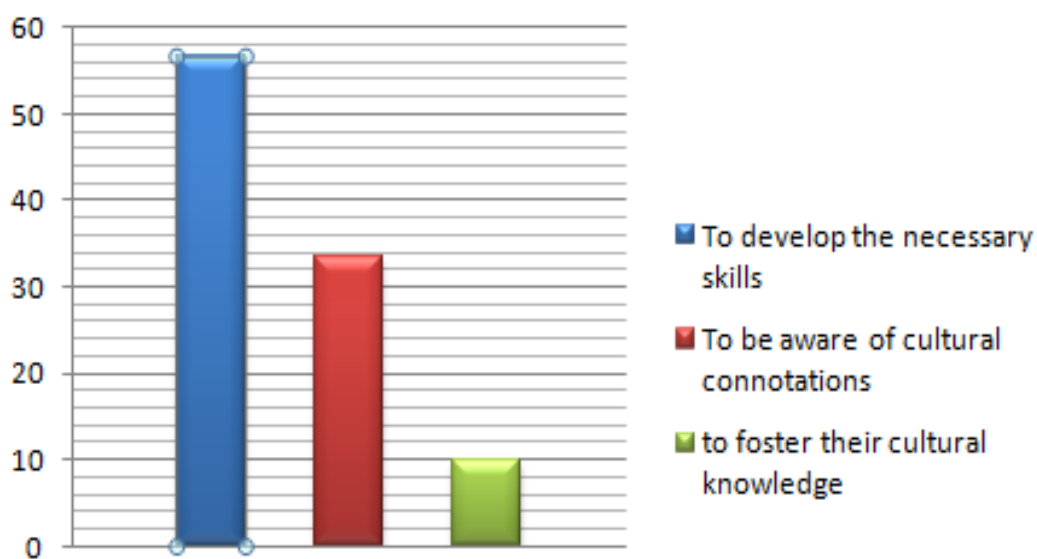


Figure5 : Teachers' techniques

This is revealed in the next answers (R12) when 56.66 % of teachers state that pupils communicate better when they develop in them the necessary skills to understand and convey messages. The majority of the teachers, then, think that the pupils cannot truly master the necessary skills of the language until they have also mastered the cultural contexts in which the language occurs. Linguistic competence alone is not enough for learners of a language to be competent in that language. From simple everyday things, like forms of address, culture forms an integral part of the language learning. Thus, in order for communication to be successful, learners must use the language associated with other culturally appropriate behavior, not only linguistic rules of the language. The fact that the other teachers think that their pupils should be aware of cultural connotations of words and phrases. It is therefore safe to say, though this belief remains intuitive, that teachers are aware of the fact that effective communication can be achieved through raising their pupils' awareness to the cultural connotations of words and phrases (33.33%) and by fostering their cultural knowledge (10 %).

Responses (13, 14 and 15)

Nearly all the teachers (93.33 %) agree that language functions such as greetings , apologies, and requests, etc. in authentic learning materials reflect cultural knowledge (R13). The teachers' responses reveal their knowledge about language teaching from a communicative perspective. Indeed, the use of language functions plays a significant part in the general movement toward communicative language teaching (Richards & Rodgers, 1986). The reason behind getting learners to know and use the different functions of language is to help them become communicatively and culturally competent because language should be taught as a means of communication and as a carrier of culture but not as a system of grammatical structures. To put it differently, the emphasis is on language use rather than language usage.

The teachers' responses to the next question item (R14) were correlated with those generated by the previous question which requires teachers to give their opinions about the use of functions in learning materials. This correlation helped us to know that the teachers admit that the use of language functions helps maintain close

interaction with pupils and get a direct contact with the culture of the language. A possible explanation of this is that teachers are aware of the fact that learning the language functions can foster their learners' foreign language cultural environment, and, thus, help them better communicate in that language.

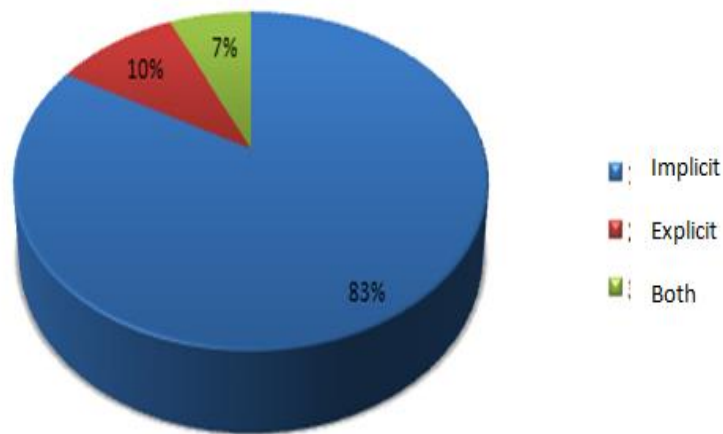


Figure 6: The importance of language functions

When asked about the way culture teaching should be undertaken (R15), most teachers think that it should be done implicitly, whereas 10% of them prefer the explicit teaching of the language. Only two of them say that both techniques are acceptable. The teachers' answers show that they believe in teaching culture for its own sake but not as a means to develop the learners' language proficiency. Indeed, when teaching culture, students can be aware of the cultural features reflected in the language. In addition, teachers can make those cultural features an explicit topic of discussion and bring them to the forefront when appropriate.

Responses (16, 17 and 18)

The answers provided by the teachers indicate that they hold different opinions about their roles when dealing with culture in their classes. While 46.66 % of them believe that the teacher should be a guide, 40 % of them think that s/he should be a source of knowledge. Four of them, who represent 13.33 % of the teachers, suggest that the teacher should have other roles such as prompter, controller, facilitator and monitor. It is true, then, to say that because teachers possess a scant knowledge about

the incorporation of culture in language, they seem to hold divergent opinions about the role of the teacher. This reveals that they are deeply influenced by the traditional approaches of teaching. The fact that many of them consider the teacher as the sole provider of knowledge implies they still continue to adopt a teacher centred approach in their teaching practices. This approach tends to be more subject-oriented than learner-oriented. They also seem to ignore the recent research in the field of culture in integration. This research argues that it is not feasible to teach language without teaching culture as well and that the role of the language teacher should be that of a “professional mediator between foreign languages and culture” (Byram and Risager 1999, 58). The foremost and most important prerequisite for language teachers to incorporate cultural material into their teaching is to make them familiar with the culture of the language they are teaching. They should have the basic backdrop to be able to effectively help students accomplish the essential skills in language learning to rationalize and identify with the target language culture.

Given the facts mentioned above, the need for the incorporation of culture in language may not be highly justified for more than half of the teachers. Indeed, 53.33 % think this integration can affect the learners' identity (R 17). This goes without saying that despite the fact that the teachers believe in the interconnection of language and culture and that the former should be taught in association with the latter, a lot of teachers hold negative attitudes towards the foreign culture. These teachers may be apprehensive to the teaching of cultural norms and aspects because they fear this would not be suitable for their learners. It should be noted here that the teachers' explanations are not based on statistical principles or on solid theoretical background, but on their own beliefs and everyday experiences. However, we believe that integrating culture into a foreign language implies a cognitive modification that should have an implication for the learner's identity as a social and cultural being. We also believe that teachers should introduce materials which consider the identity of the learner as an integral factor in developing the ability to function fully in cultural ‘third places’ (Kramsch, 1993: 233-259).

