

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Djillali Liabes University of Sidi Bel Abbes**  
**Faculty of Letters, Languages and Arts**  
**Department of English**



**The Importance of Culturally Mediated Contents in EFL  
Instruction : The Case of Third Year Students at Djillali  
Liabes University, Sidi Bel Abbes**

Thesis Submitted to the Department of English in Fulfilment of the Requirements for the  
Degree of Doctorate in Didactics

**Presented by**

Mrs Samia AMARI

**Supervised by**

Prof. Zouaoui MERBOUH

**Board of Examiners**

1-Prof. Mohamed MELOUK	President	Professor	UNIV-SBA
2-Prof. Zouaoui MERBOUH	Supervisor	Professor	UNIV-SBA
3-Prof. Hind Amel MOSTARI	Internal Examiner	Professor	UNIV-SBA
4-Prof. Habib YAHIAOUI	External Examiner	Professor	UNIV-Mascara
5-Dr. Abdallah BARAKA	External Examiner	MCA	UNIV-Mascara
6-Dr. Mohamed GRAZIB	External Examiner	MCA	UNIV-Saida

**Academic Year**

2020/2021

# Dedications

First and foremost, I dedicate this work to my husband Reda with whom I share the most memorable moments. I thank him for the continuous encouragement and moral support that he provided me with throughout the phases of the research work.

To my beloved parents whose unconditional love, help and advice have been the major support in my personal and professional life.

To my parents-in-law who deserve my wholehearted thanks as well.

To my sisters Amina and Doaa

To my brothers Mohamed Khelifa and Rafik and my brothers-in-law Morad and Mohamed.

To my dear grandmother and to the memory of my grandfather.  
To my aunts and uncles.

To everybody who helps and encourages me.

# Acknowledgements

First and foremost, I would like to thank Allah who helped me to fulfill this work.

I owe heartfelt gratitude to my supervisor Prof. Zouaoui Merbouh whose knowledge, encouraging comments and insightful guidance have been of great support in my research journey.

I am highly indebted to Prof Mohamed MELOUK for his support, encouragement, and inspiring guidelines throughout the research process.

I would like to express my deepest gratefulness to the jury members namely Prof. Mohamed MELOUK, Prof. Hind Amel MOSTARI, Prof. Habib YAHIAOUI, Dr. Abdallah BARAKA and Dr. Mohamed GRAZIB who devoted their time to read and comment on this work.

I am indebted to Prof Mohamed YamineBOULENOUAR for the insightful guidelines that he provided me with throughout the research process.

I owe deepest gratitude to Prof. Michael Byram, a leading theorist in teaching culture at the university of Durham, for his support and the valuable data that he provided me with regarding the implication of culture-based contents.

I am grateful to my colleague and dear friend Mrs Kheira ARAB for her continual assistance, constructive comments and advice during the research journey.

I would like to thank my students whose excitement and willingness to provide me with data made the completion of this research an enjoyable experience.

Special thanks to my colleagues at Djillali Liabes university, department of English, for their contribution to the accumulation of data by responding to the questionnaire and interview as well.

Finally, I would like to express sincere thanks to all those who contributed in myriad ways to the fulfilment of this thesis.

## Abstract

This study aims to draw attention to the way culturally mediated contents are implemented in classes where English is taught to non-native speakers. It highlights the apparent connection between culture and language and how they can lead to successful language learning built on cultural understanding and tolerance. Moreover, it aims to suggest a number of strategies that may facilitate the inclusion of culture-oriented contents into the curriculum. As an attempt to reach the research objectives, it is unavoidable to shed light on students' degree of responsiveness to culturally mediated instruction. In order to examine what sort of cultural contents are to be explored, 100 third year learners of English have been chosen from the department of English at Djilali Liabes university of Sidi-Bel-Abbes. While collecting data for this research work, both quantitative and qualitative means were of great importance in the way they provide the researcher with detailed knowledge on the situation under investigation. The quantification of data is done through the use of a questionnaire that includes close and open-ended questions for the sake of providing answers to the research questions. Moreover, qualitative data have been gathered through the use of an interview with teachers, a focus group with students and classroom observation. Thus, more chances for reliability and trustworthiness have been achieved. Indeed, the teaching of English at the Department of English at DLU is clearly described through shedding light on teachers and learners' challenging experiences when dealing with courses of culturally mediated aims. The findings reflected the extent to which such contents are implemented in courses. It could be noticed that most of the cultural input available for students is merely and mainly historical and was not involved in subjects that focus on other aspects of the language. Consequently, fewer opportunities are created for raising cultural understanding and tolerance among learners. It is worth mentioning that some of the difficulties encountered by the selected participants when attempting to learn the target language are mostly related to their lack of cultural awareness that in turn leads to a failure to absorb the required cultural knowledge. Considering the crucial role of teachers in this context, it is recommended to investigate the strategies that increase the levels of cultural awareness among students. In other words, teachers' attempts to raise their learners' intercultural communication skills should be taken into consideration while working on the other language skills.

# List of Abbreviations

- CA : Communicative Approach
- CBA : Competency Based Approach
- CC : Communicative Competence
- CL : Culture Learning
- CLT : Communicative Language Teaching
- CMI : Culturally Mediated Instruction
- CT : Culture Teaching
- DLU: Djillali Liabès University
- DMIS : Developmental Model of Intercultural Sensitivity
- EFL English as a Foreign Language
- ELT English Language Teaching
- FL : Foreign Language
- FLL : Foreign Language Learning
- FLT : Foreign Language Teaching
- IC : Intercultural Competence
- LAD : Language Acquisition Devise
- LMD : License/Master/Doctorate
- LT : Language Teaching
- M1 : Master1
- M2 : Master2
- TC: Target Culture
- TEFL Teaching English as a Foreign Language
- TL : Target Language
- U.K : United Kingdom
- U.S.A: United States of America

## **List of Tables**

<b>Table 1.1</b> Implementation of the LMD System in Algeria: Acts and Principles (Adopted from Didane, 2013)	16
<b>Table1.2</b> DLU Faculties and Departments	19
<b>Table1.3</b> Teachers' Profile	22
<b>Table1.4</b> Purposes of the Students' Questionnaire	37
<b>Table1.5</b> Purposes of the Teachers' Questionnaire	42
<b>Table1.6</b> Students' Focus Group (Number of Questions, Purposes and Examples)	45
<b>Table1.7</b> Teachers' Interview (Purposes and Examples)	47
<b>Table2.1</b> Culture: a Compilation of Definitions	66
<b>Table2.2</b> Acculturation vs. Enculturation	79
<b>Table2.3</b> U-shape Model of Adapting to a New Culture (Adapted from Oberg, 1960)	80
<b>Table3.1</b> Students' Perceptions on the Relevance of Culture-based Contents	105
<b>Table3.2</b> In-class Incorporation of Culture-based Contents	109
<b>Table3.3</b> Teachers' Preferences of Cultural Aspects	126
<b>Table3.4</b> Teachers' Opinions on the Usefulness of Music, Reading, Plays and Oral Presentations	127
<b>Table3.5</b> Teachers' Comments on the First Part of the Interview	142
<b>Table3.6</b> Teachers' Comments on the Second Part of the Interview	144
<b>Table3.7</b> Teachers' Comments on the Third Part of the Interview	146
<b>Table3.8</b> Civilization Task: Quizzes	160
<b>Table3.9</b> Writing Assignment: Students' Responses to the Written Test	162
<b>Table3.10</b> Answers to the Research Questions	179

<b>Table4.1</b> Culture-based Topics (Adapted from Brooks' Hors d'oeuvres, 1960)	205
<b>Table4.2</b> A Compilation of Culture-oriented Activitie	208
<b>Table4.3</b> Cultural Awareness Assessment Tool	209
<b>Table4.4</b> Goals of Culture-based Instruction in the EFL Classroo	212
<b>Table4.5</b> Cultural knowledge Tes	232

## List of Figures

<b>Figure 1.1</b> LMD Cycles.....	18
<b>Figure1.2</b> Objectives of the Study .....	29
<b>Figure 1.3</b> Steps of the Work .....	31
<b>Figure2.1</b> Human Mental Programming (Adapted from Hofstede ,1994: 6).....	67
<b>Figure2.2</b> Cultural Iceberg (Adopted from Erasmus).....	71
<b>Figure2.3</b> Dimensions of Culture (Adapted from the National Standards for Foreign Language Learning, 1996) .....	72
<b>Figure2.4</b> Big C vs Little c Cultures .....	76
<b>Figure2.5</b> Byram’ s 1997 Model of Five Savoirs .....	84
<b>Figure2.6</b> DMIS (Adopted from Bennet, 1993:90) .....	86
<b>Figure2.7</b> Points of Interrelation between Language and Culture (Adopted from Liddicoat et al, 2003:9) .....	93
<b>Figure4.1:</b> A Model for Culture Teaching (Adapted from Lee, 2009.....	197

## List of Diagrams

<b>Diagram1.1</b> Subject Matters Taught During the 1st Cycle.....	23
<b>Diagram1.2</b> Subject Matters Taught During the 2 <sup>nd</sup> Cycle .....	24
<b>Diagram1.3</b> Quantitative and Qualitative Tools of Data Collection .....	39
<b>Diagram1.4</b> Steps of Data Analysis .....	52

## List of Pie-charts

<b>Pie-chart 3.1</b> Students' Motivation towards Culture Learning.....	112
<b>Pie-chart3.2</b> Students' Opinions on the Availability of Books in the Faculty's Library.....	117
<b>Pie-chart3.3</b> Students 'Attempts to Visit Other Libraries.....	119
<b>Pie-chart3.4</b> Students' Attempts to Acquire Cultural Knowledge outside the Classroom.....	119
<b>Pie-chart3.5</b> Teachers' Exposure to Intercultural Training.....	123
<b>Pie-chart 3.6</b> Teachers' Attempts to visit Foreign Lands.....	124
<b>Pie-chart3.7</b> Teachers' Views on the Importance of Culture in FLT.....	125
Knowledge.....	128
<b>Pie-chart3.9</b> Opportunities to Enlarge Students' Cultural Knowledge.....	129
<b>Pie-chart3.10</b> Teachers' Opinions on the Availability of Books in the Faculty's Library.....	130
<b>Pie-chart3.11</b> Collaboration among Teachers Regarding Culture-based Contents .....	131

## List of Bar-graphs

<b>Bar-graph 3.1</b> Students' Knowledge on Cultures.....	112
<b>Bar-graph 3.2</b> Students' Knowledge on Cultural Differences.....	113
<b>Bar-graph 3.3</b> Students' Viewpoints on the Library's Books .....	118
<b>Bar-graph3.4</b> Students' Exposure to Songs, Movies, Literary Works and Conversations outside the Classroom.....	120
<b>Bar-graph 3.5</b> Students' Perceptions on the Sufficiency of the Classroom Conten.....	121
<b>Bar-graph3.6</b> Teachers' Views on Language Learning Difficulties among Students.....	123
Situations and Study Days.....	126
<b>Bar-graph3.8</b> Teachers' Views on the Availability of Equipments .....	129
<b>Bar-graph3.9</b> The Inclusion of Culture-related Themes in Classes .....	132
<b>Bar-graph3.10</b> Distribution of Time between CT and LT.....	134
<b>Bar-graph3.11</b> The Extent to which Cultural Themes are Included in Courses.....	135

# Table of Contents

## Chapter One: Preliminary Information and Introduction to the Research Context

1.1 Introduction.....	10
1.2 Importance of English as a Foreign Language .....	10
1.3 English Language Learning .....	12
1.4 English in Algerian Educational Contexts .....	14
1.4.1 English in Algerian Primary, Middle and Secondary Schools .....	14
1.4.2 The Algerian Educational System at Universities: General Considerations .....	16
1.4.3 Djillali Liabes University.....	21
1.4.3.1 General Descriptions .....	21
1.4.3.2 The Department of English .....	22
1.5 Statement of the Problem .....	25
1.6 Objectives of the Investigative Study .....	28
1.7 Steps of the Work .....	30
1.8 Research Question.....	31
1.9 Hypothesized Statements .....	32
1.10 Piloting.....	34
1.11 Participants.....	35
1.11.1 Students .....	35
1.11.2 Instructors.....	37
1.12 Data Collection .....	38
1.12.1 Primary Data .....	38
1.12.1.1 Quantitative Data.....	40
1.12.1.1.1 Students' Questionnaire.....	41
1.12.1.1.2 Teachers' Questionnaire.....	44
1.12.1.2.1 Students' Focus Group.....	47
1.12.1.2.2 Teachers' Interview .....	48
1.12.1.2.2 Teachers' Interview .....	48
1.12.1.2.3 Classroom Observation.....	50
1.12.2 Secondary Data.....	51
1.13 Data Analysis Procedures .....	51

1.14 Ethical Considerations .....	52
1.15 Limitations.....	54
1.16 Conclusion.....	55
<b>Chapter Two: Review of the Related Literature</b>	
2.4 Dimensions of Culture.....	60
2.2 Culture: General Considerations.....	60
2.2.1 Etymology.....	61
2.2.2 Connotations.....	61
2.1 Characteristics of Culture.....	67
2.4 Dimensions of Culture.....	69
2.4.1 Aesthetic, Sociological, Semantic and Sociolinguistic.....	70
2.4.2 Cultural Iceberg Classification.....	71
2.4.3 Perspectives, Products and Practices .....	72
2.4.4 Behaviourist, Functionalist, Cognitive and Symbolic.....	73
2.4.5 Big C vs. Little c Cultures.....	73
2.4.5.1 Big C Culture.....	74
2.4.5.2 Little c Culture.....	75
2.6 Definitions of the Related Concepts .....	76
2.6.1 Acculturation vs. Enculturation.....	77
2.6.1.1 Acculturation.....	77
2.6.1.2 Enculturation.....	79
2.6.2 Culture Shock.....	80
2.6.3 Intercultural Competence.....	81
2.6.3.1 Definition.....	81
2.6.3.2 Components of Intercultural Competence (Byram's Five Savoirs ).....	82
2.6.3.2.1 Attitudes (savoir etre).....	83

2.6.3.2.2 Knowledge (Savoirs).....	83
2.6.3.2.3 Skills of Interpreting and Relating (Savoir-comprendre).....	83
2.6.3.2.4 Skills of Discovery and Interaction (savoir-faire.....	84
2.6.3.2.5 Critical Cultural Awareness (Savoir-s'engager) .....	84
2.6.4 Intercultural Sensitivity.....	85
2.6.4.1 Ethnocentric Stages.....	85
2.6.4.2 Ethnorelative Stages.....	87
2.6.5 Culturally Mediated Instruction.....	87
2.7 Language and Culture.....	87
2.7.1 Definition of Language.....	88
2.7.2 General Theories Defining the Human Language.....	89
2.7.3 Archetypal Characteristics of the Human Language.....	90
2.7.4 The Study of Language.....	90
2.7.5 The Relationship between Language and Culture.....	91
2.8 Shifts of Aims in Foreign Language Instruction.....	94
2.9 Incorporating Culture in the EFL Classroom.....	97
2.10 The History of Culture Teaching.....	98
2.11 Culturally Mediated Instruction and its Importance in FL Teaching.....	99
2.12 Conclusion.....	103
 <b>Chapter Three: Analysis and Interpretations of the Obtained Findings</b>	
3.1 Introduction.....	106
3.2 Analysis of the Obtained Findings .....	106

3.2.1 Analysis of the Results Obtained from the Quantitative Data.....	106
3.2.1.1 Alysis of the Results of the Students' Questionnaire.....	106
A/Analysis of the First Part of the Students' Questionnaire.....	107
B/Analysis of the Second Part of the Students' Questionnaire.....	110
C/Analysis of the Third Part of the Students' Questionnaire.....	113
D/Analysis of the Fourth Part of the Students' Questionnaire.....	116
3.2.1.2 Analysis of the Results Obtained from the Teachers' Questionnaire.....	119
A/ Analysis of the First Part of the Teachers' Questionnaire.....	120
B/Analysis of the Second Part of the Teachers' Questionnaire .....	122
C/ Analysis of the Third Part of the Teachers' Questionnaire .....	.126
D/ Analysis of the Fourth Part of the Teachers' Questionnaire.....	129
3.2.2 Analysis of the Results Obtained from the Qualitative Tools.....	134
3.2.2.1 Analysis of the Results of the Students' Focus Group.....	134
3.2.2.2 Analysis of the Results of the Teachers' Interview.....	143
A/ Analysis of the First Part of the Teachers' Interview .....	144
B/ Analysis of the Second Part of the Teachers' Interview .....	146
C/Analysis of the Third Part of the Teachers' Interview .....	149
3.2.2.3 Analysis of the Results Obtained from the Classroom Observation.....	151
3.2.2.3.1 In-class Contents.....	151
3.2.2.3.2 Teaching Materials.....	152
3.3 Tasks.....	157

3.3.1 Civilization Tasks..... 164

3.3.2 Oral Expression Tasks..... 164

3.3.3 Research Methodology Tasks..... 164

3.3.4 Written Comprehension Tasks..... 165

3.4 Assessment and Evaluation..... 166

3.5 Topics Chosen by Students..... 170

3.6 Difficulties Encountered by Students in Culture Learning..... 171

3.7 Students’ Interests in Culture Learning..... 173

3.8 The Faculty’s Library..... 174

3.9 Interpretation and Discussion of the Main Findings..... 174

3.9.1 Interpretations of the Results Obtained from the Quantitative Data ..... 175

    3.9.1.1 Interpretations of the Results Obtained from the Students’ Questionnaire..... 176

    3.9.1.2 Interpretations of the Results Obtained from the Teachers’ Questionnaire..... 177

    3.9.2.1 Interpretations of the Results Obtained from the Students’ Focus Group..... 178

    3.9.2.2 Interpretations of the Results Obtained from the Teachers’ Interview..... 173

    3.9.2.3 Interpretations of the Results Obtained from the Observational Sessions..... 181

3.10 Concluding ideas..... 184

3.11 Conclusion..... 185

**Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

4.1 Introduction..... 188

4.2 The Implication of Culturally Mediated Contents in the EFL Classroom: Scholars’ Views..... 188

4.2.1 General Considerations..... 188

4.2. 2 Goals of Culture- related Contents in EFL Curricula..... 190

    4.2.2.1 Camilleri’s Goals..... 192

    4.2.2.2 Seelye’s Goals ..... 192.

    4.2.2.3 Tomalin and Stempleski’s ..... .193  
Goals.....

    4.2.2.4 Nostrand’s Goals..... 193

    4.2.2.5 Lafayette and Schulz’s Goals..... 194

4.3 The Implication of Culture- related Contents in EFL Curricula: Models Suggested by Scholars... .194

    4.3.1 Moran’s Model ..... 195

        4.3.1.1 Products ..... 195

        4.3.1.2 Practices ..... 195

        ....

        4.3.1.3 Persons ..... 196

        4.3.1.4 Community ..... 196

        4.3.1.5 196 ..... 196

        4.3.1.6 Perspectives ..... 196

    4.3.2Culture-general Knowledge and Cross-cultural Learning ..... 197

    4.3.3 Cultural Experiential Learning Cycle ..... 197

    4.3.4 Content-Based Model ..... 198

    4.3.5 Goodenough’s Model..... 199

    4.3.6 The 5 C’s Model ..... 199

4.3.7 The Intercultural Model..... 200

4.4 Ways to Raise Cultural Awareness among EFL Students..... 202

4.4.1 The Implementation of Culture-oriented Topics ..... 202

4.4.2 The Implementation of the Intercultural Dimension..... 205

4.4.4 Assessing Learners’ Cultural Awareness..... 207

4.5 The Researcher’s Pedagogical Recommendations Regarding the Implication of Culturally Mediated Contents..... 208

4.5.1 Teachers’ Role ..... .209

    4.5.1.1 Setting Goals of Cultural Concern..... 209

4.5.1.3 Encouraging Cross-cultural Communication..... .212

4.5.1.4 Raising Students’ Cultural Awareness ..... 213

4.5.1.5 Using Authentic Materials..... .214

4.5.1.6 Using Technology ..... .214

4.5.1.7.1 The Mono-Cultural Approach..... 215

4.5.1.7.2 The Comparative Approach..... .215

4.5.1.7.3 The Multicultural Approach..... 215

4.5.1.7.4 The Problem-oriented Approach..... 217

4.5.2 Learners’ Role..... 217

4.5.2.1 In-class Learning ..... 218

4.5.2.2 Outdoor Learning..... 219

4.6 The Researcher’s Suggested Tasks ..... 220

4.6.1 Oral Expression Tasks ..... 221

4.6.1.1 Task One ..... 221

4.6.1.2 Task Two..... 221

4.6.1.3 Task Three ..... 221

4.6.1.4 Task Four..... 222

4.6.2 Written Comprehension Tasks ..... 224

4.6.2.1 Task One..... 223

4.6.2.2 Task Two ..... 223

4.6.2.3 Task Three ..... .224

4.6.2.4 Task Four ..... 224

4.6.3 Literature Tasks..... .224

4.6.3.1 Task One ..... 225

4.6.3.3 Task Three..... .226

4.6.3.4 Task Four ..... .226

    4.6.4 Civilization Tasks ..... 227

4.6.4.1 Task One..... 227

4.6.4.2 Task Two ..... 227

4.6.4.3 Task Three ..... .228

4.6.4.4 Task Four ..... 228

4.7 Assessing Students’ Cultural Knowledge ..... .229

4.8 Concluding Thoughts ..... 230

4.9 Conclusion ..... 234

**General Conclusion..... 228**

<b>Bibliography</b> .....	236
---------------------------	-----

## **Appendices**

<b>Appendix 1:</b> Students’ Questionnaire.....	245
<b>Appendix 2:</b> Teachers’ Questionnaire.....	250
<b>Appendix 3:</b> Sample Answers of the Students’ Questionnaire.....	256
<b>Appendix 4 :</b> Sample Answers of the Teachers’ Questionnaire.....	261
<b>Appendix 6 :</b> Teachers’ Interview.....	.268
<b>Appendix 7:</b> Observation Checklist.....	270
<b>Appendix 8:</b> Research Methodology Assignment: Paraphrases on Culture.....	.271
<b>Appendix 9:</b> Written Comprehension Assignment: Determining the Cultural Similarities and Differences among Algeria and the English-speaking Countries .....	276
<b>Appendix 10:</b> Written Comprehension Assignment: Students’ Essays on the Importance of Culture in EFL Learning.....	282
<b>Appendix 11:</b> Tests and Exams .....	287
<b>Appendix12:</b> Topics Chosen by Students .....	303
<b>Appendix13:</b> Brooks’ Hors d’œuvres of Culture .....	315
<b>Appendix14:</b> The Researcher’s Suggested Oral Expression Tasks .....	321
<b>Appendix15:</b> The Researcher’s Suggested Written Comprehension Tasks .....	324
<b>Appendix16:</b> The Researcher’s Suggested Literature Tasks .....	327
<b>Appendix17:</b> The Researcher’s Suggested Civilization Tasks .....	.330
<b>Appendix 18:</b> Students’ Cultural Knowledge Test on the English-Speaking Countries.....	333

# **General Introduction**

# General Introduction

As mankind evolved, language has been symbolized into an endless variety of verbal and non-verbal ways to express ideas, establish social relations, maintain interaction and create a sense of social identity among individuals. Language is the medium through which most of one's knowledge about is obtained. As a result, people nowadays make attempts to learn foreign languages through getting exposed to a number of rules and guiding principles as to be able to deal with foreigners and be competent in terms of communication skills.

In fact, one of the most significant topics discussed among educators is the way speakers of other languages are attempting to learn English as a language of great importance and popularity all over the globe. As a result to the British colonial monopoly in ancient times and the expansion of the USA as a political, military and economic supreme power, English becomes a universal language that helps bridge different places and cultures throughout the world. Moreover, there has been a growing need to master that language due to globalization and technological advances. Consequently, the need to tackle topics that are related to EFL teaching and learning is progressively becoming a subject of interest among researchers and experts in the field of foreign language education.

Apparently, language is not a mere mastery and practice of grammar and vocabulary; yet, some learners think that fluency and mastery in the target language is all that is needed for successful communication. Indeed, social mediation is required along with linguistic skills for the purpose of developing cross-cultural competencies that go deeper than the structured and systematized rules of the language being taught. For instance, it becomes necessary to maximize students' levels of interests towards culture-based contents with the aim of promoting an understanding of an input grounded on distinct culturally mediated elements from which learners guess and negotiate meaning and can therefore maintain successful communication.

In fact, being a learner of a foreign language is not an easy task; it leads to challenging experiences that may be similar to some of the frustrating situations that may happen to those who enter into a new land and find themselves obliged to discover new cultural traits. Thus, a number of skills need to be raised among students to help them become good mediators between the native and target cultures.

Foreign language education has witnessed many changes in terms of teaching methods and objectives. In the traditional approaches, the main objective of EFL teaching was restricted to the mastery of linguistic rules that enable learners to use language in a correct way. In other words, the socio-cultural skills were de-emphasized to some extent. Yet, in the last decades, there had been a shift in emphasis from linguistic to communicative purposes. For instance, scholars realized that it was insufficient to produce correct utterances without being able to respond to social encounters in an appropriate manner. For instance, these pedagogical attempts encourage students to notice how cultures are different by shaping an understanding of other people's way of thinking and behaving for the purpose of enlarging their opportunities to discover the way the native speakers of the target language use it in real-life situations.

Undeniably, the goal of any foreign language instruction needs to be based on the linguistic rules without marginalizing other aspects including cultural ones. The teacher may be the only representative of the native English speaker and culture in the classroom, since most students have fewer opportunities to use English outside the classroom context; therefore, explaining the cultural traits of the native speakers of the target language is one of the steps towards successful communication. Hence, exploring the relevance of culture in EFL contexts creates a need to investigate the strategies that enable knowledge receivers to deal with the target culture in and outside the classroom.