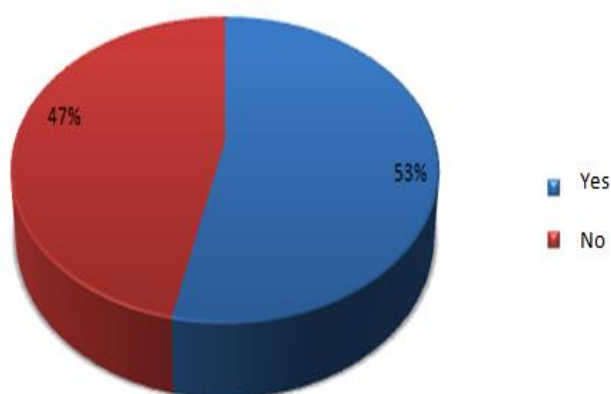


Figure 7: The effect of foreign culture teaching on learners' identity

Although the textbook is the main source of teaching, the teachers appear to make use of other techniques (R18). The four most frequently mentioned techniques were using the internet to get in contact with native speakers, discussions on cultural-related linguistic aspects (40%), songs, videos, and photos (33.33%), authentic materials such as shortstories, newspapers, films (30 %).

The fact that teachers discuss with their learners linguistic aspects of the language that are related to culture means that they recognize the usefulness of this discussion. This might explain that teachers favour learners' interactions in a communicative event because their learners can acquire all kinds of behaviours that would enable them to understand and use the target language appropriately. This also implies that teachers are aware that culture is closely related to language and that it is reflected through its different components: lexis, syntax, semantics, and pragmatics. They may also be aware of the fact that learners, through using the language when working in groups, can make them acquire some useful norms and attitudes such as how to be an effective listener and also how to recognise the foreign cultural patterns of behaviour and communication.

The other techniques are no exception too. Besides helping learners to perfect their language proficiency, they provide learners with the opportunity to get involved with the target culture. The internet, songs, videos, photos, stories, newspapers and films provide the learners with different aspects of the target culture and promote their attitudes towards an understanding of the native speakers of the target language.

Videos and films, for example, can offer learners the opportunities to observe behaviours that are not obvious in texts. They can also provide a current and comprehensive way of culture.

Responses (19, 20, 21 and 22)

The teachers' opinions (R 19) about the cultural content of the textbook varied a great deal. While 46.66% state that there exist cultural elements in the textbook, 53.33% affirm that it does not include elements of English culture. There might be several reasons for the difference of opinions :

- a) The teachers may not have understood what 'cultural elements' mean. For some, they could be the attitudes, habits, customs and ways of life of the native speakers. For others, they could be the way native speakers use the language (words, structures, expressions, idioms, proverbs, etc.). This implies that these teachers are not fully aware of the principles of culture integration.
- b) The teachers are not trained to use the textbook in an effective way. They are not aware that the textbook can only provide props and framework for classroom teaching and that no textbook can expect to appeal to all teachers or learners at a particular level (O'Neill, 1982: 153)
- c) Many teachers may not see the usefulness of integrating culture in language teaching because the way culture is presented in the textbook is inappropriate. According to Sheldon (1988: 239), the lack of cultural appropriacy of the textbook (i.e. the thinking underlying the textbook writing) may be different from or in conflict with the assumptions held by the teachers.

The answers provided by the teachers (R 20) exemplify the difference in opinions about the cultural content in the textbook. 26.66% say that the cultural elements are snapshots about British and American civilizations. However, The teachers did not mention the cultural aspects that are related to the use of people's names in the reading texts representing the two sexes and those related to race and ethnicity from the same or different nationalities, such as native speakers from Ireland, Wales, Scotland or England. Neither did they mention the texts and pictures that are related to specific food of different places in the English-speaking countries.

When questioned about the frequency of explaining the cultural elements in their native language (R 21), half of the teachers state that they rarely discuss the cultural aspects in the mother tongue and 33.33 % say they never do it. In contrast, 16.66 % of the teachers admit that they sometimes use their mother tongue. These figures may imply that the teachers do not see the usefulness of integrating the cultural aspects in their teaching. But they are at least aware of the fact that a foreign culture should be explained by its own tongue. It is noteworthy here that when learners learn a foreign language, they gain insight into cultural norms of that other culture; they gain linguistic but also cultural competence that not only helps them function in a foreign environment, but improves their social and cultural competence as a whole. Therefore, learning about foreign cultural values, norms, attitudes, typical and/or expected behavior in some recognizable situations should be done in the target language because this makes them use that language appropriately.

The answers the teachers provided (R 22) show that they give much importance to the linguistic knowledge. The majority of them (73 %) think that to master the language, the pupils should master the grammatical and phonological rules (grammatical competence). 63.33 of them prefer that their pupils should master the rules concerning cohesion and coherence (discourse competence). This may be due to the fact that most teachers think that learners should be prepared for the written exams. Only 16.66 of them say that learners should have good command of the sociocultural rules (sociolinguistic competence). 10 % of the teachers think that they should master the verbal and non-verbal communicative strategies (strategic competence). The answers provided by the teachers imply that most of them are not aware that teaching the language entails teaching its cultural aspects that are necessary for their learners to communicate effectively. These teachers focus too much on the learners' mastery of the rules of the language and seem to ignore that the learners' grammatical competence is not enough for them to use the language communicatively. In other words, to be communicatively competent and also to be able to take part in meaningful communication in different contexts and with different people, learners should go beyond the learning of discrete elements, rules and structures of the target language.

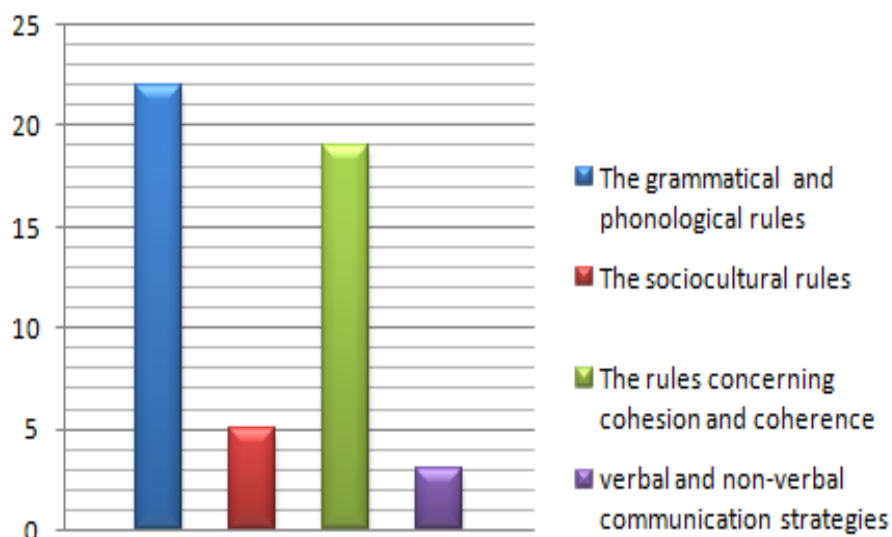


Figure 8: How to improve learners' communicative competence

Responses (23, 24 and 25)

The last three questions aimed at recognising the teachers' opinions about the problems that may result from the integration of culture in language teaching. We wanted also to know their suggestions and comments. The most striking answers in (R 23) is that 56.66 % of the teachers claim that culture incorporation in language instruction may have negative influence on learners. This may be the reason behind which a lot of teachers are reluctant in teaching the language within its own culture. The teachers' resistance to culture integration may be due to the fact that they think the foreign culture may be harmful to the learners' linguistic knowledge and their native environment and culture.

The purpose behind asking about the learners' problems regarding culture integration was to find out about more than half of the teachers' assumptions regarding the reasons that make them unwilling to incorporate culture in their language practices (R 24). It is a truism to say that teaching culture within language may influence learners' native language, culture and environment. However, it is also true that culture integration in foreign language teaching may have positive effects on learners. Some of these effects are :

1. If successful integration takes place, learners can use the language flexibly and sensibly understand and use the cultural norms that they encounter within the target language culture.
2. When cultural material is incorporated into language teaching, learners can be made familiar with the culture of the language.
3. Teaching the language through its culture can make learners interested and curious about the language
4. Learners can develop an intercultural understanding in the classroom through culturally and linguistically integrated English language instruction.

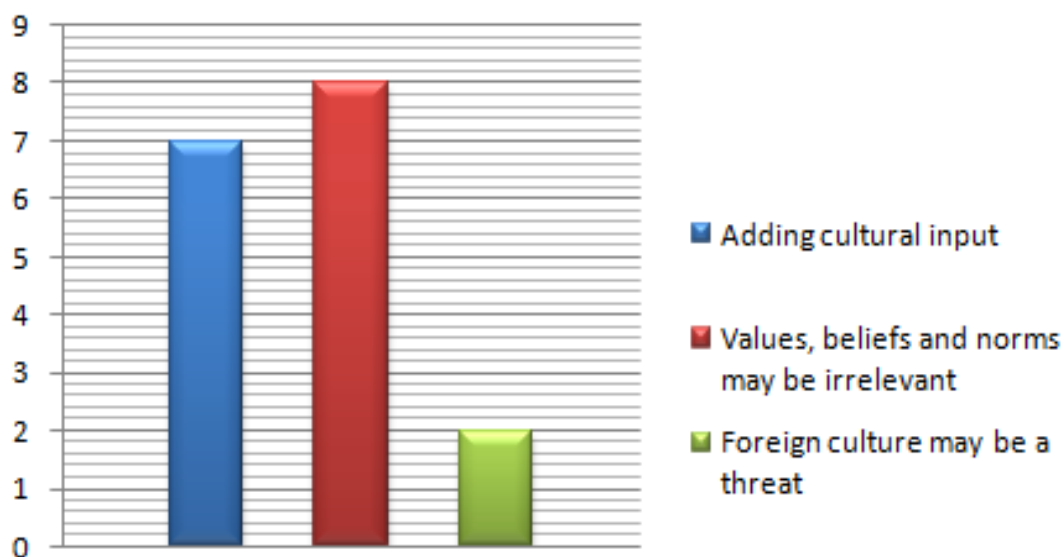


Figure 9 : Learners' problem in case of culture integration

Through an open question the teachers were invited to make any suggestions or comments concerning culture integration (R 25). Surprisingly, only four of them provided their suggestions and comments. One of them suggests that the English culture should be taught in different contexts. The other three think that the English culture should not be separated from language teaching. We were aware that open questions in questionnaires may have many pitfalls such as getting large amounts of data that can take a long time to process and analyse or receiving very superficial answers like the ones we had. Nevertheless, the answers provided show that these teachers are aware of the importance of culture integration in language instruction and

that language learning cannot be detached from the cultural content it carries to the language classrooms.

3.4 Analysis of the pupils' questionnaire responses

To complete the study, the second year pupils of a foreign languages class of the academic year 2014-2015 in Lycée 1^{er} Novembre in Djelfa are asked to answer a questionnaire and give their views about the importance of learning English, the difficulties they face in the subject, the topics they like more, and whether the classroom activities include aspects of foreign cultures.

General information

From the results obtained in the first part of the questionnaire, it is observed that the majority of the pupils are girls (28 girls against 12 boys) which indicates that girls are more interested in studying foreign languages than boys. Six pupils said that their level at English is weak (4 of them are boys) which ensures, again, the idea that girls are better than boys at foreign languages. Half of the rest of the pupils (17) are good and the others' level (17) is average.

Responses (1, 2 and 3)

In part two of the questionnaire, the obtained results showed that most of the pupils (33) like English even though they study French and Spanish. They consider it as an important subject. This indicates that English is winning more and more prestige. In addition to that, these pupils (28) state that English is important because it is an international language and, thus, can help them to communicate with foreigners from all parts of the world, or because it is the language of science and technology, or because it helps them to watch their favourite programmes (N.B the participants ticked more than one answer for the third question). The remaining seven pupils said that they do not like English, but this does not mean that they really dislike it, but they may prefer other foreign languages.

Responses (4, 5, 6, and 7)

Twenty seven of the respondents state that they enjoy their English class. This is not surprising since they belong to a foreign languages stream which they had chosen themselves and are aware of the high importance of English. Only 11, from

the 13 pupils who state that they do not enjoy their English class, provide their reasons for not enjoying the English class. Four of them do not enjoy the English class because there is too much focus on grammar and homework. Three of them said that there is too much time devoted to English (6 hours). Two pupils state that they lost their enjoyment of the English class because there is little classroom interaction and two others said that is due to the overcrowded classroom.

Though most of the pupils state that they like English as a subject for the reasons they provided before, we notice that seventy percent (28 pupils) of them admit having difficulties in English. These difficulties are not of the same source. Eleven respondents state they have difficulties in using the language. Ten of them said that understanding native speakers is their major difficulty. Only seven of them state that their difficulties are related to English grammar. Practically, we have noticed that such pupils are usually able to produce and understand a lot of words and sentences, but when it comes to conversational exchange, they show some kind of deficiency.

Responses (8 and 9)

These two questions focus on culture. When they were asked about the importance of learning about British and American cultures, the great majority (35 out of 40) of the respondents state they believe that learning a foreign language based on its culture is of high importance. It will enable them not only to end up with a good command of the English grammar, sentence structure and lists of vocabulary items, but also to become competent English language users. When asked about their favourite topics, the pupils gave varied answers but all of them are cultural elements. Thirty one of them prefer to learn about the English people's daily life. Twenty eight like sports. Fourteen of them like to study about natives' history, civilization and festivities. Only eight state that they prefer learning about the British and American art and literature. To support these respondents' views, we must mention that research on foreign language teaching has shown that an effective language teaching programme should not only enable the learners to be accurate in the foreign language, or to be able to use good expressions in their classroom communication, but also to enable them to be culturally competent, to develop an awareness of the target language culture including customs, beliefs, behaviour, daily life styles, etc.