As previously explained, culture-based approaches teach students how to behave when being in contact with the foreign culture by recognizing its distinguishing characteristics and responding positively and appropriately to all that seems to be different. The shift from linguistic to culturally mediated concern aims to make learners in frequent contact with the cultures associated with the language they are learning by being exposed to a wide range of culture-based themes through which learners can benefit in terms of the development of cultural awareness.

As a matter of fact, teaching culture as a skill compared with reading, writing, speaking, and listening has been de-emphasized by some instructors assuming that the four skills are sufficient as they reflect one's abilities to show a mastery of linguistic rules. What is worth mentioning, then, is that culture should be considered as an expandable skill that may be used to strengthen the way other skills are reinforced among learners.

The integration of culturally mediated courses into the curriculum widens students' cultural awareness and enables them to understand and be understood in other cultures. Hence, culture teaching is not a mere depiction of facts to which one has to refer, but rather a process of developing an ability of successful communication with people belonging to other cultures, and an understanding of other people's values and social norms without any form of prejudice or rejection. Therefore, to learn a foreign language is to discover the way this language is used by its native speakers and in real-life situations.

It is inevitable to seek for ways to increase cultural awareness among learners through creating practically oriented contexts that spread cultural knowledge among learners in a number of ways. Incorporating the related culture into the classroom contexts is of great importance in EFL learning. However, any lack of knowledge regarding the target culture leads to a failure in language learning. Thus, more barriers can be created in terms of the refusal to deal with all that is strange.

In line with these views, the study at hands is an attempt to know whether students' levels of cultural awareness are related to the academic dimensions introduced throughout the learning process. To be able to reflect upon the implication of culture-based contents, it is essential to measure students as well as teachers' levels of cultural awareness towards culture-oriented contents. Assessing learners' responsiveness to the culture that reflects the target language they are learning helps determine whether the incorporation of such contents into FL teaching is advantageous. Furthermore, the research work attempts to highlight the possible strategies that may facilitate the implication of culturally mediated contents.

Bearing in mind that the foremost purpose of this study is to investigate the impact of culturally mediated contents on the enhancement of FL learning, and in order to achieve the aforementioned research objectives and investigate the problematic in a thorough way, the following research questions have been formulated:

1. To which extent are third year students of English at DLU familiar with the cultures related to the English-speaking countries?
2. To which extent are third year students of English at DLU aware of the necessity of culture-based contents when learning English?
3. Is culture teaching as important as foreign language teaching?
4. Are teachers aware of the importance of culturally mediated contents in EFL contexts?

5. What strategies and didactical techniques need to be adopted by teachers for a better implication of culturally mediated contents in the EFL classroom?

Based on the aforementioned questions, the researcher proposes a set of research hypotheses as possible answers to the suggested questions:

1. Third year students of English at DLU are unfamiliar with the cultures related to the English-speaking countries.
2. Third year students of English at DLU are unaware of the necessity of culture-based contents when learning English.
3. Culture teaching is as important as foreign language teaching.
4. Teachers are aware of the importance of culturally mediated contents in EFL contexts.
5. Culture-related topics about people whose mother tongue is English may lead to a better implication of culturally mediated contents in the EFL classroom.

As highlighted above, the present study has as a main purpose to shed light on the opinions and attitudes of the selected groups of participants regarding the English-speaking countries and their cultures, and to determine how and to what extent these attitudes are caused by and reflected on the classroom applications.

To investigate the aforementioned problematic, a group of 100 students and their teachers have been chosen from the department of English at Sidi Bel Abbes. Both quantitative and qualitative methods are followed to quantify as well as describe the quality of instruction and its effect on the situation. Questionnaires were designed to obtain quantitative data through numerical and statistic results; whereas an interview, a focus group and the classroom observation were used to gather qualitative information. Therefore, triangulation was achieved to have more reliability and validity.

The work is divided into four chapters, all of which provide valuable information and descriptions of the highlighted problematic, which is related to the implication of culturally mediated contents in EFL contexts. The first chapter is, therefore, devoted to the methodological description of the overall procedures involved in the study; thus, detailed explanations of the research procedures are presented including descriptions of the research questions, hypotheses, sampling, data collection tools and limitations. In the second chapter, which is the review of the related literature, the investigator presents a compilation of scholars' definitions and viewpoints on the topic under investigation; it therefore defines

culture in general and in relation to FL learning and highlights the nature of the existing link between language teaching and culture teaching.

Moreover, the third chapter provides analysis of the results obtained through the quantitative as well qualitative data collection tools, and presents detailed interpretations that may pave the way for the improvement of the situation and lead to a better understanding of the issue from different perspectives. Furthermore, a summary of the main findings and concluding ideas have been provided at the end of this chapter. Finally, the fourth chapter has as a main objective to shed light on the strategies suggested by scholars for a better inclusion of culturally mediated contents within EFL curricula. Moreover, in the final part of the work, different teaching techniques and activities have been suggested by the researcher herself, and are meant to invite syllabus designers to implement the cultures related to the speakers whose mother tongue is English in the EFL classroom.

The analysis of the data acquired through the suggested research tools clarifies the problematic in a detailed and thorough way. For instance, what can be noticed is that less attention from the part of participants is given to cultural studies and civilization courses. This may refer to a lack of cultural awareness regarding the necessity of cultural input. Furthermore, there is a lack of exposure to culture-based contents due to a number of constraints including the completion of the syllabus, time constraints, shortage of authentic materials and focus on other teaching aims.

Being uninterested in the development of one's cultural knowledge inside and outside the classroom context reflected a low level of motivation from the part of participants towards the acquisition of cultural input. Hence, low achievements are to be reached when dealing with topics that demand a high level of intellectual growth encompassing any knowledge that shapes one's understanding of the target language and culture. This is probably due to the limited in-class and outdoor exposure to cultural contents, lack of reading, and low levels of motivation among learners. Thus, it is recommended to enlarge one's cultural knowledge regarding the English-speaking communities in a variety of ways.

Being knowledgeable of differences and similarities among cultures is one of the most significant stages of culturally mediated pedagogy. For instance, research has shown that FLL necessitates the implementation of cultural input along with the linguistic one. In that way, learners can learn the target language the same way they acquired their mother tongue; thus, more proficient levels can be reached in terms of negotiation of meaning and readiness to communicate with foreigners in an appropriate manner. In other words, syllabus designers

should create multiple opportunities for learners to be in contact with the target culture i.e. the one that is related to the English-speaking countries. This can be realized through a set of intercultural activities that push them to compare and contrast the similarities and differences between their own and foreign cultures.

Indeed, to be able to reflect upon the characteristics of others, learners need to be familiar with what is part of their own culture and the cultures of others. Thus, the content of instruction should be built upon cross-cultural aims. It is agreed among scholars that proficiency in a foreign language is not a matter of memorizing vocabulary items and mastering grammatical rules only, but rather a process of acquiring the socio-cultural rules that govern the way the target language is used by its native speakers. As a result, any lack of exposure to real-life situations may lead to difficulties in language use. Thus, the role of the foreign language teacher in this context has to be referred to as that of a mediator who makes continuous attempts to teach culture as a fifth skill in numerous ways.

Teaching culture along with the target language is linguistically and pedagogically beneficial for it addresses cultural features, and helps create appreciation and attitudes of tolerance and awareness towards the related culture. Consequently, FL instruction should go beyond grammar and vocabulary by creating socio-cultural contexts that bring about an understanding of how populations are different in terms of social characteristics that relate to the target language. Thus, it is inevitable to help learners attain the competencies enabling to function their minds and tongues in multicultural ways, and make them aware of the fact that peoples are different and so are their cultures.

Teaching a foreign language is deficient when not connected with the related culture. Thus, it becomes necessary to explore the relevance of culturally mediated contents and address the growing need of culture-based approaches that stimulate learners' readiness to deal with the cultures different than their own. In line with these views, it is of great importance to identify the diverse factors that contribute to a more effective language instruction based on strategies and standards that work on the improvement of students' maturity in terms of intercultural thinking. Subsequently, knowledge givers are expected to expose their students and be exposed themselves to culturally mediated contents.

Teachers who are willing to become successful mediators between the native and the English-speaking communities need to raise their students' understanding of cultural values other than their own. This ability refers to a readiness to operate successfully and with no

prejudicial tendencies within spoken and written discourses. For instance, learners are supposed to understand how language works in cultural environments, what important role it plays to differentiate social groupings, and what meaning do people with different backgrounds intend to convey while conversations take place.

As explained above, over the history of EFL teaching, different methods have been introduced for the purpose of improving the teaching/learning process. Yet, some aspects were de-emphasized including any attempts to implement culture-based topics and this may be one of the foremost reasons why language teaching is still ineffective. Indeed, culture is that set of verbal and non-verbal patterns that have as a purpose to form the social identity of populations. Recently, the integration of culture into language teaching has come to its forefront. Thus, educational schedules have come to emphasize the effectiveness of cultural aspects as part of the EFL curriculum.

Culture gains a crucial position in shaping learners' understanding of what they are learning and making them eager to absorb cultural knowledge on the English-speaking communities. Indeed, the traditional approaches of foreign language teaching neglected cultural elements and focused on vocabulary and grammar. Hence, the implementation of the communicative approach in the late 1970s brought changes since it calls for the use of communication. Consequently, culture teaching started to be viewed as an integral part of EFL teaching.

In fact, culture is a human-made set of characteristics that define a population's life. These embedded patterns are transmitted by means of which members of social groups can share and exchange ideas, achievements and actions. Culture shapes the human understanding of what is around him/her and the lack of exposure to the cultural components associated with the target language makes learners face certain difficulties that impede their abilities to practise the target language and make them reluctant to keep in touch with the related culture. In other words, any lack of familiarity regarding the social performances of the native speakers of the target language results in an inability to communicate successfully in social contexts. As a result, these factors often cause inhibition and reduce one's motivation to improve the language skills. This frustration paves the way for negative experiences that can give birth to reluctance from the part of learners to be active members in the learning process. Thus, it is essential to teach any cultural content that fits learners' needs vis à vis grammar, vocabulary, productive and receptive skills without neglecting the direct or indirect incorporation of any dimension that reflects the target culture in a variety of ways.

Language learners frequently experience challenging situations within cultural contexts due to a number of intrinsic as well as extrinsic reasons including the lack of cultural understanding and fear of losing one's social identity. Since successful learning is teachers' major concern, more attention should be given to any language dimension that contributes to better achievements in terms of linguistic and intercultural skills as well. As a result, it is advisable to make students knowledgeable in terms of different cultural aspects through implementing a variety of in-class techniques for the aim of creating scenes that help explore the cultural input vividly and develop efficient communication skills. In fact, cultural knowledge is not confined only to classes; yet, students need to seek for attempts to maximize their knowledge regarding the English-speaking communities and their cultures outside the classroom too. In other words, learners should be put at the heart of the learning process rather than depending solely and wholly on the input provided by the teacher. In that way, they might acquire a sense of commitment to learning resulting in better levels of cultural awareness.

# Chapter One

## Chapter One: Preliminary Information and Introduction to the Research Context

1.1 Introduction.....	10
1.2 Importance of English as a Foreign Language .....	10
1.3 English Language Learning .....	12
1.4 English in Algerian Educational Contexts .....	14
1.4.1 English in Algerian Primary, Middle and Secondary Schools .....	14
1.4.2 The Algerian Educational System at Universities: General Considerations .....	16
1.4.3 Djillali Liabes University.....	21
1.4.3.1 General Descriptions .....	21
1.4.3.2 The Department of English .....	22
1.5 Statement of the Problem .....	25
1.6 Objectives of the Investigative Study .....	28
1.7 Steps of the Work .....	30
1.8 Research Question.....	31
1.9 Hypothesized Statements .....	32
1.10 Piloting.....	34
1.11 Participants.....	35
1.11.1 Students .....	35
1.11.2 Instructors.....	37
1.12 Data Collection .....	38
1.12.1 Primary Data .....	38
1.12.1.1 Quantitative Data.....	40
1.12.1.1.1 Students' Questionnaire.....	41
1.12.1.1.2 Teachers' Questionnaire.....	44
1.12.1.2.1 Students' Focus Group.....	47
1.12.1.2.2 Teachers' Interview .....	48
1.12.1.2.2 Teachers' Interview .....	48
1.12.1.2.3 Classroom Observation.....	50
1.12.2 Secondary Data.....	51
1.13 Data Analysis Procedures .....	51
1.14 Ethical Considerations .....	52
1.15 Limitations.....	54
1.16 Conclusion.....	55

## **Chapter One: Preliminary Information and Introduction to the Research Context**

### **1.1 Introduction**

The general aim of any research work is to find responses to a number of questions and test the truthiness of the suggested hypotheses for the purpose of finding solutions that help improve the situation under investigation. This work lays a foundation upon which the problematic related to integrating culture in EFL contexts may be approached. In this chapter, the researcher attempts first to start with introductory information that may lay the foundation for the collection of the required data. Moreover, the target of the first chapter is to highlight the overall methodological steps and provide thorough descriptions in terms of introducing the aims of the work, the research questions, hypotheses, sampling and methods used to amass relevant data that may be used to determine theoretical and applicable ways for improvement.

### **1.2 Importance of English as a Foreign Language**

Language as a medium of expression conveys human sentiments, considerations, requests and wishes using a set of combined letters, signs and units. That verbal and non-verbal means of transforming abstract ideas into concrete sounds can be learned easily when correlated with other facets counting the general cultural characteristics of a particular group of individuals speaking the target language as their mother tongue. Thus, learning a non-native language without being in frequent contact with its culture is deficient.

As everybody knows, English is the most broadly spoken language throughout the world. Its universal spread results from colonization in addition to the economic, political and military power of the U.S.A. Consequently, it starts to be used for different targets including trade, tourism, scientific researches and worldwide relationships. The question which arises is whether it is a necessity to teach culture with English as a foreign language or there is no need to implement it. This raises great controversial negotiations among scholars on how to introduce culture for learners though focusing on paralinguistic features, sociolinguistic and intercultural competencies along with linguistic or grammatical skills.

Undeniably, English is the world's second language, which is spoken by a considerable number of people and many of them are able to use it fluently as a foreign language. As a result, several books, essays and articles have been written, each providing meticulous synthesis and explanations of the current position of English and the current international need to develop proficiency in that language. Baugh et al (2002) clarify that the dominant use

## Chapter One: Preliminary Information and Introduction to the Research Context

of English is the outcome of centuries of political alternatives and social changes affecting the world. Similarly, Crystal's words delineate the worldwide spread of that language in the following quotation:

You hear it on television spoken by politicians from all over the world. Wherever you travel, you see English signs and advertisements. Whenever you enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu

Crystal (2003:2)

The widespread of English as a language of different purposes may be the result of many reasons. It is the language of science, diplomacy, innovation, technology, business and tourism. Another reason for learning English is that most of the world's music, movies and publications are produced in English. In other words, one can access to a variety of sources and amounts of data that may not be available elsewhere. In this respect, Crystal declares that *"if there is one predictable consequence of a language becoming a global language, it is that nobody owns it any more. Or rather, everyone who has learned it now owns it"*. (Ibid)

English can be described as a global lingua franca as it is the most widely used language in telecommunication, scientific articles, business, entertainment, media and economy. That massive use affects the other languages by assimilating some English words into their vocabularies and leads many countries to include English in the educational curriculum as a foreign language. The historical roots of English as a language and its utility in multifaceted worldwide contexts create an enormous need for mastering it. For instance, Crystal explains people's readiness to learn it due to the aforementioned reasons:

If English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more people than any other language; but at the same time you know it will take a great deal of effort to master it, and you may begrudge that effort.

Crystal (2003:3)

Recently, the English language has been considered as a widely spoken language throughout the world. Thus, peoples' attempts to learn that language are increasing every day. It is estimated that 300 million non-native speakers are using English as a second language and a total of 100 million use it as a foreign language (Mahu, 2012). Therefore, an escalating demand was created as a way to establish economic, cultural and technological contact among nations. Thus, language teaching policies, media, libraries, public schools, private institutes of higher education, companies, universities and intercultural programmes are maximizing their

## **Chapter One: Preliminary Information and Introduction to the Research Context**

efforts to enlarge the population's interests in developing their communicative skills in English.

This increasing demand leads to raise any attempt to explore the historical factors which have contributed to the global position of English in the world. This momentous growth encourages the continued necessity of spreading that language as a global lingua franca; thus, the present-day situation may lead to question about how such linguistic shift has taken place in less than one century and why English, and not other languages reach that global status.

At the present time, English has become the lingua franca of most communities in the world as compared to any other language. Yet, English language learning is not a process that occurs in a vacuum (Halliday, 1975). Thus, language education is a socially created activity that mediates with linguistic norms for the purpose of being embedded within every aspect of the target society and culture.

### **1.3 English Language Learning**

In many countries where English is not a mother tongue for its speakers, people are encouraged to learn it due to its prevailing dominance in scientific research, technological means of communication, and most of the international events. This global status of English creates a permanent need for increasing students' chances of getting in contact with that language as it is becoming an international lingua franca. These demands make language policies investigate into ways of integrating worldwide communication through encouraging any effort of introducing English to speakers and learners as well. Valdes' words highlight the purposes of foreign language learning by referring to the need of maintaining communication and discovering other cultures.

A person may learn a foreign language in order to communicate someday with the people in another culture; others learn foreign language for instrumental purposes for example, fulfilling knowledge within a field of specialization. Still others learn a foreign language simply out of an interest in languages, ranging from passing curiosity to highly technical linguistic interest in the language.

Valdes (1986:35)

In this respect, she relates foreign language learning to culture as one of the multifaceted aspects reflecting populations' identities. She adds "language is almost always learned in a

## **Chapter One: Preliminary Information and Introduction to the Research Context**

context of understanding the people of another culture. Foreign language curricula, therefore, commonly attempt to deal with the cultural connotations of the foreign language". Ibid

In earliest times, English was the language of the British Empire; then, it has become the language of former British colonies (United States, Canada, Australia). Presently, it is used not only by the people that were colonized by the British, but also as a universal language of technology, trade, tourism, diplomacy, international banking and business.

English has become the dominant language of world communication. It is the main language of the world's books, newspapers, and advertising. It is the official international language of airports and air traffic control. It is the chief maritime language. It is the language of international business and academic conferences, of diplomacy, of sport. Over two thirds of the world's scientists write in English...eighty per cent of all the information stored in the electronic retrieval systems of the world is stored in English.

Crystal (1988:6-7)

Despite the fact that native speakers of English are supposed to be more competent in the language than those living in areas where it has no official status, many people from these place show a great level of understanding, speaking and producing English in a written way. This is the result of globalization and greater exposure to that language via internet and other related reasons. In other words, even non-native speakers may show an advanced level of performance in English nowadays as it is becoming a global language; for instance, one may note the high levels of fluency shown by a wide range of speakers all around the world including learners, users of social media and mass media, teachers, aircraft workers, etc. As stated by Crystal (2003), about a quarter of the world's population is fluent or competent in English, and this is progressively growing through time.

The escalating contact among communities results in creating new demands for communication with people from dissimilar surroundings. In this respect, individuals from distinct groups and with different backgrounds, experiences, and languages collaborate to share meaning and appreciative understanding. To be part of the globalised environment, it is crucial for speakers to establish intercontinental communicative relationships that can create advantageous situations for using languages. As a result, people all over the world start to seek for opportunities to learn a language that can be considered as a lingua franca for all of them; that language is for sure English.

## **Chapter One: Preliminary Information and Introduction to the Research Context**

Laufer (1992) views that knowing about 3.000 words is sufficient for effective reading strategies, whereas knowing 5.00097 words leads to successful achievements at the University level. The present-day situation, then, creates a fundamental need to inevitably develop that language, which is eventually used by people more than any other language. *“Any literate, educated person on the face of the globe is deprived, if he does not know English”*. (Burchfield, 1986:160)

### **1.4 English in Algerian Educational Contexts**

The advent of technology and globalization have hugely contributed to the spread of English as a result of the increasing need to discover about other cultures, trade markets and businesses. Indeed, it attains the status of a global language whose role and importance is recognized in every speech community. Such prominent position provokes large numbers of people to seek for opportunities to learn and speak that language. As a result, it is no more spoken only in the English-speaking countries.

Algeria like other countries, becomes increasingly aware of the status that the English language is gaining throughout recent years, as it is regarded as an international economic, technological and educational tool. (Miliani, 2000). Subsequently, Algerian authorities and syllabus designers as well start to chiefly investigate into how they can develop an acceptable level of proficiency within pedagogical programmes and educational institutions.

Arabic is the mother tongue for Algerian speakers who use also French as a second language due to colonial reasons. In fact, French is part of the Algerian social life as it is used in their daily-life speech. On the other hand, English in the Algerian speech community is considered as a foreign language that is taught in middle, secondary schools, universities, and private institutions. Apart from the limited amount of time at formal institutions, it is totally absent in social occasions. Yet, it starts to gain considerable popularity among Algerian learners who reflect dissimilar levels of education (Ibid).

#### **1.4.1 English in Algerian Primary, Middle and Secondary Schools**

It is obviously seen that French is still representing an undeniable part of the Algerian speech community, as it is used in social contexts, newspapers, television shows, educational institutions, administration and public speeches of political leaders and authorities. This is the

## **Chapter One: Preliminary Information and Introduction to the Research Context**

result of more than one century of the French colonization of Algerian territories. Yet, there should be a substitute for French as a way to reach modernity and technological progress.

The more Algeria became Arabized with Arabic displacing French as a medium of instruction, the more demand for English increased. The more the status of French changed into a mere subject, the more it faced competition from English as the first mandatory foreign language. And the peak was reached at the end of the 1980s.

Benrabah (2013:90)

From the late 1970s to the early 1990s, French was taught in Algerian schools as being very important (introduced in the fourth year of primary education). On the other hand, English was an additional foreign language (introduced in the eighth grade in middle schools). In 1993, attempts were made by the ministry of national education, which decided to give the opportunity for pupils to choose the first foreign language they want to learn (fourth year of primary education). These competitive choices among both languages turned in favour of French.

In 2002, Algerian leaders of education have introduced reforms in primary, middle and secondary schools; the renovation is based on CBA, which leads to the inclusion of new textbooks for all levels. This approach aims at creating a bridge between what is learned in classes and the outdoor atmosphere that helps to create real-life opportunities for learners to practise what they have gathered throughout their learning process. It also permits students to produce and interpret both oral and written passages, make successful interactions in authentic contexts, foster autonomy and critical thinking among learners, and increase tolerance and acceptance of foreign cultures.

The Algerian educational system starts to give an amplified attention to English since 2004. There has been a remarkable interest in introducing English to middle schools (from the first grade) and secondary schools i.e. seven years of exposure to that foreign language (four at middle schools and 3 at secondary schools).

## Chapter One: Preliminary Information and Introduction to the Research Context

Periods	Foreign Languages Taught					
	French			English		
From the 1970s to the 1990s	Primary schools	Middle schools	Secondary schools	Primary schools	Middle schools	Secondary schools
	From the 4 <sup>th</sup> grade	from the 1 <sup>st</sup> grade	All grades	Not at all	from the 8 <sup>th</sup> grade	All grades
From 1993 to 2004	From the 4 <sup>th</sup> grade	from the 1 <sup>st</sup> grade	All grades	From the 4 <sup>th</sup> grade	from the 8 <sup>th</sup> grade	All grades
Since 2004	From the 3 <sup>th</sup> grade	from the 1 <sup>st</sup> grade	All grades	Not at all	From the 7 <sup>th</sup> grade	All grades

**Table 1.1** Implementation of Foreign Languages into the Algerian Educational System

Despite the fact that the Algerian curriculum designers and educators are becoming aware of the necessity of English as a global lingua franca, the environment provided for learners seems still far from interculturality and effectiveness. As highlighted by Benmoussat (2003:132), *“this may be related to teachers’ attempts to cover courses and deal with what concerns final exams (middle school and secondary schools exams) rather than following learners’ intake”*.

### 1.4.2 The Algerian Educational System at Universities: General Considerations

Though English is holding the status of a second foreign language in Algeria, it is nowadays becoming a desired choice for many of those who get their baccalaureate degree, believing that learning English increases further career opportunities, makes them travel and establish worldwide relationships. Indeed, education in Algeria is freely accessible at many universities, national schools and private ones. Universities are administered by the ministry of higher education and scientific research, while specialized private schools offer courses with payment. Nowadays, English is available in all Algerian middle, secondary schools and universities. It is even taught to those who are specialized in scientific fields who unfortunately perceive it as only a secondary subject matter.

## Chapter One: Preliminary Information and Introduction to the Research Context

In fact, English as a specialty at the Algerian university is available for those who succeeded to get their baccalaureate degree in different streams (letters and philosophy, foreign languages, and scientific streams). Subsequently, it is not surprising to find students of different levels in terms of competencies and therefore dealing with a huge number of them. Reforms have been implemented at the level of higher education. For instance, the Higher Education Orientation Act proposes three higher education degrees, applicable to all disciplines except medicine: License/Master/Doctorate (Executive Decree 04-371 of November, 21st 2004). This was referred to as the LMD system.

The LMD system was first applied in European countries as an attempt of harmonizing higher education across Europe by following common educational pedagogies. In other words, this system was originally designed when 29 European Ministers of higher education met in Italy, in 1999, with the aim of harmonizing the university's educative system across Europe in terms of structure, curriculum, and credits.

The system puts the students at the centre of their learning process by encouraging student-centered approaches that aim to improve the quality of education, encourage students' efforts, unify the system in all disciplines at national and international levels, and raise international cooperation. The system has gradually been adopted in most countries including Algeria in 2004 in ten institutions; then it was gradually generalized to all Algerian Universities.

The classical frame of Algerian university education is put under reform modeled on the French system to be replaced with a more internationally structure known as LMD. That new reform was first launched as a pilot format in the Algerian universities 16 years ago then the second cycle (Master degree) was implemented followed by the third one (doctorate degree). Nowadays, the classical system is wholly eliminated with the LMD existing in all Algerian universities. The process of that educational framework is as follows:

- License: parallel to three years of study beyond the baccalaureate (bac+3)
- Master: parallel to two years of further study beyond the license (bac+5).
- Doctorate: parallel to three years of research beyond the master (bac+8).

LMD is based on two distinctive elements (semestrialisation and the system of credits). Students are supposed to be exposed to a number of subject matter during a specified period of time to get credits. They may pass to the following semester even if they do not succeed to get the needed credits; however, they will remain indebted and need to gather the credits by the

## Chapter One: Preliminary Information and Introduction to the Research Context

end of the semester. It is also based on the system of units; each unit consists of different subject matters and each semester groups four units:

- Fundamental units: include basic subject matters for the field of study.
- Discovery units: concerns the teaching of other subject matters that broaden background knowledge.
- Methodology units: includes study skills needed in making research.
- Transversal unit: concerned with other subject matters, such as computer science.

The number of credits accumulated for each semester is 30 (180 credits for licence and 120 credits for master). The credit is equivalent to a time volume from 20 to 25 hours per semester including the amount of time devoted to courses and the hours devoted to learners' autonomous work. Students can move automatically from the first year to the second when succeeding to accumulate 30 credits for two semesters, and they can pass from the second year to the third when accumulating 90 credits. In case they do not gather the necessary credits, they need to compensate for the missing credits.

This reform is proposed to make the Algerian educational system equivalent with the international ones of developed countries and even a significant number of other countries throughout the world. The LMD system highlights students' centeredness as a teaching approach that replaces the traditional methods of ensuring lectures. Yet, the unfortunate situation in universities reflects learning for the sake of passing examinations; accordingly, most students are studying to get marks and not for intellectual growth. In the same context, one may relate this failure to the fact that educational systems rely primarily on grades as an evaluative tool for students' knowledge.

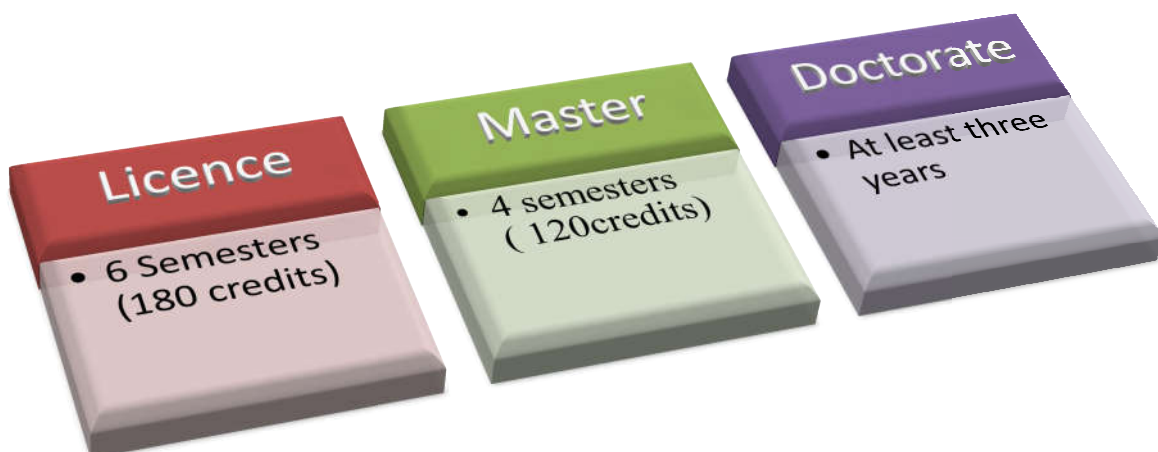


Figure 1.1 LMD Cycles

## Chapter One: Preliminary Information and Introduction to the Research Context

The Algerian system of higher education is in transition from the classical formula to the three-cycle system which was introduced in 2004 as a way to implement semester-based courses. Students can shift from the first semester of each academic year to the second and from the first year to the second by accumulating credits. In case they fail to do so, they need to compensate for the missing credits afterwards. Each semester necessitates a final examination in addition to continuous ways of assessment (course assignments, homework, attendance and tests). Those who fail will be permitted to pass make-up examinations at the end of the year. In his book including rules of the LMD system, Didane (2013) highlights the laws that have been enacted for the purpose of maintaining the three-cycle system in Algerian contexts. The table below summarizes the most important acts:

Acts	Description
99-05 04/04/1999 General directions	1.The general aims of university education(intellectual growth, creativity, technological and scientific research, spreading knowledge, forming experts in all fields) 2.The 3 phases of studies within the LMD system and the aim of each phase: licence (proposing different domains for the student to choose after getting the baccalaureate degree/ Master: offering other opportunities of specialization within the same field/ Doctorate: encouraging research, developing thesis writing and forming future university teachers)
08-265 19/08/2008 Rules concerning the 3 diplomas	1.The different educational units( basic, methodological, discovery, transversal ) and the required credits for each unit (180 credits for licence students and 120 for master students) 2.The different tasks that should be accomplished by doctorate students (participating in conferences, seminars and workshops especially in their first year/ presenting a report each year reflecting the way they proceed to accomplish their theses)
711 03/11/2011 Pedagogical principles of the three cycles	1.Conditions of registration suspension (illnesses, personal and professional commitments, military services, etc) 2.Ways of evaluating students' attendance and efforts in sessions 3.Rules of examinations (respecting time and teachers' directions, signing names in attendance sheets, giving back papers even empty ones) 4. Correcting and consulting papers, displaying marks and deliberating final results.
712 03/11/2011 General methods of evaluation and graduation for licence and master studies	1.The different fundamental and optional units (mode of evaluation: educational tasks, reports, homework activities, proposals, tests and exams) 2.The required teaching time for each unit and for each semester 3.Conditions for academic registration 4.Semesterialization (6 semesters for licence and 4 for master studies) 5.General rules of make-up exams
714 03/11/2011 Methods of classifying students	1.Principles of classing students following their educational achievements and results (gathering general marks of all semesters, taking into consideration make-up exams and accumulated credits) 2.The general equation of classing students: $MS=MSE (1-a (r+d/2+s/4))$
715 03/11/2011 Conditions of master degree for engineers	1.Conditions of getting master degree for engineers outside the university (such as the national school of computer science, the national school of architecture, the national school of statistics) 2.The required teaching hours to get a master degree (at least 200 hours)

**Table1.2** Implementation of the LMD System in Algeria: Acts and Principles (Adopted from Didane, 2013)

## **Chapter One: Preliminary Information and Introduction to the Research Context**

This new pedagogical system proposes that learners should be put at the centre of the learning process rather than being totally dependent on the teacher as the knower of all. Definitely, when students become involved in the classroom procedures by taking part in decision making, they might develop a sense of autonomy, self-esteem and commitment to learning. This supportive environment creates inspiring situations for creativity and productivity and above all a secure atmosphere for participation and intervention.

Within the LMD, the contents of programmes are built by teachers themselves i.e. lecturers are asked to ensure courses that intend to develop students' language skills (grammar, written expression, literature, civilization, linguistics, sociolinguistics, etc). The weekly time of English learning is, thus, twenty-two hours (for all license levels), in contrast to the classical system which proposed around fifteen hours.

The main purpose behind the implementation of that system is to meet economic demands and create worldwide relationships. It seeks to increase intercultural communication and understanding among university students by giving teachers a certain freedom and flexibility to construct the instructional content which best suits their learners' needs and levels. It also encourages students to learn by themselves by making extra efforts and taking part in the overall classroom activities. For instance, it fosters student-centred learning and innovative teaching which wholly appreciates learners' needs and efforts.

The time allotted to English for Algerian learners is insufficient in the way it makes them exposed to it for limited hours in classes with no further opportunities to practise it outside. Furthermore, most teachers are trying to follow the syllabus rather than developing learners' communicative competence. This inefficiency in exposure makes students think in their mother tongue then translate the idea; this results in poor linguistic productions and interference in meaning. Thus, the aims of teaching any foreign language should shift from dealing solely with grammatical rules to promoting communication skills that develop interaction and effective output.

As a system, LMD aims to reduce teachers' responsibility and monopoly over the whole class. In other words, it aims to push students to improve the skills needed to manage their learning in and outside the classroom context and make them able to make research and learn by themselves when needed. It is, then, recommended to make them able to communicate with native and non-native speakers, and drive them to be aware of other cultures.

## **Chapter One: Preliminary Information and Introduction to the Research Context**

### **1.4.3 Djillali Liabes University**

As a general rule, universities as public establishments are fully funded by the state in terms of educational services; all Algerian students benefit from special funding and those living more than 50 km away from the university have a free access to residence and food. Every holder of a baccalaureate degree is entitled to be a university student following his/her choices, and other qualifying conditions such as the obtained marks in the desired subject matters and the available pedagogical seats in the field.

#### **1.4.3.1 General Descriptions**

Djillali Liabes university was established in 1989 (act 89-41 of 1989) as a result of different stages (university centres from 1978 to 1984 and national institutes of higher education from 1984 to 1989). Like other universities, it is divided into faculties that are subdivided into departments, each reflecting a speciality. It consists of the following faculties: faculty of exact sciences, faculty of technology, faculty of medicine, faculty of electrical engineering, faculty of law and political science, faculty of social and human sciences, faculty of natural sciences, faculty of letters, languages and arts, faculty of economics, management and commerce.

Most university teachers hold either Magister or doctorate degree. Their professional titles vary from assistant teachers, lecturers, professors and non-recruited teachers who are either in preparation for their doctorate theses or working as middle or secondary school teachers. Assistant teachers are teachers who hold magister degrees; they are generally still in preparation of their doctorate theses.

Lecturers, on the other hand, hold a doctorate degree. Whereas, the title of professor is the highest rank at the university; professors are former lecturers who get the approval of university to hold that professional title after working on their professional growth in terms of ensuring lectures, writing articles, participating in many educational activities, and supervising postgraduate students' dissertations and doctorate theses.

## Chapter One: Preliminary Information and Introduction to the Research Context

Faculties	Departments
Law and political science	2 (law/ Political science)
Social and human sciences	2(Social sciences/ human sciences)
Letters, languages and arts	5(Arabic/French/English/German/Arts)
Medicine	3(medicine/pahrmacy/dentistry)
Technology	8(basic teaching in science &technology /mechanical engineering/hydraulics/energy and process engineering/ civil engineering)
Natural sciences	3( biology/ agronomy/ environment science)
Economics, management and commerce	3(commerce/management/economics)
Exact sciences	6(mathematics/physics/chemistry/probability&statistics/materials and sustainable development/ computer science)
Electrical engineering	4(electronics/technicalelectronics/telecommunication/automatics)

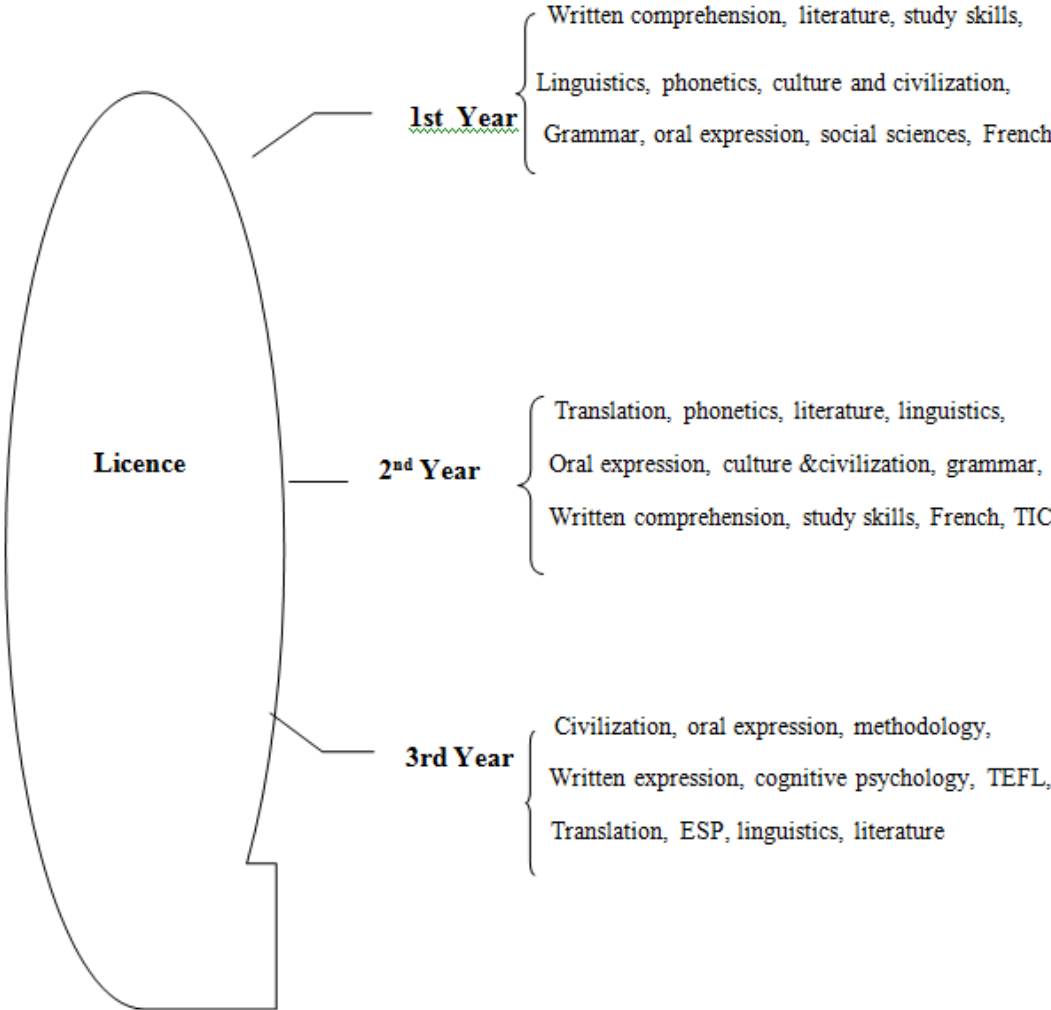
**Table1.3**DLU Faculties and Departments

### 1.4.3.2 The Department of English

The Department of English of Djillali Liabes university provides necessary supportive tools for learning/teaching in terms of providing a library containing books and dissertations, large amphi theatres equipped with data shows, and many rooms for courses). As for the teaching staff, the department consists of a sufficient number of teachers who hold titles of associate teachers, assistant teachers with both ranks and professors). Moreover, it offers the chance for 15 non-recruited or part-time teachers to ensure modules like translation, oral expression, grammar, research methodology, study skills, literature, French and computer science.

Concerning the course design, students are receiving several courses that intend to develop the language skills (grammar, written expression, oral expression); cultural modules (literature, social sciences and civilization), study skills, cognitive psychology, translation, linguistics, sociolinguistics, and TEFL. Further details and illustrations on the subject matters taught for the first cycle at the department of English are, then, illustrated in the diagram below:

**Chapter One: Preliminary Information and Introduction to the Research Context**



**Diagram1.1**Subject Matters Taught During the 1st Cycle

Students registered in the second cycle are as well exposed to different modules depending on the offered specialities including literature and civilization, didactics and linguistics. The pedagogical demands offer the chance for students to choose one of these specialties. For more details on the subject matters taught to master students, see the diagram below:

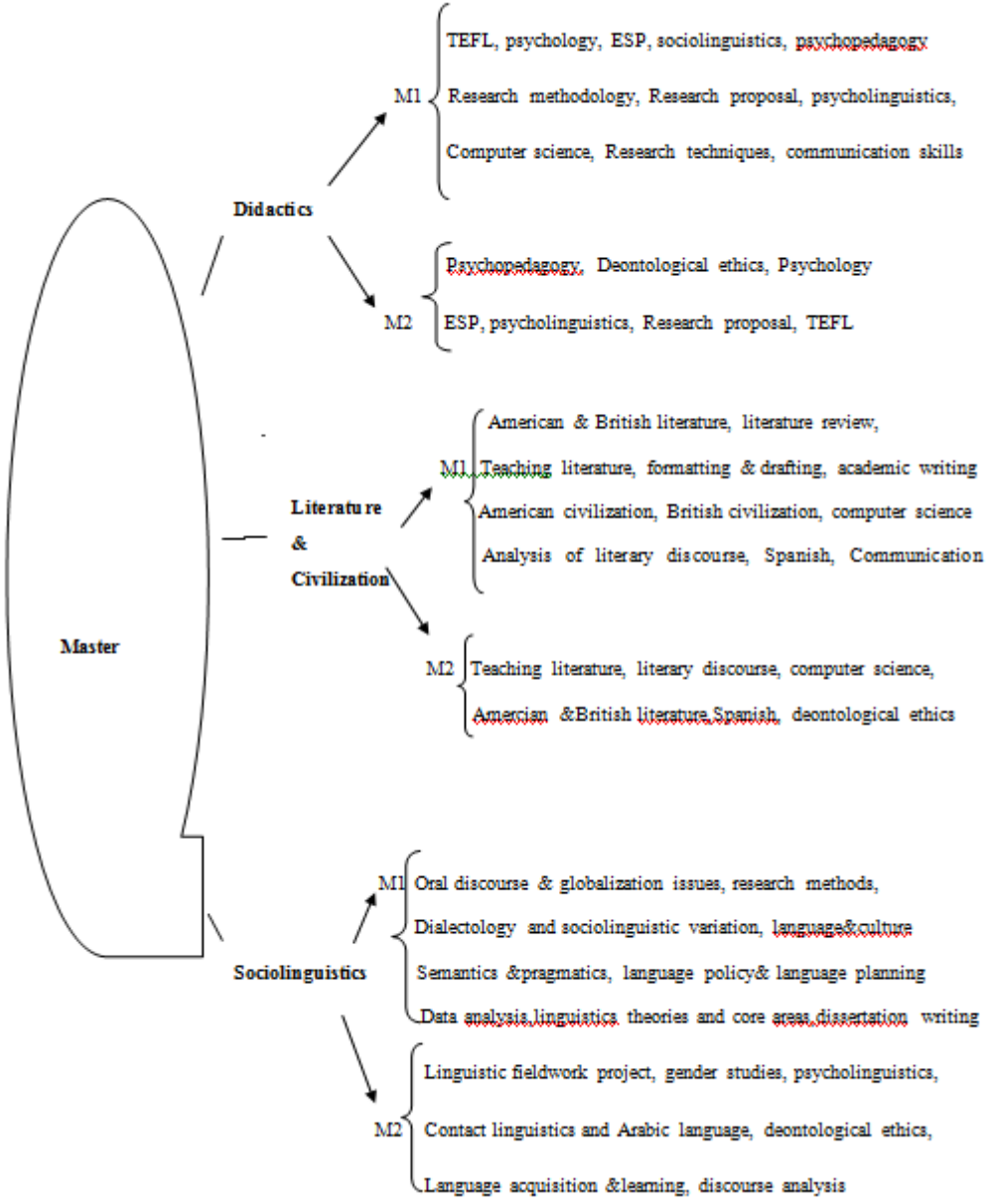


Diagram 1.2 Subject Matters Taught During the 2<sup>nd</sup> Cycle

1.5 Statement of the Problem

In its broadest sense, research aims to gather data for advancement of knowledge in the field. That systematic inquiry is a manner of raising curiosity by amassing data. This methodical process is undertaken to check the validity of hypotheses and then find ultimate answers. Thus, it demands creativity, objectivity, empiricism and reliability. Indeed, enquiries start with a general statement of the problem and a clear formulation of research questions and suppositions to be tested. Moreover, they necessitate continuous efforts and trial to come

## **Chapter One: Preliminary Information and Introduction to the Research Context**

across solutions, offer remedial tactics and provide methods to improve the situation under investigation.

It can be seen that most language instructors focus on developing learners' proficiency as they are still using traditional ways of transmitting knowledge rather than implicit ones that may foster the process of learning including cultural themes, discussions and real-life scenes. This situation pushes the researcher to address a problematic related to the sum of cultural encounters that learners are exposed to when learning a foreign language chiefly the English language. In fact, culture shapes the way humans comprehend what is around them. Subsequently, being scarce in exposure to the cultural elements in accordance with the target language makes learners face obstacles that slow down their process of accumulating what is needed to reach the learning objectives in terms of being knowledgeable of all that is related to TL.

Technology and globalization have increased a growing necessity for cross-cultural communication to facilitate the access to information and the exchange of ideas all around the globe. This need calls attention to foreign languages as an everlasting requirement to communicate with people with diverse ethnic backgrounds. Thus, language education is a socially created activity that mediates with linguistic norms for the purpose of being embedded within every aspect of the target society and culture.

Teachers need to encourage students to memorize any input that can make them talented in practising the target language in social contexts. This helps in making them non-reluctant speakers, broadening their familiarity regarding the societal performances of the English-speaking countries and eradicating unconstructive comments that can give birth to lack of enthusiasm from the part of learners who need to be dynamic and vigorous participants in successful conversations with either native or native-like speakers. This competence can be gained by means of cultural contents addressing all that can fit learners' needs in terms of grammar, language mechanics and vocabulary without neglecting the target culture.

Culture must be used as a fundamental constituent of language instruction by pushing learners to discover the various cultural elements, portraying every single aspect of the language being taught and adapting the curriculum in a way which fits their needs and potentials. The need to merge culture and teaching in foreign language contexts has long been emphasized, since the target language culture would help students attain a thoughtful cultural

## **Chapter One: Preliminary Information and Introduction to the Research Context**

understanding, which accompanies their linguistic competences. By the same token, this work draws attention to this important role of culture by offering explicit and implicit ways of incorporating culture into the different classrooms practices as a way to supplement the syllabus with various cultural elements.

Cultural contents should be presented in a tolerant manner, in a way that does not call for predisposition or prejudgments on the distinctive features between the students' native culture and the one discovered in the classroom. Thus, it is recommended to endow students with issues defining the culture that is unfamiliar to them by supplying them with clues about it so that they can generate data into their minds. This could be done through organizing debates about the geographical location, the historical events, food, traditions, and so forth. In that way, students can act as observers exploring, understanding and not assessing the target culture in relation to their own. Therefore, they attain a level of appreciation and recognition that the way other cultures differ is normal for cultural diversity.

Researchers put emphasis on the role of culture in reflecting the cultural standards of others including how to express gratitude or greetings, formulate requests, and deal with different social incidents. This can help them understand how their behaviours and patterns of living differ from being appropriate in their own community to being perceived differently by members of the target language one. Culture needs to be taught implicitly, embodied in the paralinguistic forms that students are exposed to. It is vital to note that these methods involve foreign language learners in the target language community and evoke their internal capacity to empathize with differences and comprehend cultural matters instinctively encompassing conversational clues on holidays, clothing, celebrations, forms of politeness and address, speech conventions, historical events, geographical characteristics, etc. These topics enrich students' social capability to communicatively and positively function their minds and tongues in another society by more than just producing correct grammatical utterances.

Many debates have been progressively raised on what kind of content to be incorporated into the curriculum. Yet, there is a widely-held conviction among scholars regarding culture-based contents. In other words, it is widely acknowledged for teachers to make their students involved smoothly in multiple communicative activities so that they can become competent in terms of linguistic and socio-cultural rules as well. The foremost situation for that to happen in the classroom is to make them familiar with the culture of the language they are exposed to.

## **Chapter One: Preliminary Information and Introduction to the Research Context**

As previously explained, if teachers lack the compulsory knowledge of the target language culture and how to teach it, then learners can never be familiar with it; subsequently, a gradual state of anxiety and insecurity to come close to that strange culture even for educational purposes may be generated, meaning that knowledge givers should create suitable and cultural conditions that can help their knowledge receivers to acquire the four language skills and at the same time downsize their unfamiliarity with the target language culture. Language teachers should put forward a number of goals and strategies for teaching culture; this starts first by collecting the suitable cultural materials then provoking interest and curiosity about the target culture among their learners. Such materials should describe values, social norms, rules, ceremonies, beliefs, etc.

The acquisition of that cultural knowledge while language learning is referred to as intercultural competence. That competence underlines a certain knowledge acquired through culturally and linguistically integrated instruction; it also develops the ability of someone to act tolerably when confronted with representative figures of foreign cultures. This smoothness means an awareness of all that is different between one's own and the foreign culture; therefore, learners become ethnographers who acquire cultural awareness alongside the language skills.

The present study aims to create a milieu conducive for language learning and unlocked to other cultures through engaging students in culturally mediated situations. It additionally questions issues related to culture and how to give students opportunities to develop their cultural tolerance and awareness. This is, by no doubt, a precondition to pass on comparison between their own culture and the target one with no prejudice. In other words, it draws attention to the significant role that EFL teachers have in associating cultural awareness with language learning. Thus, it has been recommended to help students discover differences as language learning cannot be detached from its cultural content.