Responses (10, 11, 12 and 13)

These four questions are concerned with the teachers' activities; whether these activities include cultural aspects, and whether the teachers use additional materials other than the textbook. All the respondents state that all the activities introduced by their teacher in the classroom concern the four skills and grammar. This means that the activities are varied and prepare the pupils for exams but they are not sufficient to help them become good users of the language. The results show that fifteen of the pupils think that their teacher's activities include some aspects of the Algerian culture. Half of them think these activities contain some English aspects, and only five pupils think that there are some international cultural aspects in the activities presented by their teacher. We can notice that the cultural dimension is nearly neglected in the teacher's activities because the teacher relies totally on the textbook and does not use additional materials that may contain English cultural aspects such as English newspapers, texts from other sources, English videos, leaflets and brochures.

3.5 Textbook evaluation

Before presenting and analyzing the target textbook, brief definitions of the textbook are provided.

3.5.1 Definition of textbook

A textbook is defined as an instrument of instruction which facilitates the teaching learning process. According to Oxford Advanced Learner's Dictionary, a textbook is "a book that teaches a particular subject and that is used especially in schools and colleges." Webster's Dictionary provides us with the following definition: "a textbook is any manual of instruction, a book containing a presentation of the principles of the subject used as a basis of instruction." In the same vein, Tanner & Tanner (1975) state that "textbooks are useful guides for teachers and stable orientation for the students." For S.K Kochhar (2011) the definition of a textbook is "any book used as the basis or partial basis of a concern of study can be called a textbook. It is specially written book which contains selective and systematic knowledge. Every care is taken for coherence and sequence. It is materials, made

simple to the degree that suits the intended learner.” Marsh (1992) states that a textbook is “ a tool used by teachers to motivate students and to give them maximum understanding about a topic or a problem.”

In the light of what has been said before, a textbook, hence, is a very important, beneficial and useful material in the teaching and learning field. According to H.Ansari and E.Babaii (2002), there are reasons and arguments that make the textbook beneficial and useful :

- A textbook is a framework which regulates and times the programs,
- ✓ in the eyes of learners, no textbook means no purpose,
 - ✓ without a textbook, learners think their learning is not taken seriously,
 - ✓ in many situations, a textbook can serve as a syllabus,
 - ✓ a textbook provides ready-made teaching texts and learning tasks,
 - ✓ a textbook is a cheap way of providing learning material
 - ✓ for novice teachers a textbook means security, guidance, and support,
 - ✓ a learner without a textbook is out of focus and teacher-dependent, and perhaps most important of all.

3.5.2 General presentation of the second year textbook ‘ *Getting Through* ’

This textbook is designed by the Ministry of National Education in December 2005 for all the streams of the second year. It is based on the CBA (competency based approach) which is based on linking learning carried out at school to varied and relevant context-of-use in order to make the learning useful and durable. The aim is for students to develop intellectual, linguistic and problem-solving capacities in school that will enable them to tackle cognitively and pragmatically challenging situations both in and out of school.

The textbook ‘*Getting Through*’ consists of 207 pages and 8 units that should be completed in 120 hours (i.e 15 hours for each unit). Every unit contains five different stages :

- Discovering Language
- Developing Skills
- Putting Things Together
- Where Do We Go From Here ?
- Exploring Matters Further

The units of the textbook are organized as follows :

<u>Unit</u>	<u>Unit topic</u>	<u>Unit title</u>	<u>Pages</u>
1	Signs of time	Life styles	22
2	Make peace	Peace and conflicts resolutions	22
3	Waste not, want not	World resources and sustainable development	20
4	Budding scientist	Science and experiments	20
5	News and tales	Literature and the media	20
6	No man is an island	Disasters and solidarity	19
7	Science or fiction	Technology and the arts	21
8	Business is business	Management and efficiency	21

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3.5.3 Analysis of the units

Unit one: Signs of time

Unit one contains a lot of cultural information. It is presented in the first page by a nice picture that shows the way of life in the past in Algeria during Ramadan. The picture makes the pupils know the Algerian famous painter Mohamed Racim who reflected, in this picture, the Algerian culture by presenting how people in Algeria used to celebrate Ramadan in the past. Cultural information is also present in exercise 4 page 20. The pupils are asked to find the different definitions of the word “can” in the tongue twister. Tongue twisters symbolize culture, but it could be better if the

pupils were asked to suggest some Arabic and French tongue twisters so that they can compare cultures. In exercise 6 page 26, the language-culture relationship is shown. The activity of relative clauses provides the pupils with cultural information about the UK in terms of mentioning its capital and the number of inhabitants in this capital. Moreover, further information is provided about the English inventor the Earl Sandwich who invented the snack "sandwich" and gives the origin of the word Hamburg which is a German town. In page 27, another activity provides the pupils with information which determine the way people dress themselves in different countries all over the world. In page 34, another text is presented concerning the styles and the clothes to give additional information. The mentioned information reveals one aspect of culture related to the clothing of people because the way of clothing reflects the way of thinking of people. In page 30, pupils are asked to make a life style profile in which they will describe three aspects of life: Clothes, food, and entertainment in Algeria and abroad. This project will motivate the pupils to explore such cultures and make the main similarities and differences between their home culture and other's culture. In page 32, another aspect of culture is embodied in the diagram which reflects the practiced activities during the spare time of teenagers in England. This diagram attracts the pupils to know how teenagers, like them, spend their spare time and through which they unconsciously start to compare the British teenager's activities with their activities. In page 33, the presented text is about the father of Joseph Mallord, William Turner, who is considered as one of the most English landscape painters. This text deals with Turner's father life, but it is better if the text deals with the life of Turner himself in which the pupil will explore the painter's life and his deeds as one of the personalities who enrich the cultural heritage. The unit can be considered as one of the richest units with cultural information in comparison with the other units.

Unit 2: Make peace

In pages (48-49) an insightful cultural knowledge is provided through the excerpt " I have a dream" of Martin Luther King the man who fights against discrimination in America. This cultural knowledge is very important for its dealing with one of the great personalities in the American history. The text is also preceded

by an expressive picture about racism and warming up questions about significant personalities in America like George Washington and Abraham Lincoln. It would be more effective if the pupils were provided with the biography of Martin Luther King to broaden their knowledge. In page 50, the pupils are asked to imagine themselves in Hyde Park at the Speaker's Corner in London. They are expected to imitate King's speech and deliver a similar speech defending the rights of the child. In this case, the teacher is supposed to introduce the Hyde Park, specifically, the Speakers Corner as a part of the English culture. In pages 53-55- 57, we find the song of Maria Carey and the poems of Emerson and Stein. They are of great importance since they motivate the pupils who prefer at this age to be involved in such readings. In page 54, the given text discusses the problem of pollution in America and suggests that since people start pollution, they are supposed to stop it. In this unit, we notice that there is more concentration on grammar rather than on culture. In addition we notice that even in the other units the great part of the cultural information is included in the exploring matters further section which is not tackled in the classroom but it is the students' responsibility to gain the information by themselves. Unfortunately, this additional cultural knowledge is neglected by the majority of the pupils.