### **1.6 Objectives of the Investigative Study**

It is generally agreed that the purposes of any research should be evidently determined before dealing with data collection. This helps design a clear plan about the steps underlying the research process including scrutiny, analytical interpretations, final conclusions and solutions. In general, the aim of any didactical approach is to improve the quality of teaching as well as the performance of learners; thus, the current study addresses the reason why students have

## **Chapter One: Preliminary Information and Introduction to the Research Context**

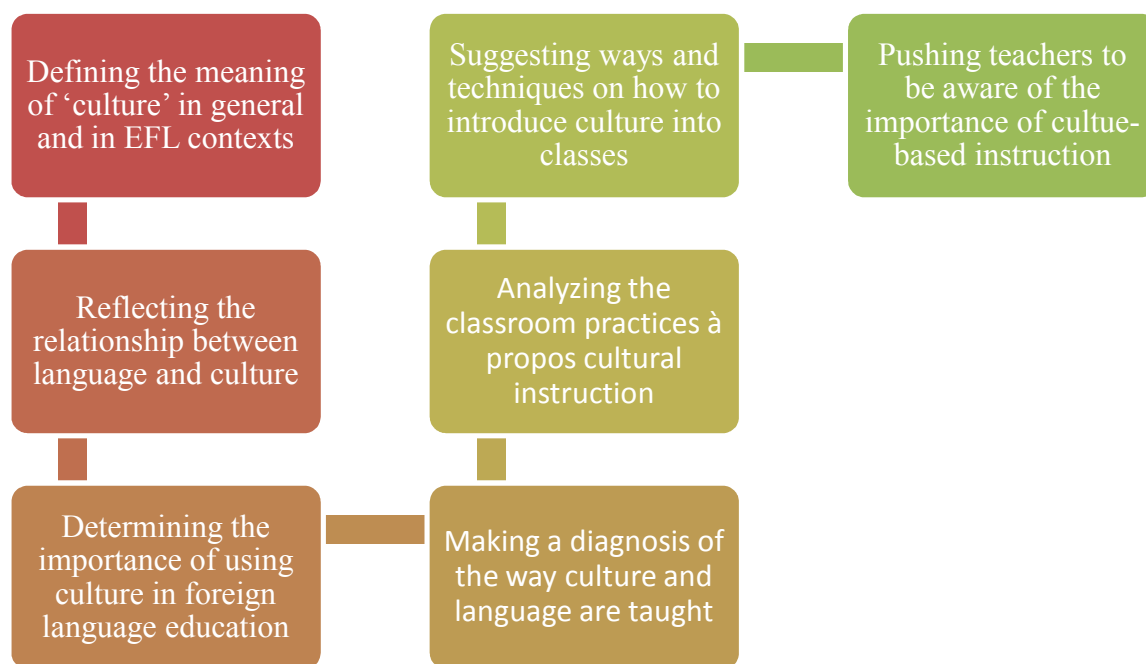
difficulties in dealing with unfamiliar cultures and how to introduce any relevant cultural instruction based on intercultural situations, which can help bridge what results from the abstract learning and the real world.

Several decades ago, language philosophy was based on developing learners' abilities including grammar, producing language through speaking or writing, understanding language through reading or listening and acquiring vocabulary entities. In contrast to nowadays, researchers are trying to best satisfy students' needs regarding the language system as a whole i.e. without ignoring culture, since they believe that teaching a foreign language may be inaccurate and incomplete without the integration of the related culture. Accordingly, the study attempts to provide standards for foreign language instruction that can be adopted in the curriculum. It identifies techniques that will contribute to valuable English language classes grounded on the enlargement of intercultural communication skills.

This investigative work aims to examine the relevance of cultural practices related to the language users who use the English language as their mother tongue. It attempts also to inspect the effect of the instructional content on the learning process and to scrutinize the role of culture-oriented topics in educational settings. To reach those objectives, the researcher believes that it will be necessary to assess the amount of learners' revelation to the cultural features a propos the foreign language they are learning. Measuring that helps in determining whether the incorporation of culture into teaching is advantageous.

Moreover, the study attempts to look for the suitable strategies and didactical techniques that may facilitate the incorporation of culture into the courses. Since many teachers are lost as to how to use culture in EFL contexts, this work aims to examine the apparent connection between culture and language teaching and how they can create a successful classroom atmosphere built upon effective instructional approaches through which culturally mediated contents may be implemented. (See figure1.8):

## Chapter One: Preliminary Information and Introduction to the Research Context



**Figure 1.2** Objectives of the Study

The basic aim of the suggested chapters that highlight the way culture is taught at the department of English at DLU is, then, to help EFL teachers become explicit and implicit representatives of the foreign world for their learners. The aims may be summarized as follow:

- ✓ To help students be aware of the co-existent link between language learning and culture learning.
- ✓ To help raise positive attitudes among learners of the target culture.
- ✓ To know how to make students knowledgeable of the main cultural aspects of communities that reflect how the target language is used as a mother tongue.
- ✓ To help understand the native culture within its characteristics and the target one with its distinguishing features.
- ✓ To be aware of the existence of similarities and differences among different cultures;
- ✓ To raise tolerance towards otherness.
- ✓ To help them become intercultural mediators who can act in multicultural contexts
- ✓ To encourage student-centered attempts towards cultural learning

Teaching English in an effective manner involves more than a set of practical techniques. It is an art of creativity involving short and long-term objectives that form an idea of what is expected to be achieved after following a predetermined plan. This may be achieved through developing the skills need to boost learners' eagerness to know about the culture related to

## **Chapter One: Preliminary Information and Introduction to the Research Context**

TL. This means that lesson planning, material selection and teaching methodology are of paramount importance for a successful culture-oriented instruction.

### **1.7 Steps of the Work**

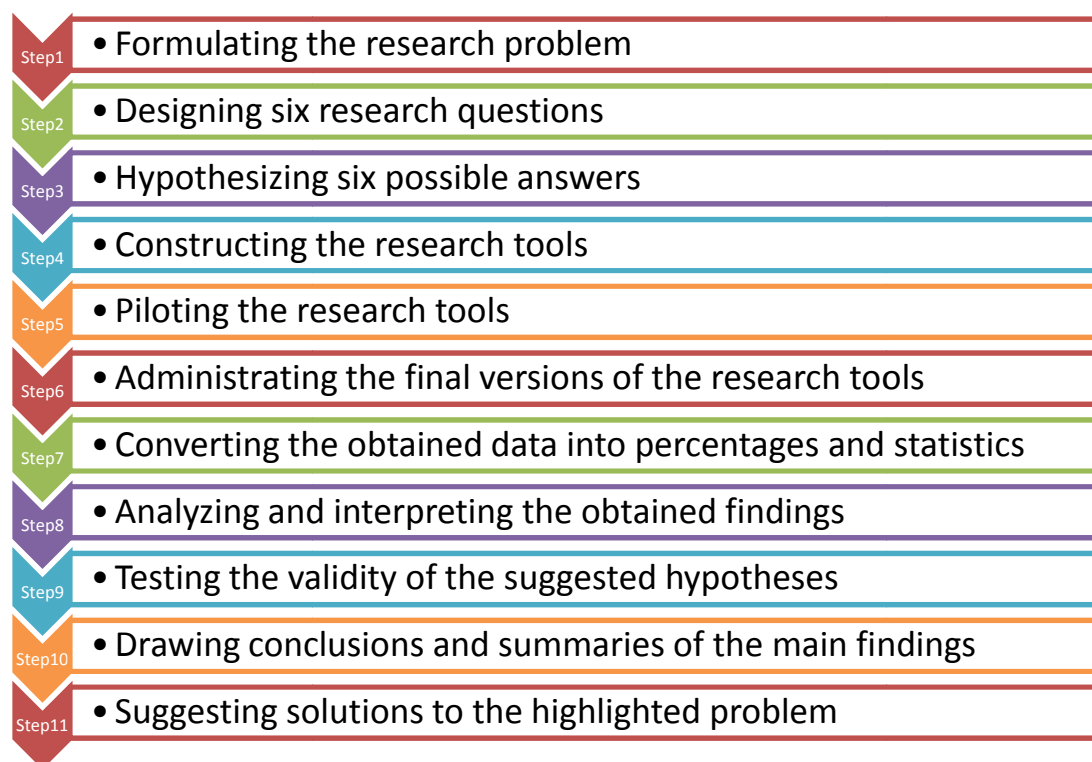
As an attempt to reach the designed objectives, a number of systematized procedures have been followed, starting with the identification of the research problem to the process of testing the hypothesized answers. Following a set of sequenced steps helps in the formulation of conclusions and therefore the suggestion of possible solutions.

The first phase of the research is concerned with the presentation of general information regarding the importance of English as a global lingua franca, the way English is introduced in Algerian schools and universities as well. It describes DLU and the fieldwork of the proposed research process by describing the research purposes, the questions, the hypothesized statements, and the instruments used for data collection.

The second research phase has as a main objective to amass definitions of the main concepts related to the chosen topic through summarizing scholars' writings on the topic which is that of culturally mediated contents and their relevance in EFL contexts. Moreover, the third phase is mainly concerned with the quantification of data through providing numerical and qualitative descriptions of the obtained findings for the purpose of finding answers to the proposed questions. On the other hand, the final phase of this investigative study aims to present a number of pedagogical solutions that can minimize the problem and promote cultural understanding of the foreign cultures among learners.

It can be seen that both qualitative and quantitative methods of data collection have been implemented as a way to provide detailed descriptions of the phenomenon. Thus, conclusions may be reached as an attempt to identify the possible solutions and reduce the problems related to students' unfamiliarity with the related culture. It is worth mentioning that the target population was taught by the researcher for two years (in written comprehension and research methodology courses). This created many opportunities for observation as a result of the time allocated to the weekly sessions.

## Chapter One: Preliminary Information and Introduction to the Research Context



**Figure1.3** Steps of the work

As indicated in the diagram above, the problematic was stated, the objectives were clearly designed, the research questions were proposed, the possible answers were hypothesized as tentative explanations to the research problem, and research instruments were designed to collect the required data. This led to statistics, interpretations and conclusions; thus, recommendations and practical considerations could be generated.

### 1.8 Research Questions

Undoubtedly, some English learners cannot use English comfortably and effectively either in talking or in producing academic papers. One can then relate this to the difficulties they encounter while attempting to learn the target language. Nowadays, most EFL scholars as well as practioners continue to de-emphasize the effectiveness of traditional frameworks that push students to memorize grammar drills and the newly learned vocabulary units, using repetitive exercises without creating the opportunity to develop the competence which makes them communicate in social contexts rather than simply listening to the teacher's instructions and accomplishing tasks.

## **Chapter One: Preliminary Information and Introduction to the Research Context**

In line with these views, the work explores how culture can be applied in educational environments to make the language learning process more vivid, since neglecting culture may make teaching inaccurate and incomplete. It questions the importance of the related culture and seeks to discover the authentic materials and effective instructional techniques that depict the target culture at the university level. This underpins that any effective FL lesson based on the related culture is a prerequisite to learn how to develop an understanding of all that is foreign. It is clear that socio-cultural themes should be integrated into teaching to meet the needs of the targeted population. That can be primarily realized when being dependent on massively prepared elements and texts that help incorporate TC into classes.

In this respect, culture teaching is inevitably an inspiring constituent which supplements the classroom contents with the essentials of the foreign language. Thus, the present study attempts to scrutinize how culture can be incorporated in English language classrooms by asking a number of questions and therefore theorizing some hypotheses as an attempt to form possible answers to the formulated problematic. Identifying questions leads to a better understanding of the situation under investigation; therefore, the work addresses six major research questions regarding the problematic that is formulated in the early phases of the research which is that of culturally mediated elements and their relevance in EFL classes:

1. To which extent are third year students of English at DLU familiar with the cultures related to the English-speaking countries?
2. To which extent are third year students of English at DLU aware of the necessity of culture-based contents when learning English?
3. Is culture teaching as important as foreign language teaching?
4. Are teachers aware of the importance of culturally mediated contents in EFL contexts?
5. What strategies and didactical techniques need to be adopted by teachers for a better implication of culturally mediated contents in the EFL classroom?

### **1.9 Hypothesized Statements**

Indeed, the incorporation of the culture related to TL shapes an understanding of the possible interconnections between language and culture through developing linguistic as well as socio-cultural skills. This paves the way for the development of cultural awareness which is considered by experts as the fifth skill helping learners amass a large amount of data concerning the English-speaking communities and therefore attain a high-quality level of cultural understanding.

## **Chapter One: Preliminary Information and Introduction to the Research Context**

It is apparently seen that culture is that component of language teaching which ought to reflect the target language. It has become obvious to submit that English is becoming a language that can create a global or worldwide communication. The growing need to use English in social contexts has brought about some changes in educational systems, instructional methods as well as classroom practices. Recent theories highlight the increasing need to provide learners with the necessary skills to succeed with culture placed as the cornerstone of teaching. As mentioned earlier, this study tries to investigate the perceptions of teachers as well as students, the situational problems that encounter learners who are unfamiliar with the target culture and therefore the classroom applications that can integrate that component with its numerous benefits in and outside the classroom context.

The aims of foreign language teaching have reallocated from attaining native-like skills to getting in touch with intercultural communicative competence, which embraces understanding the language itself as well as the manners manifested by foreign language speakers while speaking, reacting, practicing some social traditions, and sharing defining characteristics with members of their community. This permits the learner to be an intercultural mediator i.e. someone who is capable of thinking critically to build positive judgments while drawing the relationships between both cultures.

It is noticeably clear that culture is a vital ingredient of language teaching, since it is not feasible to learn a language with no dynamic insertion of culture-related contents. As a way to find solutions to that problem, this study chiefly aims to inspect the perceptions and classroom applications of university instructors with reference to culture. Based on the previously determined questions regarding the problem discussed in that study, multiple hypotheses are formulated and it is only through research that one can confirm their validity. In other words, the researcher has formulated the following hypotheses as tentative answers to the aforementioned research questions:

1. Third year students of English at DLU are unfamiliar with the cultures related to the English-speaking countries.
2. Third year students of English at DLU are unaware of the necessity of culture-based contents when learning English.
3. Culture teaching is as important as foreign language teaching.
4. Teachers are aware of the importance of culturally mediated contents in EFL contexts.

## **Chapter One: Preliminary Information and Introduction to the Research Context**

5. Culture-related topics about people whose mother tongue is English may lead to a better implication of culturally mediated contents in the EFL classroom.

To test the hypotheses listed above, well-structured procedures will be followed to proceed to systematic and analytical interpretations that can improve the situation under investigation. In that way, the problem can be solved or at least reduced to some extent.

### **1.10 Piloting**

A pilot study is a shortened version of a trial in preparation of a complete study. It helps in giving precise ideas of the stance of research, utility of formulated questions, availability of techniques and validity of instrumentation. One of the main advantages of piloting is to determine the positive sides as well as the weaknesses of the proposed study. As far as this work is concerned, this research phase is made to determine the utility of the constructed research instruments; in other words, it aims to construct revised versions of the suggested tools through asking some participants to respond to the questionnaires, interview and focus group that aim to map out the current status of culture teaching in the foreign language classroom.

Since the researcher is a university teacher, it was possible and easy for her to test the research tools. As an initial step and before the construction of the research tools, she starts first by observing her students and the way they learn while teaching them written comprehension and research methodology. Moreover, she designs tentative questions and makes discussions that help her know about the problems and difficulties encountered by learners. Meanwhile, a debate is made on the utility of learning about foreign cultures and a tentative questionnaire has been prepared. This results in collecting many answers that may shape a solid background for the investigation; it also helps avoid additional or repetitive questions, and narrow down the scope of research.

The questions of the students' questionnaire were pilot-tested with volunteered participants from the target population. The researcher realized that the content of these research tools was too long to be carried out. As a result, she decided to organize the questions in the form of parts, each of which includes the questions that refer to the same objective of data collection. As far as the teachers' questionnaire and interview, the tools are first delivered to 2 teachers for the sake of testing the validity and usefulness of the prepared questions; the respondents are asked to give their comments to detect the necessary changes that may lead to well-

## **Chapter One: Preliminary Information and Introduction to the Research Context**

structured questions. The phase results in omitting confusing, unnecessary and leading questions. As for length, the researcher receives complaints; yet, she decides not to omit many questions as they represent an integral part of the data collection procedures.

### **1.11 Participants**

This study is mainly aimed at investigating the classroom applications of university instructors regarding the implementation of culture in their classes. To find concise responses, different procedures have been adopted to come across a selected population which, in fact, facilitates the gathering and therefore analysis of the data obtained via a number of tools. The researcher's target is to explore the attitudes of teachers vis-à-vis the integration of courses of culturally mediated aims, and determine learners' perspectives towards the importance and relevance of the fifth skill in the process of learning a foreign language. Yet, it is impossible to find explanations to the situation without choosing a sample of subjects who may represent the phenomenon under investigation.

To explore the aforementioned problem, it is of vital importance to test learners' attitudes and bring about decisions that explain the main reasons standing behind such situation. Therefore, it is impossible to make a diagnosis without choosing a population that shapes the atmosphere needed for the investigative process. As clarified by Dornyei (2007:96): "the sample is a group of participants whom the researcher actually examines in an empirical investigation... that is, the sample is a subset of the population that is representative of the whole population".

The investigator attempts to choose EFL students and their teachers as the population of interest; respondents are third year university students at DLU as a way to shed light on their cultural interests and attitudes. Moreover, teachers of English at the same department are invited to participate in the study through responding to a semi-structured questionnaire and interview; the selected teachers represent a variety of age groups, qualifications, professional experiences and attitudes as well as practices regarding culture teaching.

#### **1.11.1 Students**

Thinking about the problematic for a certain period makes the researcher eager to select a group of students as representative figures of the defined problematic; being a teacher of the same level helps in creating situations that may be beneficial in describing the situation; this also facilitates the process of data collection in terms of making discussions with students and

## Chapter One: Preliminary Information and Introduction to the Research Context

asking them to be part of the study by responding to a number of predetermined questions. In other words, teaching the selecting group of participants is in one way or another helpful in creating direct as well as indirect opportunities to follow learners' process of thinking and behaving in a general way, in addition to the availability of chances for assessing their readiness to learn English and their cultural knowledge regarding that language. Therefore, more chances may be created for questioning respondents and for observational sessions. In that way, any course may be a source of inspiration to her in terms of acquiring more clarifications and explanations to the research problem that she is working on.

The researcher prefers to choose a sample that follows probability rules. She realizes that it will be more beneficial to choose 3<sup>rd</sup> year students as representative figures of the highlighted problematic, since they create more opportunities to be observed (they are taught by the researcher once per week and they were taught before by her while being second year students twice per week because written comprehension is the only module that exposes learners to a teaching time consisting of three hours per week). As it is known, probability sampling uses randomization to ensure that all members of a population have a chance of being selected. She believes that all learners have equal opportunities to be chosen since they are all representatives of students who are explicitly or implicitly exposed to the cultures related to the English-speaking countries.

As a starting point, she starts to make a pilot study with a great number of students. This pushes her to realize that engaging all learners with their different personalities, motivational levels, learning styles and levels of proficiency results in gathering many details that can be disturbing and confusing to analyze. This is due to the huge number of students in each group (reaching from 50 to 60 in some groups). She then decides to narrow down the scope of study by designing a stratified population (dividing the whole population into subgroups and selecting members from each group).

Selecting participants from each group has been done in one week by the researcher who tries to group students who can reflect different backgrounds and levels. They are good representatives of the case study in terms of attendance and discipline for the sake of facilitating the process of data collection and analysis as well. The population under investigation is a well-defined group of individuals characterized by having some features in common. This helps in creating practical scenes of questioning, observing, discussing and analyzing. The total population number is 100 consisting of two groups that reflect attendance,

## Chapter One: Preliminary Information and Introduction to the Research Context

motivation and interest in courses. The sample groups learners representing different backgrounds and language abilities. Females outnumbered males and the average age of most respondents is from 20 to 25. For instance, the sample consists of 32 males and 68 females.

### 1.11.2 Instructors

The study involves 15 EFL teachers at DLU of SIDI Bel Abbes, department of English. Most instructors are holders of magister degrees, others either completed their PhD or are still preparing their theses. They are in charge of teaching different subject matters and their teaching experience varies from 2 to 20 years. The participants are selected so that a variety of age groups, contexts, teaching experience, specialty and thoughts to teaching culture are generated.

Items	Choices	Number
Age group	20-30	3
	31-40	5
	41-50	6
	+51	1
Gender	Male	5
	Female	10
Professional title	Assistant teacher	6
	Associate teacher	4
	Lecturer	4
	Professor	1
Years of experience	1-5	4
	6-10	5
	11-15	3
	16-20	2
	+ 21	1
Specialty	Linguistics	4
	Civilization	2
	Didactics	6
	Literature	2
	Other	1

**Table 1.4** Teachers' profile

As indicated in the table above, the selected teachers are both experienced and novice who are specialized in linguistics, didactics, civilization, didactics and literature. These teachers hold different titles (6 assistant teachers who are still preparing for the completion of their doctorate theses, 4 associate teachers who are not recruited officially, 4 lecturers holding doctorate diplomas and only one professor).

## Chapter One: Preliminary Information and Introduction to the Research Context

### 1.12 Data Collection

To investigate the current situation, one needs to clearly define the steps followed in collecting the required data that describe the problematic in a detailed way in terms of the procedures followed to test the validity of the suggested hypotheses. To reach the aims designed in the early phases of the work, the researcher needs to amass information in terms of both primary and secondary sources. Amassing data regarding teachers and learners' attitudes towards the implementation of culture-oriented courses in EFL classes enables the investigator to acquire details on how to improve it by introducing changes, adding some questions or choices and omitting what is evaluated as unnecessary.

#### 1.12.1 Primary Data

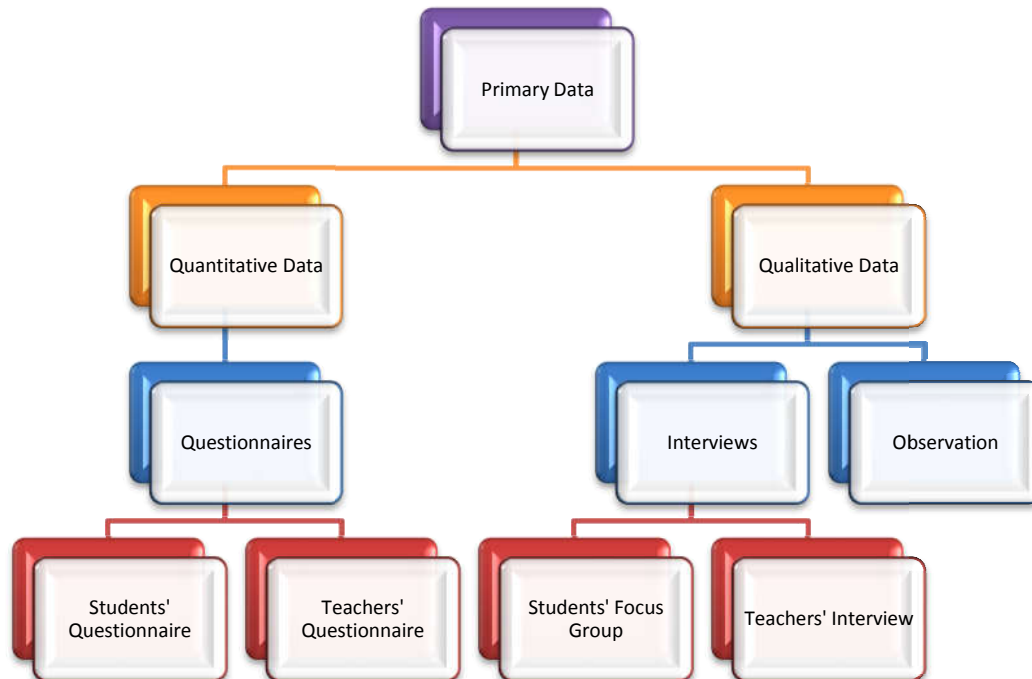
As previously explained, the research instruments are pilot-tested and refined to help decide about what to be included in the sections. Testing the research tools with some students shows that some questions were redundant while other important ones have been ignored. Therefore, revised versions have been adopted to pursue the selected population which, in fact, provides the opportunity to discover about the connection between culture and foreign language instruction.

The aim behind using the selected tools is to find out whether language teachers invest their class time in depicting both cultures: big C symbolized in civilization which would deepen students' background knowledge, and little c which describes the other facets of culture that would help them better communicate in intercultural settings by knowing about behaviours and social norms of the native speakers of TL. There are two main approaches to research, namely qualitative and quantitative. Quantitative research aims to respond to questions describing measured variables with the purpose of predicting explanations for the phenomenon. On the other hand, describing observable behaviours and relationships is done through following qualitative tools.

In the same line of thought, Leedy & Ormrod (2001:101) states that "*this method is typically used to describe the complex nature of facts, with the purpose of describing the situation from the participants' point of view*". Generally, questionnaires are designed to obtain quantitative data through numerical and statistic results; whereas, interviews and classroom observation are used to gather qualitative information. To investigate the aforementioned problematic, both

## Chapter One: Preliminary Information and Introduction to the Research Context

quantitative and qualitative methods need to be followed to quantify as well as describe the quality of instruction and its effect on the situation. Therefore, more reliability and validity would be achieved.



**Diagram 1.3** Quantitative and Qualitative Tools of Data Collection

As explained above and in order for the work to be trustworthy, a multi-method approach of data collection has been followed through the use of both quantitative and qualitative means of data collection. Indeed, combining both methods can lead to a better understanding of the issue and may achieve reliable results that help draw valuable conclusions. The process of collecting responses to the questions is a time-consuming activity due to a number of reasons such as the inclusion of many questions which makes respondents reluctant to participate in the study as they think that the process of responding to these questions demands time and efforts. As a result, the research tools are reorganized and some unnecessary questions are omitted. Respondents are given enough time to respond to the questions, and they are informed that their participation is voluntary and their personal information will not be published throughout the work.

### 1.12.1.1 Quantitative Data

In any form of scientific investigation, questionnaires help gather large amounts of information in a short period of time. These instruments present a series of questions or statements to which respondents have to comment either by writing full statements or

## **Chapter One: Preliminary Information and Introduction to the Research Context**

selecting an answer from the existing choices. The set of questions is generally organized in a specific order, including open-ended and close-ended questions. Responses to close-ended questions are helpful due to the fact that they can easily be collected and open-ended questions are likewise important in the sense that they are not limited and they provide detailed information when needed.

In an attempt to ensure the credibility of the results obtained, data collection in this study is not restricted to one tool. The current research initiates a number of ways to explore the problematic from different angles and to minimize bias. Indeed, a number of procedures have been followed to quantify the obtained data. This is done through questionnaires that are administered to the selected group of learners and their teachers. For instance, the suggested semi-structured tools include close-ended, open-ended and multiple-choice questions. Close-ended questions have to be answered by either yes or no, open-ended questions gave the respondents a certain freedom to cite their viewpoints whereas, other questions have to be answered by ticking the appropriate answers from a list of predetermined choices. The suggested questions are of equal importance for the researcher in the way they explore the views and responses of participants in a detailed way.

As an attempt to find out the perceptions and applications of the selected respondents about integrating culture in different classroom contexts, the investigator tries to collect data via using quantitative tools first. The questionnaires are divided into many sections attempting to ask questions about the occurrence of big ‘C’ activities and contents in the English lessons, questions about including little ‘c’ topics, and other sets of questions about the materials used, the respondents’ age, cultural training, etc. Respondents are asked to rate the use of big ‘C’ and little ‘c’ culture-oriented contents in lessons as well as other questions.

Frequency is measured by the adverbs ‘never’, ‘rarely’, ‘sometimes’, and other choices. The sections have also included questions on civilization and other aspects since the author believes that they are representatives of some of the most important dimensions that help develop students’ cultural awareness and intercultural communicative competence. In addition, when talking about some of these topics, it is inevitable to develop at least some questions about the way in which culture is implemented. Moreover, the aim of the questionnaires is to elicit general background information about the respondents; this may implicitly give some clues about the general practices or beliefs of both teachers and students.

## **Chapter One: Preliminary Information and Introduction to the Research Context**

They also question teachers' opinions about the usefulness of teaching the aspects of culture listed in the sub-sections and those given most attention in culture-related instruction.

### **1.12.1.1.1 Students' Questionnaire**

In fact, 100 copies of the questionnaire had been given to two groups of third year students. The first group responded to the questions in one of the oral expression courses; whereas the second which consisted of 50 participants had been given the questions in one of the courses devoted to research methodology. Yet, the gathered copies were 98 due to the fact that two students were occupied in making rehearsals for their oral presentation task; thus, the overall number of the gathered copies is 98.

As stated previously, the researcher has as objectives to construct a foundation upon which one can draw concluding ideas that improve the highlighted phenomenon. The process of data collection is done in a number of phases starting with the distribution of the questionnaires to quantifying and interpreting the obtained data. The first phase is done directly before the winter holidays, because most learners are free and relaxed as they have completed their academic tasks including lessons, tests, exams and oral presentation designed for the first semester. This enhances the chances of the distribution of the questionnaire in a relaxing atmosphere and at the same time ensures that most learners are not disturbed.

It is worth mentioned that the distribution of the questionnaire is done in research methodology sessions, and that most students show a high level of motivation and interest to respond to the questions as they feel that it may be considered as a practical session that may be related to the subject matter. This makes the researcher receive comments from the part of learners on the usefulness of this session i.e. the distribution of the questionnaire as they were learning about the steps of research in the first semester.

The suggested questions aim to explore learners' beliefs about the possible relationships between culture and foreign language education. They provide insights into assumptions and learning experiences in and outside the classroom context and therefore permits to reach final conclusions on the desired objectives. The questionnaire administered to students includes four parts that all highlight the possibility of integrating culture in EFL classes. The first rubric (demographics and general information) consists of 7 questions, the second (knowledge and perceptions towards culture and culture-oriented contents) includes 6 questions, the third rubric (occurrence of culture-oriented learning inside the classroom) comprises 7 questions,

## Chapter One: Preliminary Information and Introduction to the Research Context

whereas the last rubric (occurrence of culture-oriented learning outside the classroom) comprises 7 questions that highlight the aforementioned problematic. (See the following table):

Parts	Number of questions	Purposes
Demographics and Background Information	6	Gather demographic information about students
		Determine the difficulties encountered by students while learning the target language
		Rate students' attempts to visit the English-speaking countries
Knowledge and Perceptions towards Culture and Culture-Oriented Contents	6	Determine students' assumptions on culture as one of the language components.
		Rate students' degree of cultural awareness
		Evaluate students' perceptions towards the importance that culture has in the FL learning
Occurrence of Culture-oriented Learning inside the Classroom	7	Measure the amount of cultural knowledge received in courses
		Rate the importance of the teachability of culture in EFL classes
		Assess the classroom ways of being in contact with the target culture
Occurrence of Culture-oriented Learning outside the Classroom	7	Measure the amount of time devoted to culture learning outside the classroom context
		Evaluate students' attempts to enlarge their cultural background
		Assess students' exposure to culture outside the classroom

**Table 1.5** Purposes of the Students' Questionnaire

As the table indicates, each section of the questionnaire groups statements that spot light on the situational phenomenon. Students are kindly invited to respond to the questions by ticking the corresponding boxes and supplying statements and comments when needed. The findings may be helpful in assessing their degree of cultural awareness and create a need to look for suitable ways of including such dimension into the curriculum. To make respondents comfortable while responding to the questions, it is necessary to explain that they are not obliged to mention their names and personal information and in case they do that, it will remain confidential throughout the whole work. This pushes them to be honest and to express their viewpoints freely without any hesitation or fear of judgement as they are taught by the researcher. With an aim of gaining insights into what students are exposed to, the investigator attempts to quantify all questions in a detailed manner.

The first part of the questionnaire designed to students is entitled "demographics and general information". For instance, it represents an indirect way for the researcher to gather general

## Chapter One: Preliminary Information and Introduction to the Research Context

information that may be of useful contribution to the chosen problematic. The researcher has prepared 100 copies to be given to participants. As far as age is concerned, the sample consisted of 32 males and 68 females and the average age of most learners is from 20 to 25. The proposed questions have been analyzed and interpreted in details though statistical ways and explanations. The introductory part of the students' questionnaire attempts to gather responses that form a general understanding of learners' profile, interests and difficulties the face while learning the target language. Some examples are then given below:

1. Have you ever visited a foreign country?
2. What are your free-time activities?
3. What learning objectives do you aim to achieve?

The second rubric is entitled "Knowledge and Perceptions towards Culture and Culture-Oriented Contents". It aims to explore students' perceptions on the relevance of cultural contents in foreign language instruction. It comprises a set of questions that examine their willingness to interact with people from other cultural groups. Indeed, one's perceptions regarding the relevance of culture learning may affect his/her readiness to absorb cultural data and interact in multicultural contexts. Some of the questions included in this rubric may be listed as follows:

1. Do you think that culture learning is as important as foreign language learning?
2. Do you think that your classmates are interested in culture learning?
3. How much are you knowledgeable in terms of differences among your culture of origin and the target one?

The third rubric of the students' questionnaire is entitled "Occurrence of Culture-oriented Learning inside the Classroom". It has as a primary objective to gather data on learners' exposure to cultural knowledge in the classroom to know whether the teaching input fits learners' needs in terms of the required cultural knowledge. In other words, it highlights the extent to which learners are exposed to culture in educational settings. Some of the suggested questions may be given below:

1. How often do you feel encouraged to prepare research projects on cultural themes?
2. How often do you tackle cultural themes in debates, classroom activities, tests and exams?
3. How often are you invited to make oral presentations on cultural topics?

## **Chapter One: Preliminary Information and Introduction to the Research Context**

The last part of the students' questionnaire is entitled "Occurrence of Culture-oriented Learning outside the Classroom". Its objective is to determine the amount of exposure to culture-based contents in contexts other than the classroom. In other words, it helps assess the attempts made by participants to learn FL with the related culture outside the classroom. Some of the suggested questions are given below:

1. Is the library of the department in which you study rich and varied in terms of the references needed for enriching one's cultural knowledge?
2. Do you make attempts to acquire cultural knowledge outside the classroom context?
3. For you, is it sufficient to entirely depend on the classroom content for a better acquisition of cultural knowledge?

### **1.12.1.1.2 Teachers' Questionnaire**

A questionnaire is given to the selected group of instructors to find out their perceptions, and the skills they integrate while teaching English in their courses. For the sake of gathering rich data and facilitating the process of interpreting results, questions are suggested to gather data about teachers in relation with the scope of the current research. The questionnaire consists of many parts; all of which attempt to clarify the defined problematic by shedding light on different issues that may form a general understanding of the situational phenomenon.

As for the outline of the selected tool, it is made up of 22 questions that are grouped into sections that deal with teachers' personal information as well as expectations to some situations, which in turn gives general ideas about their teaching practices in EFL milieus. The collected copies are tabulated to be used in interpretations. The suggested quantitative tool may be considered as a means of responding to the research questions as it provides useful details that may implicitly and explicitly lead to crafting a whole understanding of the proposed problematic. For more details, see the table below:

## Chapter One: Preliminary Information and Introduction to the Research Context

Parts	Number of questions	Purposes
Introductory Information	4	Get demographic information on teachers Highlight teachers' attempts to participate in workshops of intercultural purposes Acquire general information that may be of useful contribution to the analysis
Teaching Objectives	7	Determine the objectives set by the selected group of teachers Evaluate teachers' interests towards intercultural objectives Rate teachers' preferences among the subject matters to be taught
Institutional Atmosphere	4	Describe the learning atmosphere that depict the highlighted problematic Examine the conditions under which culture-based contents are implemented Determine whether the surrounding environment is suitable for a better inclusion of culture-based contents
Instructional Content	7	Examine the instructional content in terms of culturally mediated contents Examine the opportunities created to implement culture-related contents Know whether the classroom practices fit learners' needs in terms of the required

**Table1.6**Purposes of the Teachers' Questionnaire

The first part of the questionnaire given to instructors is entitled “introductory information”; it consists of 4 questions that provide introductory data about respondents. It clearly gives a general idea about teachers' age level, gender, educational degree, professional title, teaching experience and specialty. The objective of this rubric is to get an overview about teachers as representatives of the population under investigation. Other questions are also included for the sake of gathering useful details in relation to respondents' willingness to participate in workshops and attempts to visit the English-speaking countries. Some of the questions included in this part are outlined as follows:

1. What subject matters have you taught throughout your teaching experience?
2. Have you attended any programme, training courses, conferences or workshops on intercultural teaching?
3. Have you ever visited a foreign country?

The second rubric of the teachers' questionnaire, which is entitled “teaching objectives”, is made up of 7 questions through which one may highlight the order of priority for teachers in terms of designing the objectives that fit their learners' needs. The suggested questions are included to rate the importance of culture for respondents compared to the four language skills, evaluate their perceptions towards the significance of culturally mediated contents, highlight their preferences of the different subject matters, and determine the cultural aspects explored in classes. Indeed, the suggested questions help assess their interests and the way they aim to proceed to a better acquisition of the target language. In other words, the main aim

## Chapter One: Preliminary Information and Introduction to the Research Context

of this rubric is to know whether cultural objectives are included within their teaching plans. Some examples may be listed below:

1. How important is to implement culture in your classes?
2. What are your teaching objectives?
3. Which skills seem to be the most important for you as a teacher?

The third rubric of the questionnaire delivered to instructors contributes to the research aims that highlight culture teaching in EFL contexts. It is entitled “institutional atmosphere”, and contains a total of 4 questions that describe the conditions under which cultural contents can be implemented. In other words, it comprises seven questions that attempt to shed light on the institutional conditions that help or impede the process of culture teaching and learning. In other words, it aims to question whether the surrounding atmosphere is suitable for the implementation of culture-based contents. Some of proposed questions may be listed as follows:

1. Is the department where you teach well resourced in terms of ICTS and the equipments needed for the inclusion of culture-based contents?
2. How do you rate the availability of books in the faculty’s library in terms of cultural knowledge?
3. Do you think that students are encouraged to improve their cultural knowledge?

The final part of the teachers’ questionnaire is entitled “instructional content”. It comprises seven questions, sheds light on the instructional routines under which various circumstances affected the process of culture teaching/learning. It aims to question whether the classroom practices are directed towards culturally mediated contents that widen cultural awareness among the selected group of participants. Below are some of the questions proposed in this part:

1. In what ways would you attempt to include culture-based themes in lessons?
2. Which country do you mostly aim to describe in your classes?
3. How is your one-course teaching time distributed between language teaching and culture teaching?

## Chapter One: Preliminary Information and Introduction to the Research Context

### 1.12.1.2 Qualitative Data

Qualitative means of data collection in this research focus on quality through the description of the views and behaviours of participants, and provide data generated through the use of a focus-group with students, an interview with teachers and observation. The suggested qualitative tools provide an insight into the issue under investigation by presenting data in the form of descriptions and explanations that help find out an in-depth understanding of experiences, opinions, and attitudes that shape one's understanding of the situations from different perspectives.

#### 1.12.1.2.1 Students' Focus Group

A semi-structured focus group is used to determine the extent to which students are aware of the necessity of the target culture in successful communication. It is composed of questions that examine students' degree of cultural awareness and responsiveness to culturally mediated contents. The questions are directly addressed to students in the form of a debate in one of the sessions devoted to research methodology.

Number of questions	Purposes	Examples
20 questions	Measure the students' degree of cultural awareness	Do you think that knowledge about other cultures is needed for better learning achievements?
	Rate the students' level of intercultural sensitivity	Do you think that what others believe, say and do have to be respected among social groups?
	Examine the students' contact with foreign cultures	Do you perceive cultural differences as normal aspects for diversity and equilibrium?
	Evaluate the students' readiness to know about foreign cultures	What do you think is positive and negative about your culture?
	Evaluate the students' knowledge of foreign cultures	What do you think is positive and negative about the British and American cultures?
	Evaluate the students' trials to know about otherness	Have you ever felt angry when dealing with people from different cultural backgrounds?
		Do you usually intend to judge any culture?
		In what ways would you try to convince your classmates and friends who refuse to learn about foreign cultures?
		For you, what can be done to be comfortable in conversations with foreign people?

**Table 1.7** Students' Focus Group (Number of Questions, Purposes and Examples)

It is worth noting that 10 students have been selected as representative of the population, and are given the opportunity to reflect upon the questions they receive and they

## **Chapter One: Preliminary Information and Introduction to the Research Context**

are asked whether they accept to be recorded. Furthermore, they are given explanations on what they are recommended to offer and are informed that their personal information will remain confidential throughout the work. The focus group discussion lasts about 40 minutes. It is worth noting that the students involved in the focus group show enthusiasm and are somehow fluent.

Though some participants show a great level of interest, the results do not reflect the whole population, because not all participants responded to the questions i.e. some of them were anxious and they could not participate in the discussion. Accordingly, the given answers represented only students with a certain level of fluency.

### **1.12.1.2.2 Teachers' Interview**

An interview is one of the main sources of obtaining in-depth information on attitudes. It may provide the researcher with viewpoints that may not be easily detected through surveys; it promotes a general understanding and explanation of perspectives. Knowledge obtained from this research tool is dependent upon questions from which it would be possible to extract information. For instance, the researcher plans to use an interview with 10 teachers to be able to examine the situation.

Like the questionnaire, the interview is divided into sub categories that rate the degree of respondents' cultural awareness; all of which attempt to facilitate the direct access to knowledge concerning the highlighted problem mentioned in the first parts of the work. The interview consists of three sections that aim to inquire about teachers' opinions regarding culture-based contents and the rate of occurrence of big as well as little c culture-related themes. It also includes supplementary questions to draw out additional information about teachers' self-evaluation of the occurrence of culture-oriented contents in the EFL classroom and their positions towards culture teaching. For instance, the first part is concerned with perceptions, the second deals with self-evaluation, whereas the last gives opportunities for respondents' propositions regarding the improvement of the situation.

The first part of the interview administered to teachers is entitled "Knowledge and Opinions on Culture –oriented Teaching; it has as a main purpose to describe teachers' knowledge and opinions on culture and culture–oriented teaching. It includes 13 questions and is meant to describe teachers' levels of cultural awareness. This could be done through the inclusion of

## Chapter One: Preliminary Information and Introduction to the Research Context

questions that aim to describe their views regarding the implementation of culture-based lessons in the EFL classroom.

The second part of the interview is entitled “self-evaluation”; it includes 6 questions that form an understanding of teachers’ perceptions on their own practices and methodologies in relation to culture-based contents. It evaluates the way teachers include culture in their classes and is meant to investigate their reflections on whether the classroom content they are aiming to implement helps attain better levels of cultural awareness among the selected group of learners.

The final part of the teachers’ interview, which comprises 6 questions, is entitled “Suggestions on the Implication of Culturally Mediated Contents”. It gives respondents the opportunity to suggest a set of techniques to implement the target culture in their classes. It aims to push teachers to suggest ways of their own on how to create a multicultural context for their students to be culturally competent in terms of knowing about foreign cultures. For instance, respondents were given the opportunity to suggest a number of strategies that fit learners’ needs in terms of culturally-mediated contents.

Parts of the Interview	Purposes	Examples
Knowledge and Opinions on Culture-oriented Teaching	Determine teachers’ views on the implementation of culture-oriented lessons Examine the teachers’ degree of awareness regarding the relevance of culture-oriented teaching	What does the word culture mean for you
		Are you knowledgeable of the cultures related to the English-speaking countries?
		Do you think that learning about other cultures changes negative stereotyping towards otherness?
Self-evaluation	Examine the teachers’ views on their attempts to expose their learners to culturally mediated contents Evaluate teachers’ practices in relation to culture-based contents.	How would you rate your efforts to enlarge your students’ familiarity with other cultures?
		Do you raise feelings of acceptance and tolerance among students?
		Do you think that the content you are introducing to your learners may direct them towards cultural understating and awareness?
Suggestions on the Implication of Culturally Mediated Contents	Rate teachers’ readiness to think about the techniques that facilitate the integration of culturally mediated lessons Highlight teachers’ propositions regarding the implementation of culturally mediated contents	What definitions would you suggest to describe culture teaching in an EFL context?
		What culture-related themes would you suggest for better levels of cultural awareness?
		In what ways would you act as a mediator between the native and foreign cultures in your classes?

**Table 1.8** Teachers’ Interview (Purposes and Examples)

## Chapter One: Preliminary Information and Introduction to the Research Context

### 1.12.1.2.3 Classroom Observation

Using observation along with interviews can promote a profound analysis of the situation under study. Classroom observation is an implicit way to get in contact with the highlighted issue; it is viewed as an essential element in acquiring trustworthy data. In this respect, Kothari (1990: 96) assumes that *'this method is independent of respondents' willingness to respond and as such is relatively less demanding of active cooperation on the part of respondents as happens to be the case in the interview or the questionnaire method'*. This means that observing learners may lead to concrete and valid data as learners are observed and not asked directly to give immediate responses compared to what is offered through questionnaires and interviews. The knowledge gained through observation along with other tools can promote a thoughtful understanding of the situation and therefore a clear interpretation of the issue.

As far as this research is concerned, the process of observation is done in three months in the first semester of the year in addition to one month in the second semester. In fact, all courses have been observed; yet, more emphasis has been given to civilization, literature and oral expression as being the subject matters through which one can transmit knowledge of cultural concern. The observer has focused on the main variables that fit the objectives of the study and impact the general conditions that surround culture learning.

Observing the courses helps gather notes on the institutional sphere in a general way by observing what surrounds learners and not only the classroom setting; this has been done through observing activities implemented by the teacher, the time devoted to the language skills, the ways culture is introduced in classes, the teaching materials used, the way the course is conducted, tests, exams, topics for discussion, sources of knowledge, libraries and the general teaching/learning atmosphere. In general, the fact of observing courses may be an embarrassing situation for teachers who sometimes face difficulties in acting in spontaneous ways. As for learners, they generally are not even aware of the fact that there is someone observing them.

The teacher researcher attempts to obtain qualitative data through observing courses since that step represents an important phase of the research journey. This can be done through observing anything which occurs in the classroom milieu including the type of activities, the time devoted to culture implementation, the visual aids used in the classroom,

## **Chapter One: Preliminary Information and Introduction to the Research Context**

the techniques introduced by the teacher, the topics chosen, etc. As explained in the aforementioned parts of the work, the access to data is done qualitatively and quantitatively. Hence, in order for the study to be rich and trustworthy, the researcher tries to approach all that may happen in classes i.e. she does not restrict her observation to the way culture is taught. She, however, pays attention to every single action and takes notes on any classroom procedure, as she believes that any idea may be useful in maintaining links that may relate to the central theme.

As a teacher in the same department during seven years of involvement, it becomes somehow easy for the researcher to deal with students and make a diagnosis for their needs and the difficulties they encounter while learning. As a phase, classroom observation is made after the completion of the methodological tools of the study (questionnaires, interview and focus group). The process starts by taking general notes on what is happening in her classes; this step serves as an opening to the data collection procedures thinking that having a general idea about respondents can broaden the researcher's ideas on how to make observation and how to be selective in terms of choosing the aspects that best fit the investigative situation. As for the other courses, teachers are given details and thorough explanations about the aims of the investigative works, the highlighted research phenomenon, and the amount of time devoted to observing their courses.

It is worth mentioning that the researcher has attempted to avoid any bias when establishing the fieldwork. The primary data for this instrument of collection comes from scrutiny of educational and pedagogical procedures involved in lectures. To reach varied and rich data, some of the sessions are observed during the first semester and the rest of this phase was done in the second one. To test the formulated hypotheses, one needs to be aware of what is happening; especially when implementing culture-based courses that shape the way the problematic reflects the population of interest. Whatever research procedures people use to collect data, they must deeply analyze the results to exactly find out answers and explanations to the formulated research questions.

### **1.12.2 Secondary Data**

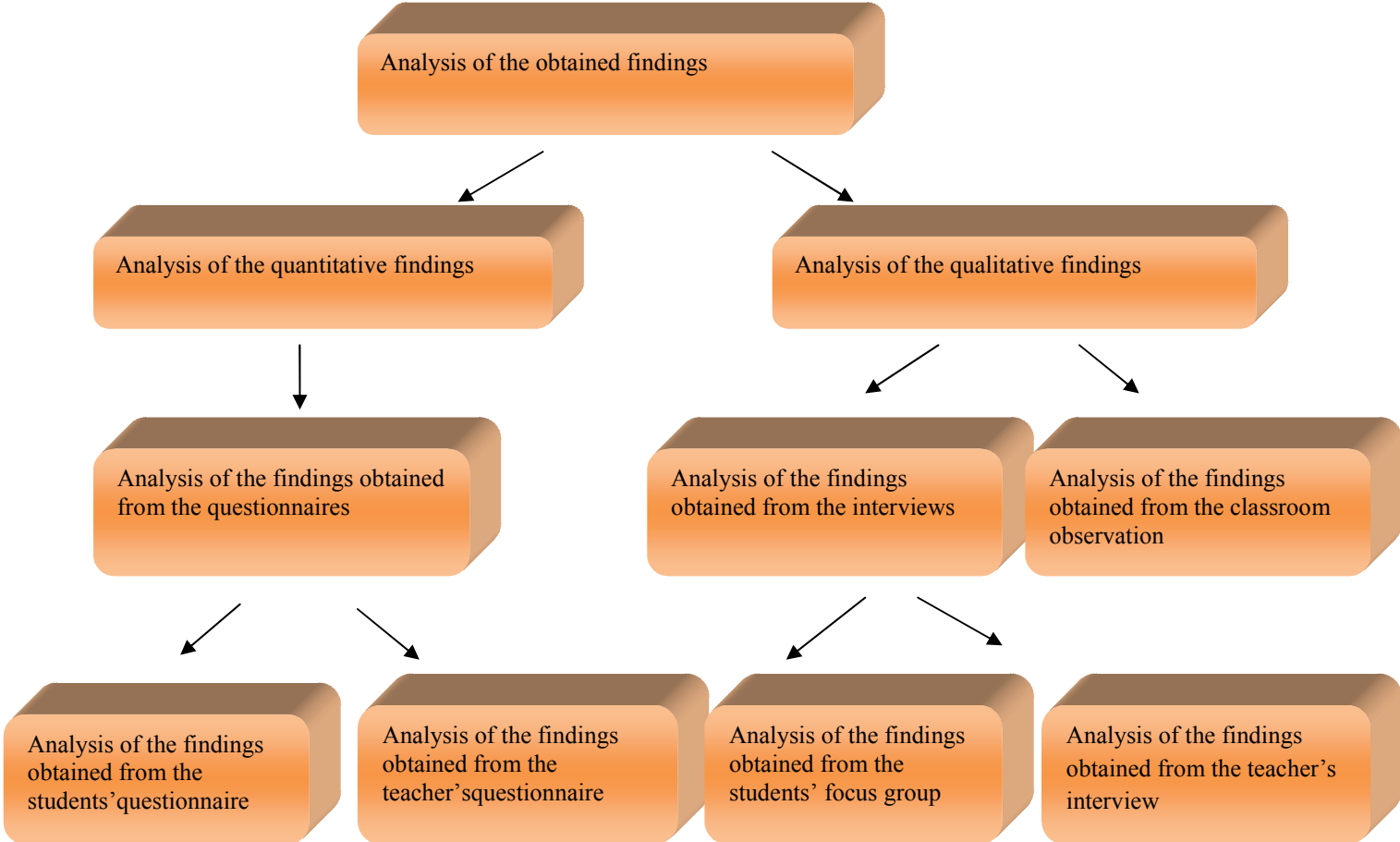
By secondary data, one means the way we gather literature reflecting the topic chosen for investigation. This phase requires amassing a considerable amount of data consisting of definitions of concepts and clarifications. The descriptions gathered from published

**Chapter One: Preliminary Information and Introduction to the Research Context**

documents highlight important concepts on the aforementioned problematic i.e. the effectiveness of the implementation of culturally mediated elements in foreign language classrooms. Thus, a whole chapter in this study is devoted to reviewing literature regarding that topic by introducing the main concepts and the related terms regarding the proposed issue such as culture, culture shock, enculturation, acculturation, etc. Furthermore, the work gathers scholars’ opinions on culture teaching, its goals and importance as one of the dimensions fundamental to FLL.