Unit 3: Waste not, want not

We notice that in this unit there is a lack of culture integration. In page 69, a text about noise pollution is provided. It talks about some people from Los Angeles who suffer from noise because they live near an airport. But noise pollution is a global issue and does not concern only the USA. In page 74, an authentic text talks about the use of oil in the different domains of life. Even though the text is adopted from BBC Modern English, it does not reflect any aspect of culture because oil is of an international concern and its loss has a negative impact on the people all over the world. In page 75, the text speaks about the use and the consumption of energy in different countries in the world. We notice that the unit deals with global issues which encompass pollution, noise, energy. These are scientific topics which the pupils have already dealt with in other

subjects at school. What pupils need is texts that contain linguistic and cultural knowledge which will help them in their communication.

Unit 4 : Budding scientist

Unit four, like unit 3, does not contain much cultural knowledge except in few pages. In page 88, the agony aunt is introduced as a solver to the readers' problems in newspapers and magazines in Britain. The pupils, then, are asked to write a letter to an agony aunt to ask for a piece of advice and then play the role of the agony aunt and solve the problems of their colleagues. This activity has two aims : it trains the pupils to write a letter and gives them an idea about the foreign press. In page 92, the pupils are asked to search into how people of their locality interpret dreams. Based on the example of the interpretation of the dreams "The ABC of dreams" which is written by an English school student to help the pupils realize how dreams are interpreted in the target culture and compare that with the interpretation in the Algerian culture. In page 95, culture is present through the text which is entitled "A Bag of Tricks". This text shows that "The Grounde of Artes" by Robert Recorde was the first arithmetic book that was printed in English. The text is both informative and entertaining at the same time. This unit concentrates on scientific texts and experiments. Such texts do not raise the pupils' motivation to learn English.

Unit 5 : News and tales

Unit 5 contains some very important cultural aspects. In page 99, there are pictures of different English novels and titles of different newspapers which reflect the life and the people of this foreign language and their styles of writing. From the titles of the newspapers, the pupils can compare and find similarities and differences between Algerian newspapers and English newspapers. The pictures of the English novels present an important cultural knowledge. They motivate the pupils to search for detailed information about the novels and their authors. Concerning the presence of the newspapers, it is limited to the article of Tsunami page 100 which is a natural disaster and to the article of collision of vehicles in Boudouaou page 109 and 110 which is a man-made disaster. In page 105, a short poem of an anonymous poet which contains

similes is presented to the pupils so that they can write similar short poems. In page 106, there is a picture of the front page of a book from 'Penguin Popular Classics' (Grimm's fairy tales). The pupils are asked to answer and discuss some questions about the cover page and the folktale. This will motivate the pupils to read the novel. Concerning the Algerian culture, we notice that it does not exist at all in this unit, except the picture of the Algerian great poet Moufdi Zakaria.

N.B

According to the instructions sent to the teachers of English by the Ministry of Education via the inspectors of English, the pupils of the second year have to deal with the units according to their streams as follows :

Scientific streams: Units: 2 – 3 – 4 – 6

Literature and philosophy and foreign languages streams: Units: 1 – 2 – 3 – 4 – 7 – 6

Unit 5 is not included in the programme although it contains some very important cultural aspects (English newspapers, English novels, foreign styles of writing etc

Unit 6: No man is an island

Concerning the cultural knowledge, unit 6 is poor. There are no texts, pictures or poems of the English culture. In pages 122 and 123, there is some information about Bill Gates, the Head of Microsoft and the man of America for the year 2005. Bill was elected by the Americans that year because of his very kind acts. His picture and the dialogue with him seem to be reliable since this unit deals with natural disasters. In page 124, we notice that pronunciation with culture is presented. The pupils are asked to cross the silent letters in tongue-twister examples. In order to compare charity and kind acts in Algeria and abroad, a text in page 129 shows how the Algerian people were charitable during the earthquake of Boumerdes. In page 136, there is an authentic text entitled 'charities'. This text talks about charities in America and Britain. From these texts, the pupils can understand how

charity is very important and necessary in people's relationships and that it is a common moral shared by people of different cultures.

Unit 7 : Science or fiction

Page 138 contains pictures of some science fiction films. So, from the title we realize that this unit will totally deal with science or fiction. In pages 139 and 140, a picture of a famous book “ The Time Machine & The War of The Worlds” is presented. Opposite the picture, we find questions about this novel which the pupils are asked to answer and discuss. In pages 139 and 140, there is a text that explains this genre ‘ Science Fiction’ and gives some information about some writers who deals with such genre. The text is followed also by questions of comprehension. The picture and the text can motivate the pupils by pushing them to search for the novel and read it, especially the pupils at this age are fond of reading texts of this kind. In page 151, there is culture knowledge. It concerns the biography of a very famous English researcher “Michael Faraday”. The pupils here learn two things : how to write a biography and learn about one of the most famous researchers in England. In the exploring matters further section, we notice that there are three texts : the first one in page 155. It is about Frankenstein story. The second concerns the visitors from the outer space in Washington in page 156. The third text in page 157 is about the five biggest volcanoes in the world. We notice that the first text and the third one are purely scientific, but the second one shows some cultural aspects. It deals with the American people's way of thinking vis-à-vis the rightness or the falsehood of the incidents.

Unit 8 : Business is business

Culture is strongly present in this unit. The title “ Business is business” is a famous English idiom. It is purely English, but it becomes an international expression. In page 164, a very interesting poem is provided. It helps the pupils in the pronunciation of some similar words that may be confusing. The pupils are asked to learn the poem by heart which will consolidate both their pronunciation and vocabulary. In pages 170 and 171, the picture, the graph, and the text reveal the

important place and role played by the American woman during and after the world war. This text makes the pupils think about the situation of the Algerian woman during the revolution and in the recent time and make a comparison between the two. In pages 176, 177 and 178, economic information is presented through texts, graphs, and tables. This information seems to be difficult for the pupils. Although the texts are about business and are related to the unit, but they need further explanation. They could be introduced in a simple and more interesting way.

Textbooks are always considered as the foundation stone in the teaching-learning process. When describing, analyzing and evaluating the second year textbook “Getting Through”, we focussed on the cultural side in the book because it is the main aim of our study. From this description and analysis we noticed that :

- The textbook concentrates much more on the linguistic information such as grammar, vocabulary, spelling and pronunciation.
- The cultural information included in the book are of international interest (pollution, energy..)
- The small-c culture elements, which are more beneficial to the FLT, such as traditions, daily life, education, proverbs, idioms, religion, etc., are not provided in the book.
- Culture knowledge, when found, it is limited to the exploring matters further section. This section is generally neglected by teachers and it is up to the pupils’ interest to read and grasp this cultural knowledge.
- The textbook deals with only the British and American cultures ; the cultures of the other English – speaking countries do not exist.
- Only formal English is included in the textbook. Informal English reflects the cultural information more than the formal English does, and even prepares the pupils for a better communication but it is neglected.

Conclusion

In this chapter, we have dealt with the presentation of both the teachers' and the pupils' questionnaires. These questionnaires are divided into two parts. The first part contains the general information and part two deals with the responses to the questions provided. Then, a deep analysis of these responses is provided. We concluded the chapter with an evaluation of the textbook by analyzing all the units, focusing on the cultural aspects.