**1.13 Data Analysis Procedures**

The process of analyzing the collected data was a time-consuming activity as a result of the implementation of long copies of research instruments in addition to the use of more than two research tools. Moreover, many teachers are occupied with the completion of their doctoral theses; as a result, the collection of the copies of the teachers’ questionnaire has been done in more than one month.



**Diagram 1.4** Steps of Data Analysis

## **Chapter One: Preliminary Information and Introduction to the Research Context**

As seen in the diagram above, the collected findings are analyzed in details in the third chapter devoted to analysis and interpretative explanations; the responses gathered from questionnaires have been tabulated in the form of numbers and charts; yet, the responses gathered from the interview and focus group have been analyzed qualitatively in addition to providing descriptions of the elements being observed during the observation phase. In other words, the main results have been analyzed to show how and to what extent culture is taught to third year students at DLU through involving statistical ways of measurements, diagrams, charts, illustrative figures and explanatory discussions of the results.

### **1.14 Ethical Considerations**

It is commonly agreed among scholars that while making any research, one should attempt to offer credible sources of data. Thus, research entails a careful construction of instruments that lead to the needed responses. Cohen, Mannion and Morrison (2007:134) explain that validity is *“the touchstone of all types of educational research”*. They claim that the fieldwork should be *“socially situated”*, *“culturally saturated”* and *“context bound”*. For instance, this study is based on validity and reliability in terms of the trustworthy findings; this is due to the fact that the researcher uses more than two research tools i.e a questionnaire for students, a questionnaire for teachers, a focus group with students, an interview with teachers and classroom observation.

Furthermore, the study ensures confidentiality and anonymity for respondents in terms of personal information. They are informed that participation in this investigative work is voluntary; they are given the opportunity of choosing the options that best satisfy their thoughts by ticking the appropriate responses given in the form of listed choices. They are also asked to write their personal comments by responding freely to open-ended questions that give them the opportunity of presenting their ideas without being obliged to choose only one of the answers.

In fact, the research is objective in the sense that it does not propose leading questions that guide participants by trying to influence their answers. The study also avoids emotive expressions and personal ways of questioning. Before writing down their responses, informants are told that gathering data via these tools is an academic attempt of conducting research on the usefulness of implementing culture-based contents in EFL classes for the overall purpose of fulfilling a doctoral degree in Didactics of English.

### 1.15 Limitations

In an attempt to investigate whether the perceptions of instructors on teaching culture-related contents match with their behaviours in the classroom, different limitations have been encountered. One of the difficulties is related to generalization and transferability; due to the limited number of participants and the specific setting of the study, the conclusions that may be reached through this investigation cannot be applicable to describe all pedagogical contexts reflecting the way culture-related courses are integrated in EFL situations. In other words, the in-depth analysis in which a variety of sources are used cannot be transferable to other settings.

The other limitation may have been related to the fact that one cannot guess whether participants' responses to the questions are honest. One may also cite the unclear provided answers or the blanks left by respondents as a result of their lack of understanding of the question or lack of interest. Moreover, during the phase of data collection, many teachers at DLU (department of English) are reaching the last year of preparing their doctorate theses. As a result, they are occupied with the completion of their research works; yet, some of them attempt to respond to the questions and be part of the investigative study. One can also mention the considerable length of the questionnaires and interviews made by the researcher as they are rich in content, sections, aims, choices, opportunities to give comments and number of questions which make the process of data collection complicated.

As it is known, within classes students may reflect different levels in language proficiency. This may affect their understanding of the questions and therefore result in getting both clear and ambiguous answers. As for time constraints, the researcher faces difficulties to observe all sessions due to a number of reasons. Finally, it is worth mentioning that the findings and recommendations reflect research concerning a given population. Thus, further and additional research should be conducted to examine the issue from different perspectives. The most important limitations are summarized below:

- Generalizability and transferability of results to other settings
- Length of the research tools
- Time constraints
- Honesty of the respondents
- Unclear responses and some unanswered questions provided by participants

## **Chapter One: Preliminary Information and Introduction to the Research Context**

### **1.16 Conclusion**

The first part of the work serves as an introductory section; it presents general facts and data about the way English is taught as a foreign language in Algerian middle, secondary schools and universities in addition to describing Djilali Liabes university (department of English). It also establishes a description of the framework of the research process by describing the methodological steps involved in the statistical study (purposes, the questions that are investigated, the hypothesized statements, the organisational design of the study, and the instrumentation used for data collection).

The study is basically attempted at finding the strategies that may help teachers improve the quality of the highlighted situation; it sheds light on the problematic related to the way cultural contents are approached in classes where English is taught to non-native speakers. In the next chapter, the investigator presents a theoretical framework of concepts by paraphrasing scholars' views, definitions and the literature reflecting the topic under investigation. Therefore; the review of literature includes information about culture in a general way and as a mediator in educational settings; more exactly, English learning.

# Chapter Two

## Chapter Two: Review of the Related Literature

2.4 Dimensions of Culture.....	60
2.2 Culture:GeneralConsiderations.....	60
2.2.1 Etymology.....	61
2.2.2Connotations.....	61
2.2 Characteristics of Culture.....	67
2.4 Dimensions of Culture.....	69
2.4.1 Aesthetic, Sociological, Semantic and Sociolinguistic.....	70
2.4.2 Cultural Iceberg Classification.....	71
2.4.3 Perspectives, Products and Practices .....	72
2.4.4 Behavioursit, Functionalist, Cognitive and Symbolic.....	73
2.4.5 Big C vs. Little c Cultures.....	73
2.4.5.1 Big C Culture.....	74
2.4.5.2 Little c Culture.....	75
2.6 Definitions of the Related Concepts .....	76
2.6.1 Acculturation vs. Enculturation.....	77
2.6.1.1 Acculturation.....	77
2.6.1.2 Enculturation.....	79
2.6.2 Culture Shock.....	80
2.6.3 Intercultural Competence.....	81
2.6.3.1 Definition.....	81
2.6.3.2 Components of Intercultural Competence (Byram’s Five Savoires ).....	82
2.6.3.2.1 Attitudes (savoir etre).....	83
2.6.3.2.2 Knowledge (Savoires).....	83
2.6.3.2.3 Skills of Interpreting and Relating (Savoir-comprendre).....	83
2.6.3.2.4 Skills of Discovery and Interaction (savoir-faire.....	84

## Chapter Two: Review of the Related Literature

2.6.3.2.5 Critical Cultural Awareness (Savoir-s'engager) .....	84
2.6.4 Intercultural Sensitivity.....	85
2.6.4.1 Ethnocentric Stages.....	85
2.6.4.2 Ethnorelative Stages.....	87
2.6.5 Culturally Mediated Instruction.....	87
2.7 Language and Culture.....	87
2.7.1 Definition of Language.....	88
2.7.2 General Theories Defining the Human Language.....	89
2.7.3 Archetypal Characteristics of the Human Language.....	90
2.7.4 The Study of Language.....	90
2.7.5 The Relationship between Language and Culture.....	91
2.8 Shifts of Aims in Foreign Language Instruction.....	94
2.9 Incorporating Culture in the EFL Classroom.....	97
2.10 The History of Culture Teaching.....	98
2.11 Culturally Mediated Instruction and its Importance in FL Teaching.....	99
2.12 Conclusion.....	103

## Chapter Two: Review of the Related Literature

### 2.1 Introduction

The co-existence of culture as a preliminary part of language teaching has always been a matter of interest among scholars. For instance, there should be some theories determining its usefulness as one of the language components or as what some people refer to it “the fifth skill”. To clarify the founding principles of this skill, it will be of essential importance to provide descriptions rather than only definitions of the issue. This chapter is principally devoted to the re-examination of the most important works that have been written by scholars as an endeavour to define the theme highlighted in the present study.

It identifies the relevant concepts regarding the teaching/learning situation of language and culture. Moreover, the chapter provides thoughtful explanations of the observable fact from different perspectives. Additionally, it explains the etymology of the terms central to the study and their correlation with foreign language instruction. Other related concepts are also defined and highlighted for further clarifications and illustrations

### 2.2 Culture: General Considerations

Many scholars and researchers in the humanities believe that no topic can be tackled without giving clear definitions of the related concepts. Indeed, any inquiry creates a need to search for any attempts to gather etymological, historical, sociological, philosophical as well as critical definitions regarding the selected topic of investigation. This in turn leads to consult written documents and previously published works that included definitions. As stated in the first part of the work, the researcher’s main aim is to highlight the problematic related to the exposure of EFL learners to culturally mediated dimensions in their first cycle of studies. Thus, it is recommended to define the most important key terms in relation to the study such as culture, culture shock, acculturation, enculturation, interculturality, etc

Throughout history, many scholars have tried to develop definitions that cover any dimension related to culture. Trivonovich (as cited in Croft, 1980) insists that there exist more than 450 denotations of the term “culture” as it is one of the most complicated words in the English language in terms of connotations. For that reason, many researchers have tried to formulate explanations that may cover a number of aspects in relation with culture. As stated by Stern, culture is “*notoriously difficult to define*” (1992:207). In other words, the concept is doubtlessly inclusive in meaning; this drives specialists to offer countless definitions that are sometimes different in terms of the highlighted aspects and categorization.

## Chapter Two: Review of the Related Literature

In this respect, Byram (1989) explains that there is a multiplicity in defining culture among scholars. Along with the same idea, in an Encyclopedia of Language and Linguistics, Apte (1994: 2001), asserts that great efforts have been made by scholars as an attempt to define culture; yet, there was no agreement regarding its nature. In general, all that tie people together may be referred to as culture, which envelops all aspects of man's life including behaviour, beliefs, values, and general norms that are inherited and shared by generations. The concept of culture reveals a multitude of definitions that can be applied in many contexts: *"culture is multifaceted and complex and there is no consensus on what it is"* (Moran: 2001:13). Thus, the present chapter has as objectives to clearly scholars' attempts to define that concept from multiple perspectives.

### 2.2.1 Etymology

Originally, the term "culture" is borrowed from the Latin word "cultura" which means "being cultivated"; however, over time, it started to be used to mean the study of society and civilization. Various definitions have been specified to define the concept of culture in disciplines such as anthropology, sociology, and psychology. Kroeber and Kluchohn (1952) explain that the word with its vast meaning and connotations was introduced in English in 1871 by Tylor. Yet, it penetrated the British and American dictionaries fifty years later. The term was first borrowed from the Scandinavian and Slavonic languages; as a result, other European languages including Spanish follow the same denotations. They assert that the German word "Kultur" was not included in the 1774 edition of the German dictionary as it appears only in 1793.

The word is derived from the Latin word referring to a state of cultivation. (Ibid) Similarly, Elias (1994) supports this idea stating that the term culture was used in Germany to refer to the French term civilization; he affirms that the dichotomy of culture and civilization results from social conflicts among social classes during the 18<sup>th</sup> century. Kant (1977:9) was in favour of using the term 'Kultur' instead of the French term civilization. *"While the idea of morality is indeed present in culture, an application of this idea which only extends to the semblances of morality, as in love of honor and outward propriety, amounts merely to civilization"* (cited in Schäfer, 2001:307).

## Chapter Two: Review of the Related Literature

Kant along with other thinkers prefer to use the term 'Kultur' to describe the refinement of the human soul. Nonetheless, since the 19th century, culture and civilization started to be used and perceived as synonymous in different contexts. In his work 'Primitive Cultures', Tylor (1958) uses them interchangeably to refer to the same meaning. However, other anthropologists agree on the idea that civilisation is the highest state of human accomplishments; this idea is shared by Braudel (1994) and Bagby (1963) who hold the view that culture is solely one stage in the development of the human state. Indeed, interpreting the sense of culture dates back to the writings of Muslims in the 14th century (Ibn Khaldoun's *Moqaddimah*) which is considered as the one of the most relevant works in social sciences providing detailed descriptions on the history, origins and evolution of societies.

Indeed, interpreting the sense of the concept of culture dates back to the writings of Muslims in the 14<sup>th</sup> century (Ibn Khaldoun's work: *Al Moqaddimah*) which is considered as one of the most relevant works in social sciences providing detailed descriptions on the history, origins and evolution of societies. Culture is perceived as a human-made sphere duplicating a number of characteristics that define a population's life. These embedded patterns are transmitted by means of which members of social groups can share and exchange ideas, achievements and actions.

### 2.2.2 Connotations

In an *Encyclopedia of Language and Linguistics*, Apte explains that understanding what culture means is not an easy task. Despite a century of efforts to define culture adequately, there was in the early 1990s no agreement among anthropologists regarding its nature. Apte (1994: 2001). In other words, many attempts have been made by specialists in different disciplines to draw definitions of that notion of multifaceted connotations.

The word culture may be defined in a variety of ways. In its broadest sense, it refers to the total series of acquired and learned human patterns that reflect one's social identity. "*It is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society*" (as cited in Kroeber et al, 1952:120). In fact, culture is a generalized representation of actions and ideas of a population; it embodies patterns of values, ideas, and other symbolic systems that help establish interaction among individuals. Other scholars relate it to a set of values shared by members who belong to the same group and perceive their social practices as accepted

## Chapter Two: Review of the Related Literature

patterns of behaviour. This idea is stressed by Douglas (1989:89) who refers to cultural characteristics of a society as *"an ongoing argument about rightness of choice"*.

The National Center for Cultural Competence (1994) describes culture as an integrated model of characteristics that includes language, traditions, values, relationships and classifications of racial, religious or social groups. Another important categorization defines culture as consisting of artifacts, actions, and meanings. For instance, Robinson (1998) defines it as products, behaviours, and ideas, while Klopff (1998) describes it as artifacts, sociofacts, and mentifacts.

Culture consists of patterns, explicit and implicit, of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiment in artifacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other, as conditional elements of future action.

Kroeber et al (1952: 181)

In fact, that the term culture is derived from the Latin word ‘cultus’ meaning ‘tending the soil’, and ‘colere’ that means ‘cultivate’. In this respect, one may argue that the notion was initially used in the 1780s in Germany to refer to the cultivations of human. It is noticeable that the 18th century witnessed the consideration of the French language as the tongue used by the upper class in all German territories. As a result of social conflict between classes, culture and civilization flourished as terms. (Ibid)

Kant (1777: 9) claims that *"while the idea of morality is indeed present in culture, an application of this idea which only extends to the semblances of morality, as in love of honour and outward propriety, amounts merely to civilization"*. Kant with other German enlightened minds believe that people manifest their everyday life in the form of refinement of ideas and manners while other English and Roman thinkers prefer to use the term civilisation instead of culture; the different uses of the two terms reflect the same meaning, components and patterns. Afterward, culture and civilisation as concepts started to be used interchangeably as being both composed of knowledge, convictions, arts, rules, ethics, routines, practices and any other skills and conventions acquired by the members of society.

Moran’s attempt to conceptualize the meaning of culture describes it as *"the great achievement of people as reflected in their history, social institutions, works of art,*

## Chapter Two: Review of the Related Literature

*architecture, music and literature*”(2001:24). He proposes a model that replicates five facets: products, practices, perspectives, communities, and persons. He proclaims that “*Culture is the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts*” (Ibid)

Moreover, Hofstede (2001:9) defines it as “*the collective programming of the mind that distinguishes the members of one group or category from another*”. Peck (1998) perceives it as ‘a blue print’ whereas Thompson (1990:132) defines it as “*the pattern of meaning embodied in symbolic forms, including actions, utterances, and meaningful objects of various kinds, by virtue of which individuals communicate with one another and share their experiences, conceptions and beliefs*”. Croft (1980) mentions that over 450 literary definitions were developed to define the concept of ‘culture’, since it is a complex dimension which encompasses knowledge, perceptions, beliefs, arts, laws, morals, customs and traditions in addition to any other skill acquired by social groups.

According to Williams (1981), the term culture is one of the most complicated words in the English language in terms of connotations for it covers different aspects. It is anything which is mixed up with related and different aspects such as religion, traditions, social norms, history, linguistic features, etc. Those aspects define a specific geographical area which is surrounded by boundaries and inhabited by a group of people who share the same characteristics, beliefs, attitudes and practices. According to Moran (2001:4), “*culture is the great achievement of people as reflected in their history, social institutions, works of art, architecture, music and literature*”.

Brown regards it as “*a system of integrated patterns, most of which remain below the threshold of consciousness, yet all of which govern human behavior just as surely as the manipulated strings of a puppet control its motions*”. Brown (1994:123). Likewise, Thompson’s words consider it as “*the pattern of meanings embodied in symbolic forms, including actions, utterances, and meaningful objects of various kinds, by virtue of which individuals communicate with one another and share their experiences*”. (1990: 132).

In the view of Matsumoto (1996: 16), culture is “*the set of attitudes, values, beliefs, and behaviors shared by a group of people, but different for each individual, communicated from one generation to the next*”. Matsumoto (1996: 16). Similarly, Spencer-Oatey (2008: 3) relates it to “*the basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioural conventions that are shared by a group of people, and that influence (but do not*

## Chapter Two: Review of the Related Literature

*determine) each member's behaviour and his/her interpretations of the 'meaning' of other people's behaviour”*

As a concept, it can refer to the total series of acquired and learned human behaviours and daily life patterns. Culture is that entire luggage which includes knowledge of rules, descriptions of beliefs, manifestations of art, standards of morals, sets of customs and any other social habits acquired by members whose language and characteristics are the same. In the same line of thoughts, Braudel (1994) and Bagby (1963) regard culture as only one facet of civilization; whereas, Lochtmann (2008) has clarified that it is a social label mixed with other aspects including language, traditions, rules of respect, religion, geography, history, etc. Those aspects reflect how a given group of people live in the same area and share the same cultural qualities.

Along with the same view, Brislin adds that it may be defined as a set of norms and performances shared by the members of the same social or ethnic group. He describes the word as “*widely shared ideals, values, formation and uses of categories, assumptions about life, and goal-directed activities that become unconsciously or sub-consciously accepted as right and correct by people who identify themselves as members of a society*” (1990: 27). A more comprehensible explanation is introduced by Larson et al who views it as a designing feature that:

Guides the behavior of people in a community and is incubated in family life.  
It governs our behaviour in groups, makes us sensitive to matters of status,  
and help us know what other expect of us and what will happen if we do not  
live up to their expectations. Culture helps us to know how far we can go as  
individuals and what our responsibility is to the group

*Larson et al (1972:39)*

Similarly, Marett (1928: 94) describes it as “*the language of social life, the sole medium for expressing the consciousness of our common humanity*”. The following table has as objectives to gather and summarize some word-by-word definitions of the concept “culture”. As stated earlier, “*culture is the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social context*” (Moran, 2001:24). Kramsch (2006:16) refers to culture as “*a concept referring to discourse, identity and power*”.

## Chapter Two: Review of the Related Literature

Scholars	Definitions
Lado (1957:111)	“Structured systems of patterned behaviour.”
Kramsch (1993:205)	“a social construct, the product of self and other perceptions”
Moran (2001:25-26)	“A cultural phenomenon involves tangible forms or structures that individual members of the culture use in various interactions in specific social circumstances and groups in ways that reflect their values, attitudes and beliefs”
McCarthy & Carter (1994:151-152)	“social knowledge and interactive skills which are required in addition to knowledge of the language system”
Harris (1968:4)	“similar systems of values and beliefs”
Condon (cited in Brown) (1994 :123)	“A system of integrated patterns, most of which remain below the threshold consciousness, yet all of which govern human behavior just as surely as the manipulated strings of a puppet control its motions”
Larson & Smalley (1972 :39)	“culture governs our behavior in groups, makes use sensitive to matters of status, and help us know what other expect of us and what will happen if we do not live up to their expectations. Culture helps us to know how far we can go as individuals and what our responsibility is to the group”
Kramsh (2015:409)	“Culture is portable schemas of interpretation of actions and events that people have acquired through primary socialization and which change over time as people migrator enter into contact with people who have been socialized differently”
Harris (1968:16)	“The culture concept comes down to behavior patterns associated with particular groups of peoples that is to customs or to a people's way of life”
Goodenough (1961 :521)	“Pattern of life within a community”
Allaire&Firsirotu (1984:195)	“A conceptually separate, ideational system”
Keesing&Keesing (1971:20)	“AN organized system of knowledge and belief whereby people structure their experience and perceptions, formulate acts, and make choices between many alternatives. This sense of culture refers to the realm of ideas”

**Table 2.1** Culture: a Compilation of Definitions

In general, one may view culture as values, norms and social behaviours that concern the members of a specific group. Those features shape for them their social identity which makes them think and believe that they are different comparing to other groups that belong to other communities and social memberships. The sum of these rituals reflects the things that some individuals who belong to the same speech community produce and put into practice. It also gives a picture of their morals comprising the way they generate leaning, form thoughts and

# Chapter Two: Review of the Related Literature

identify patterns for the external world. Reviewing many sources may lead to affirm that there is no single definition of culture as a term. Therefore, it is that whole consisting of all aspects that define how members of the same society think and then act.

## 2.3 Characteristics of Culture

Individuals use language to reflect social identity and how they reflect their relationships, basics of behaving and ways of thinking to the external world. Haviland, Prins, McBride & Walrath (2010) insist that every culture is a socially-constructed set of symbolic features that can be learned and then shared by members of social groups. The characteristics of culture are given by Byram, Barrett, Lázár, Mompoin-Gaillard & Philippou (2013) who hold the belief that all cultures are not stable i.e. they are changeable depending on time, social characterization, interactions with other populations and other related reasons. Moreover, one may assume that culture interprets people’s behaviours.

In this respect, Hofstede (1991:8) clarifies this idea stating that cultural meaning “*lies precisely and only in the way these practices are interpreted by the insiders*” meaning that culture shapes the way human beings distinguish inappropriate forms of behaviour from the accepted ones. As a matter of fact, one may say that culture is not an inborn ability; it is on the other hand learned and acquired once the child is put in social surroundings. Thus, it is not the production of one’s genes.

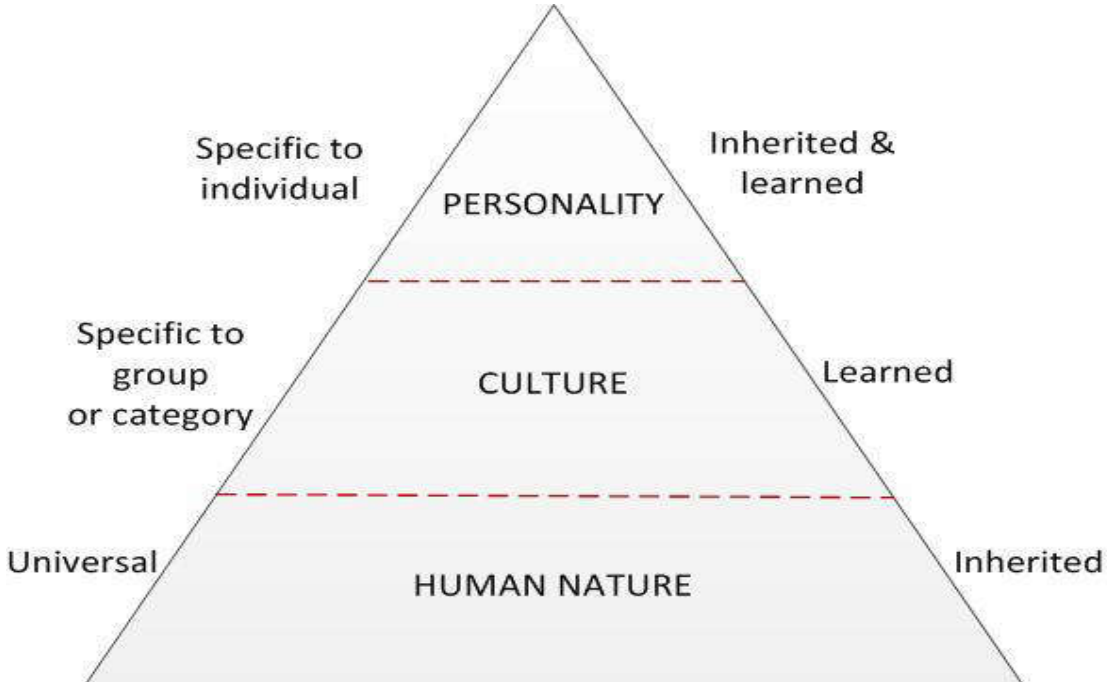


Figure2.1 Human Mental Programming (Adapted from Hofstede, 1994: 6)

## Chapter Two: Review of the Related Literature

Hofstede's figure distinguishes the three levels of human mental programming; he views that what is only inherited is the human nature; whereas culture is learned and personality is learned and inherited at the same time. In other words, the individual's personality on the other hand, is a unique set of mental processes that are learned from his/her environment and symbolized in some inherited traits taken from ancestors. Nevertheless, culture may not be inherited through genes as it represents the social life of a whole community consisting of members who acquire and share a number of socially-constructed habits. As a result of this acquisition, the human nature can be reflected through man-made ways (culture) and innate capabilities.

Ferraro extends the idea related to the effects of culture in terms of biological features. He declares that "*the effects of culturally produced ideas on our bodies and their natural process take many different forms. For example, instances of voluntary control of pain reflexes are found in a number of cultures throughout the world*" (1998: 19–20). In other words, some cultural habits are fossilized and internalized in people's minds for the purpose of expressing their needs. One of the most significant definitions of culture is that of Damen (1987: 367) who describes its characteristics as "*learned and shared human patterns or models for living*". These patterns and models pervade all aspects of human interaction. Damen proposes the following characteristics of culture:

- ✓ Culture is learned.
- ✓ Culture is changeable.
- ✓ Culture is a mere description of human life.
- ✓ Culture is the socially obtained blueprint for describing values and beliefs.
- ✓ Culture is closely linked with language.
- ✓ Culture is represented in a social environment.

As Nemni (1992) proposes, culture is referred to as 'the ways of a people'. It may be referred to as the standards for deciding what is and what can be relevant, what to do and how to do it. In other words, it refers to the way in which people organize relationships and systematize their real-life experiences. Moreover, another view is held by Duranti who asserts that culture is a manifestation of human acts that help accomplish social activities.

## Chapter Two: Review of the Related Literature

To be part of a culture means to share the propositional knowledge and the rules of inference necessary to understand whether certain propositions are true (given certain premises). To the propositional knowledge, one might add the procedural knowledge to carry out tasks such as cooking, weaving, farming, fishing, giving a formal speech, answering the phone, asking for a favor, writing a letter for a job application

Duranti (1997: 28-29)

It can be seen, then, that culture is a social construct shared and practiced by members of social groups; the set of cumulative habits and ideas embodied in culture describe a particular nation. Hence, some principles and features may be changeable through time as new ideas and ideologies are constantly developed as a result of globalization issues. Another view is held by Avruch (1998: 5) who draws attention to the characteristics of culture stating that “*culture is seen as something much less stable or homogenous ...culture is always psychologically and socially distributed in a group*”. Correspondingly, he provides a set of conceptions that need to be generated to describe culture:

- ✓ Culture is homogenous
- ✓ Culture is a thing.
- ✓ Culture in an individual process of identity.
- ✓ Culture is timeless.

Culture is a socially constructed set of traits in the sense that it is not an individual process of beliefs and behaviours, it is rather shared by many people. The parts of a community’s culture are interconnected as an integrated total of interconnected elements, so that a change in one aspect is more likely to cause changes for other ones. The range of cultural traits of a community can conduct the rules of behaviour, how an individual can act appropriately, and how to avoid unaccepted manners. Thus, the social system governing people’s ways of thinking and behaving is diverse in the sense that it is manifested in different social contexts.

### 2.4 Dimensions of Culture

Culture as a concept is broadly defined and investigated by scholars. For instance, Kramsh (1993:10) perceives it as “*membership in discourse community that shares a common social space, history and common imaginings*”. Byram (1997) refers to it as the sum of ideas, methods and skills that shape a clear description of a given group. Likewise, Brooks considers it as everything in a society (1968). As another attempt to define the aforesaid term, Nieto (2002:10) hypothesizes that “*culture is complex and intricate; it cannot be reduced to*

## **Chapter Two: Review of the Related Literature**

*holidays, foods, or dances, although these are of course elements of cultures.*” As an attempt to portray the components that make up that whole sum of features, different taxonomies have been generated. Thus, the present work sheds light on some of them.

### **2.4.1 Aesthetic, sociological, semantic and sociolinguistic**

The significance of this term has been the subject of interest for many scholars. A fascinating view has been identified by Robinson (1985) who suggests four dimensions in an attempt to clearly and concisely define the concept of culture. The first definition (behaviourist) sees culture as a set of firm behaviours, traditions and customs. The functionalist definition determines the utility of those behaviours within social groups (reasons for behaving in that way and not in another). For the cognitive approach, culture shapes the mechanism of understanding, analyzing, memorizing, and interpreting ideas; while, the symbolic perspective symbolizes culture as any inborn patterns inherited through history and represented in communication through which symbols are shared and transmitted among generations. Culture is, hence, seen as anything that defines individuals and shapes their cultural identity.

On the other hand, Adaskou (1990) distinguishes four dimensions. The aesthetic which includes cinema, music, literature and media, the sociological one which refers to family relationships, social rules, norms and customs, the semantic which is related with the personal ideas and judgments that a specific group of inhabitants have towards different aspects, and the pragmatic or sociolinguistic aspect which is their knowledge, linguistic features and all that build successful social interactions.

Another classification has been developed by Doyé (1999) who divides the term into two distinct dimensions: the objective culture which is a concrete symbolization of traits like tools, architecture, etc and the subjective one which is symbolized through the abstract things like ideas, beliefs, attitudes, values, etc. in other words, Doyé defines culture in terms of thoughts (the set of values, ideas and thoughts characterizing a specific population) and social distributions (the way in which meaning is expressed and transmitted via communication).

### **2.4.2 Cultural Iceberg Classification**

As previously stated, a number of studies have provided classifications of culture and the different sociolinguistic parameters that intervene in building communication among citizens. One of the taxonomies that have been suggested as to categorize the constituents of culture is what we refer to as the ‘cultural iceberg’. The theory distinguishes two parts:

## Chapter Two: Review of the Related Literature

surface culture which describes a population's own characteristics in terms of language, literature, food, special holidays, festivals, arts, etc. On the other hand, deep culture encompasses the hidden parts of the iceberg including attitudes, communication rules and social roles.



**Figure 2.2** Cultural Iceberg (Adopted from Erasmus <https://erasmusmyway.wordpress.com> )

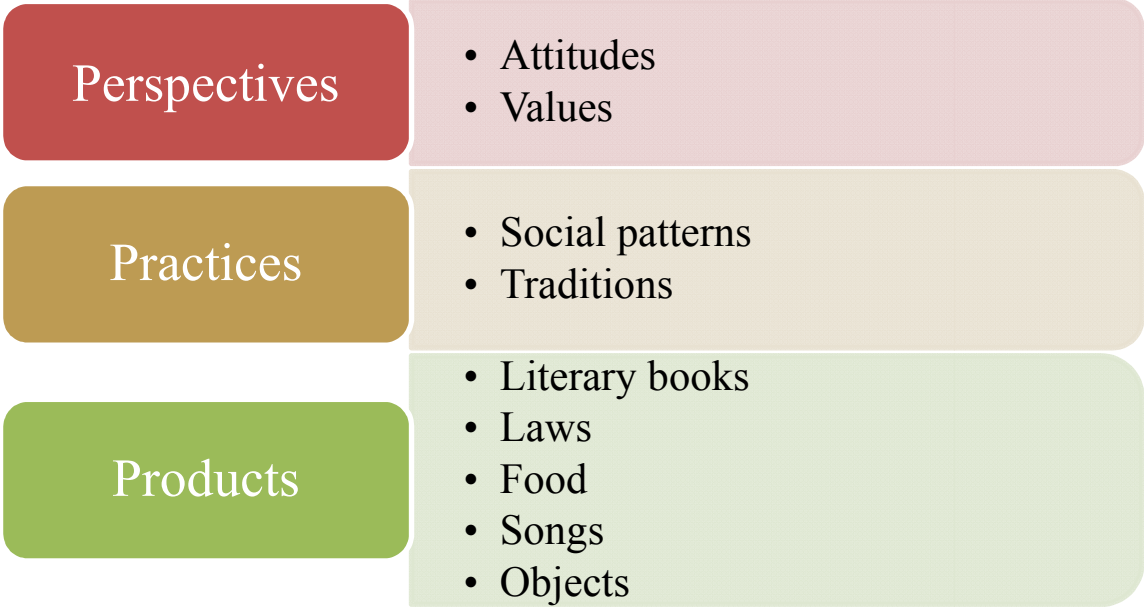
Culture as a concept is broadly defined and investigated by scholars. For instance, some of them perceive it as the sum of ideas and rituals that shape a clear description of a society's identity in terms of literature, music, social relationships, customs, ways of living, principles, beliefs, religious ideas, perceptions, ways of thinking, and all that dictate to the human mind what to do and what not to do. Therefore, one may consider it as everything is society.

# Chapter Two: Review of the Related Literature

## 2.4.3 Perspectives, Products and Practices

According to the National Standards for Foreign Language Learning (1996), culture is characteristically related with philosophical standpoints, behaviours, and the general products of a society. Brown (2007), however, relates it to people’s way of life in terms of feelings, thoughts and correlations that bond social groups in a given period of time. Moreover, Sowden (2007:304-305) declares that “*it tended to mean that body of social, artistic, and intellectual traditions associated historically with a particular social, ethnic or national group*”.

Likewise, Moran (2001) extends the view by confirming that practices, products, perspectives are the results of possessing cultural heritage. It is worth noting that many definitions have been drawn as an attempt to define culture as a term and classify it into interrelated dimensions.



**Figure2.3** Dimensions of Culture (Adapted from the National Standards for Foreign Language Learning, 1996)

Peck (1998) suggests that culture is a social blue print that defines the patterns of meaning embodied in symbolic forms including ideas and actions by which individuals communicate and share social experiences, conceptions and beliefs. In the same line of thoughts, Monde (2005) perceives it as a series of learned, shared and transmitted ideas and values.

## **Chapter Two: Review of the Related Literature**

### **2.4.4 Behaviourist, Functionalist, Cognitive and Symbolic**

Culture is such a wide-ranging concept that has been hugely explored in the humanities. Lado (1957) refers to it as prearranged systematized patterns of behaviour. This definition is met by the opposition of Robinson (1988) who classifies it into four constituents: behaviours, functions, cognition and symbols. In addition to the behaviourist point of view which defines the term as a set of behaviours, the functionalist explains the reasons of people's actions and reactions. In other words, it gives analyses and explanations of human behaviours. The cognitive side embodies the mental processes of becoming knowledgeable of the different rules that shape one's cultural identity; whereas, the symbolic one represents the results of such processes.

Another view held by Fantini&Fantini (1997) divides the concept into three components: artifacts that define all things that may be handmade or created, sociofacts that design the way in which people form a social environment, and mentifacts that describe the mental processes that are involved in shaping the ideas, beliefs and values shared by the members of a community.

### **2.4.5 Big C vs. Little c Cultures**

The sub-division of culture has been referred to as "big-C culture" or "high culture", and "little c culture" or "low culture". Meadows (2016) declares that the difference between both concepts has come to be emphasized in the 1960s when teaching methodologies start to give interest towards the social and cultural life routines of the speakers of the target language. This was done through getting insights into people's ways of behaving, showing beliefs and reflecting values. Culture has often been referred to as "big-C culture" or "high culture".

This categorization has been encouraged in the 1960s century with a shift of focus to sociolinguistic rules and cross-cultural phenomena (Kramsch, 2006). This has as objectives to give students insights into the culture of the native speakers of the target language by exploring ways of behaving, beliefs, values, historical events, literary heritage, geographical characteristics, and all that prepare students for readiness of seeing otherness in a normal way. For instance, we may cite teaching all that is exotic to learners. (Ibid). It is generally agreed among scholars that the word 'culture' reflects characteristics that describe a certain community in terms of "big C" or culture with "little c" (Tomalin 1993).

## Chapter Two: Review of the Related Literature

### 2.4.5.1 Big C Culture

Culture as a term denotes two units: “big C culture” and “small c culture.” It is that integrated reproduction of features including language, traditions, values, and categorizations of racial groups. Other studies have provided another description of culture stressing thought processes. In this respect, many scholars define it as consisting of artifacts, actions, and meanings. According to Bourdieu (1979), high or big culture refers to experiences while low or little culture refers to morals. The twofold process combines all characteristics that make up the whole background of a society’s culture. Robinson (1981) defines “high culture” as products, behaviors, and ideas, while other scholars describe it as artifacts, sociofacts, and mentifacts. “Big C” or “high C” may refer to that part of culture which is often noticeable by everybody. As examples, one may mention special holidays, different forms and works of arts, literary productions, food, architecture, etc

As far learning foreign languages is concerned, the incorporation of Big C into courses calls for making use of knowledge sources that reflect the other societies’ productions in terms of geographical features, historical information, literary works, etc. One of the main motives for exploring such themes is to create an elaborative exposure to knowledge of the foreign culture and people via real-life contexts. (Chastain, 1988). The approach stresses the exposure to productions of a society (what we refer to as the study of civilization for foreign language learners). Brooks (1964) on the other hand prefers to use the term formal culture instead of Big ‘C’ culture.

This aspect may be extended in classes by reflecting courses of geography, historical events, national symbols, educational, political, economic and religious facts. Through capital C culture, learners can reflect upon history and civilization; however, focusing on this dimension as the only way to discover about the target culture may lead to poor knowledge from the part of students in terms of beliefs, habits and traditions of the foreign population. This in turn directs to low levels of cultural awareness.

This dimension can be effective in making students knowledgeable of the different components of culture, and it may also be an inspiring reason for building communicative skills and sociolinguistic paradigms. The importance of big C as an integral part of foreign language education started to gain popularity among EFL experts and thinkers in the last decades. This creates a need to shift towards exploiting other aspects or what is referred to as “little-c” culture.

## Chapter Two: Review of the Related Literature

### 2.4.5.2 Little c Culture

In addition to focusing on the daily practices of members of cultural groups, it is also recommended to highlight the other abstract notions that define populations. In this respect, Kramsch (2006) states that the other part of culture is often related with the conventional aspects of a given society; this aspect may also be an enjoyable experience for many learners. For instance, it can help them discuss the way people perceive things and how they get socialized in cultural contexts.

Indeed, one of the most significant concepts of culture is ‘small culture’ which states people’s ways of thinking and sharing social values. It also covers the principles and reasons under which actions are made, shared and changed. “Little c” culture is the invisible part of the cultural iceberg model developed by scholars. It may define the hidden part reflecting a specific area surrounded by a group of people whose origins, language and values are the same; this may include lifestyles, non-verbal ways of communication, ideologies, attitudes, norms, morals, religious beliefs, myths, stereotypes and clichés.

Another classification has been made by Brooks (1968) who prefers to use the concept ‘deep culture’, which consists of social characteristics such as values, beliefs, traditions, religious principles, etc. Through this facet, culture is viewed as a product of social norms that help learners to be exposed to the daily social practices and behaviours of the TC reflecting themes such as people’s attitudes, lifestyles, beliefs, traditions, etc. Many researchers assume that this facet of language teaching can be explored by learners in implicit ways.

Applying this approach in language teaching may lead to consider culture as a social phenomenon, which gives ideas about the day-by-day shared activities and behaviours of the foreign community. This may be done through examining themes such as beliefs, attitudes, values, food, style of living, accustomed traditions, etc. Nonetheless, it is not sufficient to focus only on one of the two dimensions apart from the other meaning that language learning can be enlarged to include both small ‘c’ and big ‘C’ cultures for a better implication of culturally mediated elements in the EFL classroom.

## Chapter Two: Review of the Related Literature



**Figure 2.4** Big C vs Little c Cultures

It could be seen, then, that different taxonomies have been introduced by scholars on how to list the dimensions of culture; all of which give detailed descriptions and logical interpretations. Hence, one may divide it into the following aspects:

- ✓ Beliefs and ideas shared by a society's members including the do's and their negative equivalent norms.
- ✓ Language as a means of communication and symbolization of cultural features.
- ✓ Myths and stereotyped stories and clichés that describe society and the values that should be shared by members.
- ✓ Customs and practices that reflect social conventions and habitual activities.
- ✓ Religious rituals that are prescribed to determine the rules of religious conduct.

Discussing the way people who reflect the target culture live and socialize in the English-speaking countries is beneficial in developing students' open-mindedness, awareness and intercultural understanding. Exploring the dimensions of culture is indeed a process of discovering about the invisible as well as hidden facets of thinking, behaving and mental processing. Thus, in order for teachers to create flexibility, openness and tolerance within their students, it is advisable not to exclude any form of a community's own cultural background.

### 2.6 Definitions of the Related Concepts

Culture as a concept has been hugely debated from multiple perspectives. The interdisciplinary investigation results in introducing different notions such as acculturation,

## Chapter Two: Review of the Related Literature

enculturation, culture shock, intercultural competence, etc. As previously explained, the present chapter has as objectives to review what was theorized by scholars regarding culture and the usefulness of its implementation in FL contexts. It therefore provides definitions of the main concepts and related key terms as an attempt to provide readers with the knowledge needed to conceptualize a clear stance of the proposed topic of research.

### 2.6.1 Acculturation vs. Enculturation

Generally, there are two kinds of culture learning: enculturation and acculturation. Damen (1987:140-141) asserts that “*culture learning may occur in the native context as enculturation or in a non-native or secondary context as acculturation*”. In other words, natives are exposed to the process of enculturation while foreign language learners are exposed to acculturation.

#### 2.6.1.1 Acculturation

Kramsch (1993) along with other researchers confirm that the process of acculturation towards the target culture may implicitly push learners compare both cultures. This guarantees the acceptance of resemblance and differentiation. As it is presupposed by Byram (1997), acculturation is thought of as a process that needs teachers’ supervision in terms of reducing students’ denial of cultural features of the foreign cultures, feeling of culture shock, insecurity and frustration.

In his book “Principles and Practice in Second Language Acquisition”, Krashen (1982) considers acculturation as a process that stimulates foreign language acquisition, and helps learners create effective interaction. Furthermore, Stern (1992) believes that working on acculturation raises awareness about similarities and differences and reduces stereotyped speculations. In this respect, Brown (2000, 183-184) introduces four stages of acculturation:

- The first stage begins with learners’ initial attempts and excitement towards the new culture.
- The second stage represents what is referred to as culture shock, which involves feelings of strangeness towards TC.
- The third phase involves feelings of stress and difficulty in absorbing cultural features and perceiving them in a positive way.
- The fourth stage is a way of getting rid from culture shock for it makes learners ready to familiarize themselves with the new culture.

## Chapter Two: Review of the Related Literature

Along with the same idea, Lázár (2007) sees that these stages are foreseeable in the process of acculturation, and when succeeding to follow them respectively, successful intercultural communicative competence can occur. Therefore, it is essential to train teachers on how to create cross-cultural experiences and help their learners move through the stages of acculturation to break down stereotyping and any attempt to deal with cultures judgmentally. Indeed, acculturation may be viewed as the process of adapting a new culture without carrying feelings of obligation to abscond one's cultural identity.

In "culture Bound", Valdes presents thorough definitions of acculturation as a process by referring to it as "*a manifestation of a general human response to new learning situations and growth, a reflection of mind as well as culture... it certainly does reaffirm the importance of sociocultural factors or variables, but it also highlights the interrelationships involved as well*". (1986:29). She insists that foreign language acquisition in each context requires different levels of acculturation that make the learner survive within the strange culture. Such acculturation to a new world of cultural features allows to deal with the effects of biases; thus, the learning journey becomes more pleasurable and fruitful. For Valdes, acculturation may be reached after following a number of stages that are defined as follows:

- Acquiring a sense of security regarding surrounding.
- Developing an identity and responsiveness towards otherness.
- Raising one's self-esteem and creating a value system.
- Moving towards actualization i.e. acting within a value system.

By the same token, a number of theories put forward a description of the inter-processes of moving from one stage to another in the process of assimilating to another culture stating that once learners have a high self-esteem, they can easily pass through these stages. Hence, from Cope's perspective (1980), acculturation as a process entails four stages: anxiety-management, interaction, self-monitoring and understanding.

- Anxiety-management (the ability to deal with and manage one's emotional state of being in contact with a new culture).
- Interaction (coming to the point of controlling and organizing the strategies of interactions).
- Self-monitoring (monitoring one's interactions appropriately).
- Understanding (acquiring a philosophical and intellectual understanding of culture).

## Chapter Two: Review of the Related Literature

### 2.6.1.2 Enculturation

The notion of enculturation has been described as the overall process involved when the foreign culture helps individuals learn the norms of their own culture. Mead (1963:185) regards it as *“the process of learning a culture as it takes place in a specific culture”*. Shimahara(1970:143), on the other hand, refers to the concept as *“an analytical tool for the understanding of cultural process. Its genesis and application are anthropological”*. In other words, it is the continuous attempt of acquiring one’s culture.

The aspects of the learning experience that mark off man from other creatures, and by means of which he achieves competence in his culture. ...This is in essence a process of conscious or unconscious conditioning, exercised within the limits sanctioned by a given body of custom. From this process not only is all adjustment to social living achieved, but also all those satisfactions, themselves a part of social experience, that derive from individual expression rather than association with others in the group  
Herskovits (1955:326)

It has been argued that most individuals are naturally ready to pass through unconscious stages of internalizing their culture at an early age. Yet, throughout time, they attempt to reach conscious stages of learning. (Ibid). It has also been defined as *“an experience that occurs within a single cultural group and involves connection to one’s cultural background,”* Zimmerman et al(1998:201). Along with the same view, Kim (1988) perceives it as a process of socialization that helps people internalize the knowledge needed to deal with members who share similar characteristics. Thus, the extent to which one is enculturated is the subject of interest for teachers as transmitters of cultural knowledge.

	<b>Acculturation</b>	<b>Enculturation</b>
Differences	It is the result of an individual’s contact with the people of another culture.	It is a process by which an individual learns the norms of his/her culture.
	It is the amalgamation of two cultures.	It is a process of acquiring one culture.
	It is not an essential process for survival.	It is an essential process for individuals.
	It leads to changes of one’s cultural traits.	It does not necessitate changes.
	<b>It is not</b> the first familiarization with a certain culture( it occurs when two cultures come into contact).	It is the first contact with cultural norms (the first acquisition of a culture by an individual).
	it is necessary for a better adaptation to a foreign society’s culture.	It is necessary for a better understanding of the native culture.

**Table 2.2** Acculturation vs. Enculturation

## Chapter Two: Review of the Related Literature

Enculturation and acculturation refer to the processes whereby people attempt to learn about cultural practices of a community. The former refers to a situation in which the individual is a member of the cultural community that he/she is trying to learn about; whereas, the latter indicates the process whereby the individual is not a member of the related cultural community. In fact, both concepts have been recognized as reciprocal situations in which individuals proceed to acquire cultural data. Along with the same view, Rudman's words (2003) describe them as what leads individuals to react to intercultural contact; thereby, enabling socialization.

### 2.6.2 Culture Shock

The essence of culture shock and its impacts on students have been the subject of many researches in education, psychology, anthropology, multicultural studies, intercultural programmes and other fields. As a term, it was first used by the anthropologist Kalervo Oberg in 1960 who refers to it as a problem encountered by people who have been suddenly exposed to foreign cultural backgrounds.

In the same line of thoughts, Pedersen (1994) claims that it generally occurs in the first stages of entrance into what is strange, and it gradually decreases though time. He describes its developmental model as consisting of stages, namely attraction, exploration, enthusiasm, followed by dissatisfaction, disappointment and alienation; then, the new environment becomes recognizable for them, and prejudices reduce. On the other hand, Oberg (1960) proposes a compilation of experiences manifested during that process reflecting incubation, crisis, recovery, and full recovery; he described the adaptation to a new culture as a U-shape model where the following stages are usually experienced:

Stages	Description
Honeymoon stage	People exhibit feelings of pleasure and enthusiasm towards the new cultural environment /The foreign language is somehow understood and the differences between the native and foreign cultures are scarcely perceived.
Rejection stage	Some symptoms appear as results of people's exposure to more communicative situations./ Feelings of susceptibility, refusal, anxiety and hesitation to know more about the new world may be created/ Differences between the two cultures are evidently seen as unfamiliar and negative portrayals of otherness.
Adjustment/ Negotiation Stage	One starts to progressively adapt to the new culture/Cultural characteristics may not be wholly understood/ Differences between the culture of origin and the target one are now perceived as normal.
Mastery Stage	At this stage people start to adopt the new culture with its characteristics.

**Table 2.3** U-shape Model of Adapting to a New Culture (Adapted from Oberg, 1960)

## Chapter Two: Review of the Related Literature

On the other hand, Adler (1975) mentions five steps including: contact, disintegration, reintegration, autonomy, and independence. Experiencing cultures that are different from the native determined set of rules may create persistent feelings of discomfort and anxiety manifested in a way of looking at the foreign world as a threatening experience. It has been evidenced that when one enters to new cultural surroundings, he/she will be expected to undergo culture shock. Yet, the degree to which people are affected is different and depends on a number of reasons, all of which, are concerned with teachers' practical interventions, sensitivity and degree of attentiveness regarding that issue.

### 2.6.3 Intercultural Competence

Foreign language learners are asked to generate an infinite number of phrases to express their thoughts using correct and appropriate language structures. Accordingly, they become in contact with the cultures associated with the target language they are exposed to. Foreign language education has witnessed changes in recent years in terms of the methods used to transmit linguistic rules and the short as well as long-term objectives of courses. In ancient times, the general purpose of language teaching was to attain knowledge of grammatical rules, vocabulary and grammar. However, in the second half of the 20<sup>th</sup> century, these aims have been shifted from being solely linguistic to intercultural via the exposure to multicultural situations that prompt appropriate communication.

#### 2.6.3.1 Definition

The term “intercultural competence” is highly supported by Michael Byram, professor at Durham university in the United Kingdom. In the 1990s, the term intercultural competence started to gain interest among scholars, and has been encouraged to be an integral part of curricula and teaching materials (Meadows, 2016). As a skill, it aims to make one communicate with people from distinct cultural backgrounds for the ultimate purpose of negotiating ideas and being mindful about how cultures show some levels of similarities and differences as well. Intercultural competence may be described as a set of compartments, comprehension and skills that plan for eagerness to deal with communicative situations. Byram defines it as “*a matter of constant awareness of the mutual relationship between people of another language and country and ourselves as speakers of our own language and inhabitants of our country*” (Byram, 2013:36).