CHAPTER FOUR
PEDAGOGICAL
RECOMMENDATIONS

Introduction

The data gathered from the two questionnaires revealed that most teachers and pupils agree on the importance and the necessity to incorporate culture in the foreign language teaching and learning. In addition, a close examination of the 2AS textbook (*Getting Through*) has shown that the activities and tasks of this textbook do not sufficiently include the different cultural components of the target language. In this chapter, some pedagogical proposals will be suggested to address culture as a core and integrated element in language teaching. These pedagogical proposals address the following issues: integrating culture in large classes, teachers' and pupils' roles, culture incorporation via technology, and teacher training.

4.1 Pedagogical proposals

The following section deals with the following pedagogical proposals: integrating culture in large classes, teachers' roles and pupils' roles, teaching culture through technology, and teacher training.

4.1.1 Integrating culture in large classes

As mentioned before, scholars (Kramsch, 1993, Byram, 1997, Seelye, 1993, Chastain, 1988) agree that foreign language teachers should incorporate culture into their classrooms as a whole entity because language is part of culture and culture is part of language (Brown 2007a:177). In this regard, it is maintained that culture integration should inevitably be a motivating and engaging component of language teaching and learning. However, this incorporation is not an easy task in language classrooms, especially in large classes. This is due to the fact that pupils come to school with different interests, different learning styles and different levels of language proficiency.

Teaching English based on its culture should not be mainly based on tasks and activities that all pupils have to do in the same way. This may make pupils demotivated and bored and lead them to show no progress in their language proficiency. To put it differently, incorporating culture in language teaching does not mean that teachers provide learners with easy tasks and assignments as this will urge

them to do these tasks only to achieve the best marks, and tend to stop making any effort in the cultural aspects introduced in the lesson. Culture-based English language teaching in large classes or mixed-abilities classes (the two terms are used interchangeably) implies adjusting teaching materials that suit the needs of every pupil in the classroom. This can be done by identifying pupils' strengths and potential and by reinforcing them.

Due to the learning differences that exist in large classes, introducing cultural elements in language classroom may inhibit many pupils from understanding and using these elements in their oral or written productions. Therefore, there must be careful attention to the different ways of incorporating culture, the aim of which is to create a positive working environment, and to enable students reach a cultural understanding along with their linguistic knowledge.

One way is to adapt the teaching materials that are found in the textbook and grade the language to suit the pupils' different levels. Adapting materials that contain cultural aspects of language is important in the sense that it helps teachers to maximize the value of the textbook for their particular learners and also to make their teaching effective and more interesting. Another way is to proceed with group work. However, groups should consist of both weak and strong pupils so that they can work together and exchange different information. If the groups are small, the weaker pupils will feel more able to contribute. Teaching the language within its culture can also be reached through the use of a task-oriented approach, which, according to Tomalin and Stempleski (1993:9), is characterized by cooperative learning where pupils work in teams, discuss, share opinions, interpret and compare information.

4.1.2 Teachers'roles / pupils'roles

The aim of culture integration in language classrooms is to motivate learners to use English effectively and appropriately and also to devise the right materials and tasks to learn the language naturally and nearly in the same way a native speaker does. Since language emerges from interacting with other speakers, it cannot truly be learnt without acquiring knowledge about its culture and native speakers. This suggests that effective learning of the language is determined by a number of factors

including the type of the materials, the clarity of the tasks' instructions and goals, and more importantly, the roles of the teachers and the learners.

To achieve the goal of cultural instruction, teachers should carefully devise activities that contain cultural aspects of the target language. They should, therefore, set clear objectives to put culture teaching into practice and to establish an intercultural understanding in the classroom. In order to improve their students' language proficiency, teachers should create activities that explain and demonstrate the differences in language use between their pupils' culture and the target one. Teachers should use authentic materials such as proverbs, role-plays, culture capsules, songs, literature and films for presenting culture in the classroom because these materials prepare learners for real life, affect their motivation positively and present authentic information about culture.

In order to develop their learners' communicative competence, EFL teachers should perceive the importance of culture learning in the foreign language textbooks and classroom practices. They should, therefore, encourage their pupils to do projects about the target culture topics. They should urge their pupils to check the school library or the internet to look for interesting aspects of the target culture. Thus, teachers should assist the learners when they are engaged in group or pair activity. Celce-Murcia et al (1988:75) point out that:

“The teacher should not remain seated or uninvolved during such activities but oversee as many of the pairs or groups as possible and respond and intervene as needed. From our experiences, students are less resistant to group work when the teacher is an active observer and facilitator.”

(Celce-Murcia & Hills, 1988:75)

Since teachers always bemoan that their pupils are not unable to learn English, but they rather ‘do not want’ to do so, they should put their pupils on the right track by motivating them to broaden their English knowledge through exposing them constantly to this language and its culture. These pupils should take into consideration that learning English has become necessary and indispensable like

never before. They should, therefore, learn English not only to know its grammar rules and the maximum of its vocabulary or as means for passing an exam, but to use it in an appropriate way and in different contexts. They should be able to understand and be understood by the native speakers. To achieve this, they ought to find their own ways to learn about English and its culture inside and outside the classroom. They should consult all the means that might be available for them (the wide range of sites, channels, tubes, books , etc.) that introduce and explain the different English-speaking cultural aspects in amusing and entertaining ways and that help them get a good command of the language.

4.1.3 Teaching culture through technology

Recent research has shown that the use of technology in language teaching and learning can be very beneficial in the sense that it makes learning more effective and engages students actively. Technology can also promote socially active language when used in authentic contexts.

One of the benefits of technology in foreign language teaching and learning is that it provides authentic communication in an interactive environment that facilitates the teaching of culture (Lee, 2009). It helps create better and more effective instructional materials to help pupils not only learn the linguistic knowledge but also the target culture. It is also helpful for pupils to take advantage of technology by learning in formal and informal settings through interactive social spaces. Technological devices such as smart phones, laptops and computers, etc., as well as the internet are widely used to support students learning in a classroom setting. They have, in fact, provided them with many opportunities to know more about the target language and its culture. Through facebook, pupils are in touch with what is happening outside their country. Thanks to their foreign friends, they can learn how to use the language appropriately and also know and discover many cultural aspects of that language. Teachers should encourage their pupils to use the interactive media, in order to make them more engaged with authentic cultural content and also to get them access and explore this content freely so that they know more about the language they are studying. Teachers ought to give their pupils opportunities to learn the target language

and enhance their cultural understanding outside the classroom so they acquire knowledge about how to use the language in order to function successfully in socio-cultural contexts.

Since acquiring the target language, communicative competence entails the integration of both language and its culture, teachers should enable their pupils to act in real life situations, and to be involved in communicative acts, so that they can understand the cultural references and views that the native speakers of the particular target culture possess. To achieve this, teachers are required to encourage their pupils do some research or projects about some cultural aspects of the target language in groups or in pairs using the web so that learners can write a composition about a specific topic where they can write, edit, revise and read. Teachers should also use films, lectures of native speakers of the target culture, audio-taped interviews with natives, and authentic readings and realia. However, it worth noting that these activities and strategies are endless and sometimes difficult to control, so teachers should assess their own context to evaluate the effectiveness of any activity, and modify any activity or material at hand to fit their students' needs better.

4.1.4 Teacher training

Our observation of the foreign languages classroom has convinced us of the fact that there is still little focus on culture. Most teachers focus too much on linguistic knowledge only because they have limited knowledge on how culture is or should be addressed in the EFL context.

Most Algerian teachers of English have slight knowledge on how to teach about English culture, and how it should be incorporated in language instruction due to the lack of training in this field. The different seminars they attend are mainly on language teaching training i.e how to teach the four skills and grammar, or on teaching techniques i.e how to prepare a lesson, to plan a lesson, to set the lesson objectives and so on. For developing the teacher's competence to teach the target language in its cultural and social context, the Ministry of National Education should think of including the cultural dimension in the foreign language teacher training so as to raise

the teachers' awareness of the importance of culture and its integration in language teaching.

Teachers should be trained to have good knowledge of the target culture and also to know how to teach language through authentic materials that contain cultural elements of the English-speaking countries. They should be trained not only to deliver a body of information about the target culture facts and artefacts, behaviours, ways of life, beliefs and values ; but also to create opportunities for their students to develop their socio-cultural skills.

To enable teachers to be culturally competent means they will be able to reach effectiveness in language teaching. This implies that teachers should be trained to develop cultural awareness along with language awareness so that they can provide a deep acknowledgement of cultural considerations that are necessary for understanding the target language and using it appropriately and effectively. Successful integration of culture in language teaching takes place when teachers are aware of the practices and attitudes that will help them to make their learners able to act flexibly and sensibly, and fully aware of the cultural norms that they encounter when learning the target language. This awareness will help teachers become open to new ideas in integrating culture in their language classroom, in making changes in their teaching practices, and in assessing their students' cultural competence.

As language learning cannot be detached from the cultural content, teachers, therefore, should be given the adequate training strategies to create a classroom atmosphere that is conducive to open their students' minds on the target language culture. They should be trained to discuss with their students issues such as food, clothes, history, weather, superstitions, proverbs, idioms, sport, politics, body language, behaviour and the like using the target language so that they can reach mastery of the linguistic features of that language.

Conclusion

In this chapter, we have suggested some pedagogical proposals that address the following issues. First, we dealt with integrating culture in large classes which is a quite difficult task and also adjusting the suitable materials, that contain cultural aspects of language, with regard to the learning differences that exist in large classes. Then, we dealt with the teachers' and the learners' roles who have to adapt themselves to the context of cultural instruction. After that, we suggested that the teaching of culture through technology can be very beneficial in the sense that it makes learning more effective and engages the pupils actively. Finally, we dealt with teacher training. Teachers should be trained to have good knowledge of the target culture in order to reach effectiveness in language teaching.

GENERAL CONCLUSION

This research study stresses the fact that a foreign language cannot be adequately taught unless it is based on its culture. It also investigates whether culture is given its due importance. It states that culture and language teaching should be inseparable to get learners competent both linguistically and culturally. Focusing on the textbook "Getting Through", it attempts to show that teaching a foreign language should imply teaching the cultural aspects connected to this language because linguistic knowledge is insufficient to make learners communicatively competent.

Relatively recent research has focused on the urgent need to integrate culture in foreign language teaching as many researchers including Kramsch (1991, 1993, 1996); Byram (1989, 1992, 1997); Seelye (1981, 1993), Brooks (1986) have highlighted the importance to incorporate culture in foreign language teaching. Yet, it seems that Algerian textbooks in general, and "Getting Through" textbook, in particular, neglect the issue of integrating culture in the target language. This might have a negative impact on learners' language proficiency. It goes without saying that if teachers do not develop in their learners the ability to be equipped with cultural understanding along with the linguistic knowledge, they cannot reach full understanding of the language.

Grounded on the data obtained from the teachers' questionnaire, some insightful results have been gained about the teachers' attitudes towards culture integration. The majority of the teachers do realize the fact that it is important to incorporate the cultural aspects in foreign language teaching. However, they rarely deal with culture in their language classrooms and many of them face difficulties in explaining issues related to the target culture. This might be due to the fact that they are not trained to integrate culture in language teaching.

The analysis of the textbook "*Getting Through*" revealed that the cultural component is not addressed adequately. In other words, there is a lack of the target culture in many units, and also a lack of authenticity concerning the textbook

passages and activities which give the pupils an artificial picture about how the English language is used in different contexts by native speakers. Some units are beyond the linguistic and cultural level of the pupils and are devoid of English songs, games, proverbs, etc. which promote the cultural understanding.

Although the teaching of culture continues to be an important aspect in foreign language instruction, the issue of culture integration should highlight other aspects such as the role culture plays in the field of foreign language teaching, and the impact it has on learners' understanding and use of English.

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Appendix 1

TEACHERS' QUESTIONNAIRE

THE EFFECT OF CULTURE-BASED LANGUAGE TEACHING ON IMPROVING LEARNERS' USE OF ENGLISH

Dear teacher,

This questionnaire is an important part of a research study which aims to find out whether EFL learners, when exposed to the target culture, would use the language appropriately. It is designed to know the teachers' beliefs about teaching the target language through its culture and the way they do it in the classroom. You are kindly requested to answer the questions. The information you provide will be valuable for the success of this work. Please tick (✓), circle the appropriate answer or justify and explain when necessary.

Thank you in advance for your cooperation.

Barboura Sebkhaooui
Department of English
Faculty of Literature and Languages
University of Djillali Liabes - Sidi Bel-Abbes

General information :

Age : 23-30 31-40 41-50 50+

Gender : male female

Highest qualification : 3AS level BAC Licence Master

English-speaking countries visited : yes no

Seminars on culture teaching attended :

no one or two more than two

1. What do you understand by the term “culture” ?
 - a. literature and fine arts
 - b. highly valued activities, skills, artefacts, architecture and tools that characterize a given group in a given period of time
 - c. the set of distinctive spiritual and intellectual beliefs, ideas, attitudes and emotional features of a particular community
 - d. others. Please, specify.....

2. Is language related to its culture ?

yes no

3. If yes, in what way ?

.....

4. How important is dealing with the English culture while teaching English ?
 - a) very important
 - b) important
 - c) not important

5. Do you discuss the differences between the cultural aspects of the target language and those of the native language in your classes ?

never rarely sometimes often

6. Do you discuss social or political events in English-speaking countries with your pupils in the classroom ?

never rarely sometimes often

7. Are pupils interested in British and American cultures ?

yes no

8. Do you encourage your pupils to talk about their favourite songs and singers in your class?

yes no

9. Using English in a native-like way in the classroom

- a) necessary
- b) unnecessary
- c) recommended

10. Pupils' difficulties in using English appropriately may be due to

- a) lack of sufficient linguistic knowledge
- b) lack of sufficient cultural knowledge
- c) both
- d) others. Please, specify.....
.....

11 . Integrating culture in English language teaching means

- a) teaching the culture of the target language country
- b) teaching the language in its cultural context

12. To make the pupils better communicate in English, the teacher should help them

- a) to develop the necessary skills to understand and convey clear messages
- b) to be aware of cultural connotations of words and phrases
- c) to foster their cultural knowledge
- d) to have a broad dimension of the language

13. Does using language functions (for instance, greetings, apologies, requests, etc...) in authentic learning materials reflect cultural knowledge?

yes no

14. If yes, why ? State your reasons

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

15. Should teaching language in its cultural context be ?

- a) implicit
- b) explicit
- c) both

16. What role should the teacher play when dealing with culture ?

- a) a guide
- b) a source of knowledge
- c) other. Please, elaborate.....
.....
.....

17. Does teaching a foreign language within its culture influence the learners' identity ?

yes no

18. Which technique(s) do you use in the language classroom?

(you can tick more than one)

- a) discussions on culturally-related linguistic aspects
- b) songs, videos and photos.
- c) using internet to get in contact with native speakers
- d) using pictures, maps, posters, etc.
- e) authentic materials (short stories, newspapers, films.....)
- f) others. Please, specify :
.....
.....

19. Does the textbook you use in the classroom include English cultural elements?

yes no

20. If yes, which of these elements are mostly used?

- a) daily life of native speakers
- b) English people attitudes and routines
- c) snapshots about British and American civilizations
- d) historical background
- e) beliefs, values and customs
- f) others. Please, specify :
-
-

21. How often do you explain English cultural aspects in your native language ?

frequently sometimes rarely never

22. To make students competent users of the language, teachers should help them to master

- a) the grammatical and phonological rules
- b) the sociocultural rules
- c) the rules concerning cohesion and coherence of discourse
- d) verbal and non-verbal communication strategies

23. The integration of culture in foreign language teaching may have negative consequences on learners

yes no

24. If yes, which problems would students have ?

- a) adding cultural input to the already existing linguistic one
- b) some foreign cultural values, beliefs and norms may be irrelevant to the learners' native environment
- c) foreign culture may be a threat to the native culture
- d)

25. Do you have any further suggestions or comments ?.....

.....

.....

.....

.....

Appendix 2

PUPILS' QUESTIONNAIRE

THE EFFECT OF CULTURE-BASED LANGUAGE TEACHING ON IMPROVING LEARNERS' USE OF ENGLISH

Dear pupil,

This questionnaire is an important part of a research study. It aims to find out whether EFL learners, when exposed to the target culture, would use the language appropriately. It is designed to know your views about learning the target language through its culture and the way it should be taught in the classroom. You are kindly requested to answer the questions. The information you provide will be valuable for the success of this work. Put a cross (✓) or circle the appropriate answer.

Many thanks for your collaboration.

Barboura Sebkhaoui
Department of English
Faculty of Literature and Languages
University of Djillali Liabes - Sidi Bel-Abbes

General information :

You are: a boy a girl
Your level in English is : weak average good

1. Do you like English ?

yes no

2. Is English an important subject for you ?

yes no

3. If yes, is it because
- a) it is an international language ?
 - b) it helps you to communicate with foreigners ?
 - c) it is the language of science and technology ?
 - d) it is the language of most entertainment programmes you prefer (songs,films...)?
 - e) its mastery is required to get a good job ?

4. Do you enjoy your English class ?

yes no

5. If no, why ?

.....

.....

6. Do you have difficulties in English ?

yes no

7. If yes, these difficulties are related to

- a) grammar
- b) using the language
- c) understanding native speakers

8. Is it important to learn about British and American culture ?

yes no

9- If yes, which topics do you like to learn?

- a) history and civilization
- b) people's daily life
- c) art and literature
- d) sports
- e) festivities

10 .Which activities does your teacher focus on ?

- a) grammar activities
- b) listening and speaking activities
- c) reading and writing activities

11. Do the classroom activities include aspects of

- a) Algerian culture ?
- b) international cultures ?
- c) English culture ?

12. Do your teachers use materials other than your textbook (*Getting Through*) ?

yes no

13. If yes, which kind of materials ?

- a) newspaper articles
- b) texts from other sources
- c) audio and Video Tapes and CDs
- d) maps, leaflets and brochures

Appendix 3

Appendix 4

Appendix 5

Appendix 6

Appendix 7

ملخص

أثر تدريس اللغة الانجليزية من خلال ثقافتها في تحسين استعمالها لدى المتعلم

يبدو أن تلامذة الثانوي يملكون تحكماً مقبولاً في التراكيب النحوية لكنهم غير قادرين على التخاطب بصفة جيدة وملائمة. بعبارة أخرى الذين هم على دراية بالقواعد النحوية لكن لا يستطيعون استعمال اللغة بشكل جيد بسبب فقدانهم للجوانب الثقافية والاجتماعية للغة. أي أنهم لا يستطيعون فهم واستعمال العبارات الملائمة لمختلف السياقات. يمكن إرجاع هذا إلى نقص الكفاءة الثقافية والتي حسب والاص "هي مجموعة معقدة تشمل المعتقدات، المعلومات، الأحاسيس، المشاعر، التصرفات والسلوكيات".

زيادة على ذلك لايزال الاساتذة يركزون على تطوير الكفاءة النحوية لدى المتعلمين ويتغاضون عن واحدة من أهم مكونات كفاءة التخاطب (الأ وهي الكفاءة الاجتماعية الثقافية)

تحاول هذه الدراسة أن تعطي الدليل على أهمية تدريس اللغة الانجليزية من خلال ثقافتها في عملية التعليم والتعلم وتركز على أثرها في مساعدة المتعلمين على استعمال اللغة بطريقة سليمة.

للوصل إلى هذا الهدف استعملنا ثلاث أدوات بحث وهي: استبيان للأساتذة، استبيان للتلاميذ، وتحليل وثيقة (الكتاب المدرسي - إنجليزية - السنة ثانية ثانوي).

تشير النتائج أن كل من الأساتذة والتلاميذ يرون أن إدراج الثقافة الانجليزية في تعليم لغتها هو ضرورة لتحقيق الفهم والاستعمال الجيد لهذه اللغة.

Resumé

Les élèves du secondaire semblent avoir une maîtrise acceptable des structures grammaticales, mais sont incapables de communiquer de façon significative et appropriée. En d'autres termes, ces élèves connaissent les règles de la grammaire, mais ne peuvent pas utiliser la langue de façon adéquate car il manque les aspects socio-culturels. Autrement dit, ils sont incapables de produire et de comprendre des énoncés qui sont appropriés dans des contextes socio-linguistiques différents. Cela peut être dû à leur manque de «compétence culturelle» qui est, selon Wallace (1988: 55). "Un ensemble très complexe de croyances, de connaissances, les sentiments, les attitudes et les comportements.» En plus, il est possible que les enseignants ont une grande responsabilité parce que ils donnent beaucoup plus d'importance au développement de la compétence grammaticale de leurs apprenants et négligent d'autres éléments plus importants de la compétence communicative (notamment, la compétence socio-culturelle).

La présente étude de cas tente de fournir des preuves évidentes pour intégrer la culture dans l'enseignement et l'apprentissage de la langue. Cette étude concentre sur son effet pour aider les apprenants à utiliser la langue effectivement. Pour atteindre cet objectif, trois outils de recherche ont été utilisés: un questionnaire pour les enseignants, un questionnaire pour les élèves et une analyse de documents du livre « Getting Through ». Les résultats ont montré que les enseignants et les élèves considèrent l'intégration de la culture dans l'enseignement et l'apprentissage des langues étrangères comme une nécessité pour que les élèves puissent mieux comprendre et utiliser l'anglais.