As clarified by Rathje (2007), language learning should be a process of developing intercultural competence as an ability of successful communication with people reflecting other cultures. It is concerned with apprehending and appreciating other people's way of

## Chapter Two: Review of the Related Literature

thinking, believing, acting, and seeing things. When succeeding to do this without any kind of hesitation, prejudices or judgmental ways of thinking, one can say that he/she is succeeding in attaining a high level of intercultural thinking. Pretceille (2001) stresses the idea that learning is not simply the full mastery of a language; it is rather an understanding of how people use this language to reflect cultural backgrounds. She summarizes the shifts in teaching objectives throughout recent years (from historical and geographical to cultural contents and a shift from cultural to intercultural contents as a key factor in enhancing awareness).

In fact, the process of bringing cultures into contact should go hand in hand with the skills of observing how cultures are similar and at the same time different. Byram and Fleming (1998:9) define the intercultural individual as *“someone who has knowledge of one or, preferably, more cultures and social identities and has a capacity to discover and relate to new people from the contexts for which they have not been prepared”*. Similarly, Chambers (2011) mentions the qualities of the intercultural speaker in terms of having the sensitivity towards the others’ social identities, and the ability to mediate and relate the native to the foreign culture.

Doyé’s words (1999) show that the term “intercultural education” has been first introduced during the two world wars in the USA to refer to the programme aiming to integrate diverse ethnic groups in the North American society. Hence, throughout time, the concept starts to be frequently used in the field of teaching foreign languages. As a term, it may be defined as the ability to function a certain knowledge in a variety of situations of communicative purposes. This ability can then reduce the stereotypical attitudes that lead to refuse any kind of interference with or exposure to distinctiveness.

According to Neulip (2006), intercultural competence may be portrayed as an ability consisting of four dimensions: knowledge (how much one knows about otherness), affective skills (the state representing the willingness to interact with different cultures), psychomotor skills (the activation of knowledge and affective elements), and the contextual skills (the way intercultural communication occurs). For instance, one may define intercultural competence as the regular process of acquiring and then practising cultural awareness, knowledge and communication skills among people.

### **2.6.3.2 Components of Intercultural Competence (Byram’s Five Savoirs )**

Defining this concept leads to mention its components; according to Doyé (1999), this competence amalgamates cognitive skills (cultural knowledge), pragmatic skills (the ability to perform speech acts) and the attitudinal ones (curiosity of discovering strangeness and

## Chapter Two: Review of the Related Literature

tolerance). Another attempt to define the components of this competence is made by Byram(1997) who proposes five components: knowledge about social groups, skills of interpretation and relation, skills of interaction, attitudes toward different cultures, and critical cultural awareness. Byram's theory describes the five elements of intercultural competence. He presents a model consisting of five *savoirs*:

### 2.6.3.2.1 Attitudes (*savoir etre*)

Byram uses the French concept "savoir etre" to refer to this skill. In this respect, he (1997:57) has described the first component as "*curiosity, openness, readiness to suspend disbelief about other cultures and belief about one's own*". As a skill, it may be defined as one's ability to see how his/her own social traits might look from the perspectives of those with different values, beliefs and behaviours. It generally refers to the attitudes a person has towards his/her own culture and other cultures.

### 2.6.3.2.2 Knowledge (*Savoirs*)

Knowledge has to do with culture-specific as well as culture-general knowledge about how communication occurs. It may be defined as the requisite knowledge about the perceptions and acts that describe foreign cultures that are associated with the target language. This element is defined as "*the Knowledge of social groups and their products and practices in one's own and interlocutors' country, and of the general processes of societal and individual interaction*". (Byram, 1997:58)

### 2.6.3.2.3 Skills of Interpreting and Relating (*Savoir-comprendre*)

Byram uses the French concept "savoir-comprendre" to describe the third component in terms of the skills needed to interpret and understand different cultural aspects. As one of the components of intercultural competence, this skill permits the speaker to interpret social events and features. He defines this skill as "*the ability to interpret a document or an event from another culture, to explain it and to relate it to documents from one's own*" (Byram, 1997:61). In other words, this skill refers to one's ability to operate knowledge, attitudes and skills in communication.

### 2.6.3.2.4 Skills of Discovery and Interaction (*savoir-faire*)

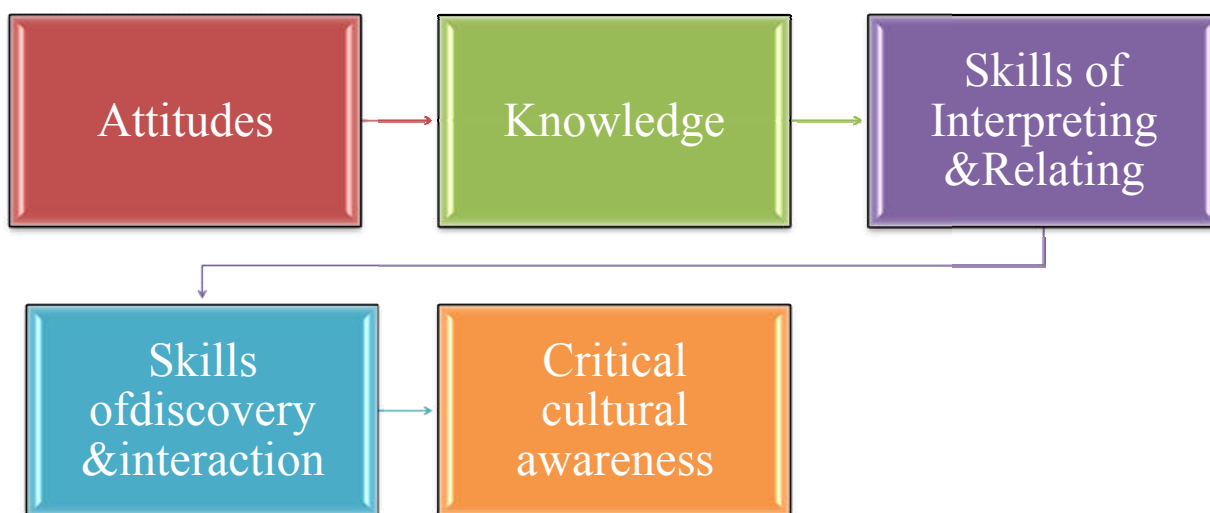
In addition to attitudes and knowledge, IC also creates a need for acquiring a set of habits such as the skills of discovery and interaction. Deardorff (2011) adds other skills including observing, listening, comparing, evaluating and analyzing facts from different perspectives. These skills permit to discover all that concern users of the target language. They may be defined as "*the ability to acquire new knowledge of a culture and cultural*

## Chapter Two: Review of the Related Literature

*practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction” (Byram, 1997:61)*

### 2.6.3.2.5 Critical Cultural Awareness (Savoir-s’engager)

The last element is critical cultural awareness which can be described as “*an ability to evaluate critically on the basis of explicit criteria the perspectives, practices and products in one’s own and other cultures and countries*”.(Byram, 1997: 63). Cultural self-awareness reflects the understanding of how our cultural identity is sometimes similar and in other ways different comparing to that of foreigners. It is that readiness to evaluate the products of one’s own and other cultures To reach this level of awareness, it is needed to pass through the former stages (developing the required attitudes, knowledge and skills).



**Figure 2.5** Byram’s 1997 Model of Five Savoirs

### 2.6.4 Intercultural Sensitivity

A number of skills are needed to understand dissimilar cultures and respect people from other social groups. Generally, intercultural competence and intercultural sensitivity are used interchangeably by some scholars to refer to the same concept. In fact, intercultural sensitivity is the prerequisite for intercultural competence whereas intercultural competence is the demonstration of intercultural sensitivity.

The D.M.I.S is developed by Bennett (1993) to explain how individuals perceive and deal with cultural differences. It is clear that the more people experience cultural differences, the more they will be more likely to develop intercultural communication based on understanding

## Chapter Two: Review of the Related Literature

and awareness. Bennett has numbered the stages of intercultural sensitivity into ethnocentric and ethnorelative stages. The former concept refers to the phases enabling individuals to acquire a set of ideas to judge the others in an unconscious way, whereas the second involves the process of becoming comfortable when dealing with new behaviours and strange features.

### 2.6.4.1 Ethnocentric Stages

At this level one's own culture is regarded as central and superior i.e. people are still ethnocentric in the way they consider their cultural traits compared to those belonging to dissimilar cultures. The ethnocentric stages are outlined as follows:

- ✓ Denial: at this level, there is no readiness to recognize cultural differences. In other words, one's visualization of the world is central to his/her own culture and results in a kind of rejection towards cultural differences. At this early stage, every aspect regarding the target culture is perceived as bizarre or is not noticeable at all by some individuals as a result of unawareness.
- ✓ Defense: unlike the first stage, this ethnocentric step entails other judgments including the way individuals generate defensive attitudes that make them assume that the native culture is the only viable one
- ✓ Minimization: it is the last ethnocentric stage whereby people start to accept cultural differences to a certain extent i.e. negative judgments still exist but at a minimized level.

### 2.6.4.2 Ethnorelative Stages

At this level, one experiences other feelings while attempting to establish links among the native culture and the foreign one starting with the acceptance of the fact that populations are different and so are their cultures. Indeed, ethnorelative attitudes occur in three stages:

- ✓ Acceptance: the first ethnorelative stage entails the categorization of cultures as a mere social product rather than a threatening experience. It helps identify cultural frames of reference with a certain level of respect and acceptance.
- ✓ Adaptation: as one of the stages of Bennett's developmental model of intercultural sensitivity, it may be defined as the generation of assumptions that consider differences as normal processes of diversity among cultures. It implies attitudinal judgments that can be perceived in an ethnorelative and tolerant manner.

## Chapter Two: Review of the Related Literature

- ✓ Integration: it represents the last stage of sensitivity which can be described as the process of becoming part of a specific culture. It is the movement in and out of different cultural contexts.

The process of moving from ethnocentric to ethnorelevlevels makes individuals undergo a number of stages by acquiring skills and developing new attitudes that lead to understanding and tolerance. Bennet (1993) proposes a set of tips to promote successful transitions from one stage to another:

- ✓ From Denial to Defense: developing a certain awareness of differences.
- ✓ From defense to minimization: exploring similarities among both cultures.
- ✓ From minimization to acceptance: being aware of the relevance of cultural differences in establishing diversity.
- ✓ From acceptance to adaptation: encouraging any attempt to know more about the foreign culture.
- ✓ From Adaptation to Integration: encouraging any attempt to foster the development of empathy towards otherness.



**Figure 2.6** DMIS (Adopted from Bennet, 1993:90)

The increasing demands of using English in international contexts create a huge need for learning and knowing about the external world. Enhancing language learners' intercultural sensitivity makes them ready to cope with their ethnocentric attitudes and the frustrating experiences that may occur while getting in contact with all that is foreign. Thus, more chances of multicultural contexts can be created.

## **Chapter Two: Review of the Related Literature**

### **2.6.5 Culturally Mediated Instruction**

Courses are culturally mediated when when succeeding to create multicultural contexts for learning. This pedagogy is based on the fact that culture is central to learning meaning that learners are engaged in contexts that help achieve literacy tasks in multicultural situations. It is evidently seen that culturally mediated pedagogy is the crucial constituent in EFL education. In other words, when used appropriately and when closely related to teaching, it facilitates comprehension.

Indeed, when learning in a multicultural context, it will be absolutely more interesting to understand, interpret the meaning or respond positively and correctly to any learning assignment even if there are some words heard for the first time opposing to when lacking data about what we are listening to. This shows the crucial role that culture can play in facilitating language learning. Moreover, learners can implicitly learn how to pronounce words from the use of authentic materials. From the above vindication, one can assume that teaching culture when teaching the language can have a significant impact on learning for it enables learners to use the target language in a practical way.

### **2.7 Language and Culture**

Communities are separated by boundaries, ethnic and cultural categorizations. As a result, there exist different forms to express meaning and that is what makes the spread and use of different systems of communication that are referred to as languages. Language is the transporter of culture in addition to being a medium of human communication. It has been always considered as a tool of communication among people. Indeed, there seem to be a general agreement that everybody hears, uses or understands the word 'language' despite differences in cultural backgrounds, origins, intellectual level, age, gender, etc.

#### **2.7.1 Definition of Language**

Language is an intermediary tool by which speakers convey sentiments, considerations, requests and wishes using a set of combined letters and signals. These units form what we call language, which is signified in verbal and non-verbal means of transforming abstract ideas into sounds that convey meaning. It can be learned easily when correlated with other facets counting the general cultural characteristics of a particular group of individuals speaking the

## Chapter Two: Review of the Related Literature

same language. Thus, learning a non-native language without being in frequent contact with its culture is deficient.

The real significance of language as a concept is somehow complicated and needs to be deeply investigated through searching into the former scientific attempts made by linguists and specialists in the domain to provide worthy and rich definitions of its meaning. Most definitions see language as simply a set of signs that are used for the sake of putting meanings into words. It is also perceived as a system of signs that is seen as having itself a function of maintaining communication of ideas, sentiments, and desires by means of a systematized method of voluntarily produced sounds (Sapir, 1968).

According to Chomsky (1957), language is a number of phonemes that are represented in the form of structured sentences; all of which include sequences of these phonemes. In (2002), he provides a noteworthy definition describing the human language as a set of constructed words that are enclosed as elements that make up full structures such as subject, verb, object, preposition, conjunction, etc. Most definitions of language as a system of human communication do not eliminate non-verbal ways of transmitting ideas, beliefs and thoughts.

### 2.7.2 General Theories Defining the Human Language

Language encompasses both verbal and non-verbal communication. Humans are by nature prepared to transmit any idea through using speech or paralinguistic ways to describe what they want to say. As a result, effective interaction can occur and social relations can be established. Language transmits messages about the human sentiments, thoughts, reflections, demands and desires using a sequenced collection of combined letters and symbols. These linguistic codes form what we refer to as language. That verbal and non-verbal system of turning figurative ideas into concrete sounds that tell meaning can be learned if correlated with continuous efforts, valuable techniques and strong willingness.

As elucidated by Valdes (1986), the intellectual background of a people depends to a great degree on the way they excel in using language. Language is useful in different ways; for instance, it enables human beings to think and consequently express their thoughts. In De Saussure's words *"Language can also be compared with a sheet of paper: thought is the front and the sound the back; one cannot cut the front without cutting the back at the same time; likewise in language, one can neither divide sound from thought nor thought from sound"*(1959:113)

## **Chapter Two: Review of the Related Literature**

Similarly, different theories have been developed to discuss the interrelation between thoughts and language. Thus, for the Cognitive- behaviourists, the way we think affects what we say and how we act. Another theory founded by Alfred Korzybski explicates that it is sometimes difficult or almost impossible to express our thoughts through a linguistic way. During the Enlightenment era, many thinkers questioned and speculated the origin of language such as Rousseau who argues that language is an instinctive way of expressing emotions and that it is closer to creative arts than to the logical or rational sciences. Yet, rationalists such as Kant and Descartes held an opposite view.

De Saussure's school of thoughts views language as a mental faculty allowing human beings to act linguistically. That systematic ability is governed by a structured combination of grammatical rules that relate signs to particular meanings. In contrast to that structuralist view of language, the formalists study the language structure by identifying its elements based on a formal way of following rules according to which language units congregate to form meaningful utterances. The supporter of such a theory is Chomsky, who has defined language as the set of signs that can generate meaning using an innate ability called universal grammar.

### **2.7.3 Archetypal Characteristics of the Human Language**

As opposed to other species, the human way of communication is productive, meaning that humans have an inherent capability to use a structured combination of words to produce a wide range of expressions or an infinite number of sentences that might never be produced before. Human languages differ from other communication systems in the way they utilize grammatical and semantic rules to refer to abstract things, events that took place in the past as well as imaginative scenes that may happen in the future. This ability to refer to the unknown is called displacement.

Language is an undividable part of society and it differs from the others species' forms of communication in several ways. It is arbitrary in the sense that there is no intrinsic relation between the words of a language and their meanings; this means that the selection of a word is solely arbitrary and the proof is that if language is not arbitrary, then there will be only one language used in the world. That set of conventional signals is shared by social groups using a number of rules that permit to establish interactions. Moreover, language is symbolic since it consists of symbols and their corresponding items employed to denote meaning. Therefore, the lucidity of its users depends on the correct functioning and interpretation of these

## **Chapter Two: Review of the Related Literature**

symbolic units that are arranged in particular phonological, grammatical, morphological and syntactic systems.

Language is vocal as it is built upon vocal sounds produced through physical articulation and it is a Non-instinctive acquired system. Besides, creativity, productivity and duality of sound and meaning distinguish humans from other species. That innate ability allows them to produce new utterances, which neither the interlocutor nor hearers may ever hear or produce them before.

### **2.7.4 The Study of Language**

The study of language has been investigated since ancient times; in fact, the academic study of language concerns itself with many disciplinary areas and from different dimensions, all of which attempt to analyze linguistic structures and how they are used in their social contexts and forms. For instance, descriptive linguistics describes the grammar of languages, theoretical linguistics theorizes ideas on how to define the nature of language, sociolinguistics studies how language is used appropriately in social situations, neurolinguistics scrutinizes how language is produced using the human neurological system, and historical linguistics treats languages as civilizations passing through historical evolution and traces language families and historical linguistic trees.

The study of language has started in the 5th century BC by grammarians who formulated rules of Sanskrit. However, in the 17th century AD, the French Grammarians insist on the idea that the grammars of all languages reflect the same aspects of thoughts, and therefore grammar is universal. Later, by drawing a distinction between diachronic and synchronic analyses of language, syntagm and paradigm, and Langue and Parole, De Saussure founded the modern discipline of linguistics or as it is called modern linguistics.

In the 1960s, Chomsky formulated the generative theory of language which states that language production is a universal set of logical rules extracted from our brain innate abilities that govern the grammars of all human languages and make them easy and spontaneous to learn. This set of rules is called Universal Grammar. For Chomsky, LAD system is what allows us to deduce rules from which the noticeable linguistic forms are generated. In opposition to these formal theories, functional definitions of language propose that linguistic structures are formulated and understood with reference to their functions. On the other hand,

## Chapter Two: Review of the Related Literature

formal theories seek to define the elements as a system of formal nature based on systematic mechanism made up of operations or functional rules that carry out meaning.

### 2.7.5 The Relationship between Language and Culture

Culture and language are indivisible since culture describes who talks to whom, about what, and how language can be used to reflect social identities; it also portrays the different circumstances that lead to behaviours. It is something learned, transmitted, passed down from one generation to the next through human actions often in the form of face-to-face interaction, and through linguistic communication. Bourdieu's view highlights the link between language and culture by describing the latter as a set of practices that are based upon a combination of words with reference to the social characteristics of the community.

A set of practices that imply not only a particular system of words and grammatical rules, but also an often forgotten or hidden struggle over the symbolic power of a particular way of communicating, with particular systems of classification, address and reference forms, specialized lexicons, and metaphors

Bourdieu (1990: 52)

Similarly, Wardhaugh (2010) extends this view by asserting that language and culture have fascinated and continued to fascinate people from different backgrounds. Moreover, Kramsh (1993) states that language is bound up with culture in different manners. In the same line of thoughts, the nature of the clear connection between these two aspects may lead to consider one as a fundamental component of the other. The correlation between language and culture is a debatable topic due to the fact that language is the mirror through which a community's culture is reflected. Samovar, et al announce that:

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.

Samovar et al (1981:24)

Based on Sapir-Whorf hypothesis of the 19<sup>th</sup> century developed by the American anthropologist and linguist Edward Sapir and the American linguist Benjamin Lee Whorf, it could be seen that language shapes culture and is then affected by it in the sense that it permits to preserve cultural heritage and transfer it amongst generations. This intricate link is a

## Chapter Two: Review of the Related Literature

widely-predictable issue which creates a demand for the study of culture while teaching the foreign language; thus, it is inevitable to learn a certain language without learning about its culture.

Language is the vehicle through which people are inclined to communicate and convey meaning to establish cultural uniqueness and distinctiveness from other societies. For instance, Kramsch describes the nature of interconnectedness between culture and language as follows: *“It is bound up with culture ... Speakers identify themselves and others through their use of language; they view their language as a symbol of their social identity”*. Kramsch (1998: 3)

Along with the same view, Tang (2006) sees that language and culture are interrelated to a certain extent. Similarly, Brown (2007:164) declares that *“language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture”*. Thus, it is essential to boost teachers’ appreciation of culture in educational contexts through supporting Culture-based approaches rather than the Grammar-Translation approach, the Direct approach, the Audiolingual approach, the Silent Way, etc. These instructional methodologies emphasized the structure i.e. vocabulary and grammar and neglected any social or cultural dimension in relation to the language being taught.

Language and culture as concepts seem to be unified to a great extent. This inevitable relationship is highlighted by many scholars who are continuously trying to make attempts to shed light on the reasons behind this correlation. Language is used to describe culture, interpret it and respond to it (Moran, 2001). In this respect, Wardhaugh (2010) claims that the nature of the relationship between language and culture has gained the interest of thinkers from different backgrounds throughout the globe. Shaul and Furbee (1998) see that they are both describable in the sense that the description of language is a linguistic one whereas the description of culture is much wider as it may be done in different investigations.

Language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. The acquisition of a second language, except for specialized, instrumental acquisition (as may be the case, say, in acquisition of reading knowledge of a language for examining scientific texts), is also the acquisition of a second culture

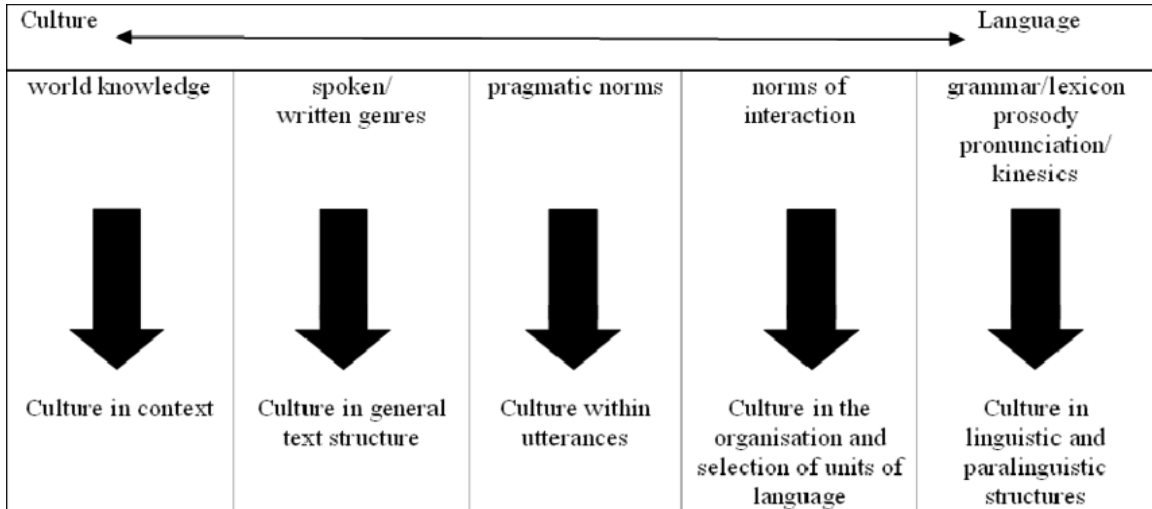
Brown (2007:189-190)

## Chapter Two: Review of the Related Literature

Following the same line of thoughts, Kramsch (1998) holds the view that language is the means through which people establish a social environment. Tang (1999) uses the adjective “synonymous” to describe the liaison between the two terms. Yet, Kuang (2007:75) asserts that “*Language is the carrier of culture and culture is the content of language*”. The duality of language as being a medium of expression makes it a part of culture. Accordingly, they both need to be acquired jointly since each one of them supports and paves the way for the development of the other.

Language and culture are enormously connected in the sense that words are used to portray cultural features. This interlink between both notions can be reviewed by Kramsch (2013: 62) who asserts that “without language and other symbolic systems, the habits, beliefs, institutions, and monuments that we call culture would be just observable realities, not cultural phenomena”. Moreover, Moran (2001:38) argues that “*culture is not only collective, but it is also individual*”. Similarly, Liddicoat and Scarino (2013:21) view that cultures are “created through the actions of individuals and in particular through the ways in which they use language”.

As stated in the explanation above, the relation between language and culture has been emphasized by Sapir along with his student Whorf (the Sapir-Whorf hypothesis) and other thinkers. In fact, addressing the question of how people use language to reflect their cultural backgrounds as social beings is investigated by many scholars. Eastman (1980:75) reinforces this view by stating that “*A person’s language determines how that person segments his world*”. While a considerable number of views regard language as one of the products of culture, examining this issue leads to recognize that there is a strong relationship between both concepts; yet, the nature of this link may still be a debatable topic among intellectuals.



**Figure 2.7** Points of Interrelation between Language and Culture (Adopted from Liddicoat et al, 2003:9)

## Chapter Two: Review of the Related Literature

In short, culture in foreign language contexts is a meredynamic process of knowledge acquisition exploring wide-ranging cultural aspects. Language and culture are inseparable; thus, the process of learning any foreign language cannot be entirely accomplished without forming a cultural comprehension based on developing a clear understanding of otherness and a critical vision that enables students to be highly motivated in comparing cultures and establishing links among them.

### 2.8 Shifts of Aims in Foreign Language Instruction

People around the world seek to learn foreign languages as they enable them to exchange ideas with foreigners, maintain international relations and know about otherness. Valdes' words reveal the purposes of foreign language learning by referring to the need of maintaining communication and discovering other cultures.

A person may learn a foreign language in order to communicate someday with the people in another culture; others learn foreign language for instrumental purposes—for example, fulfilling knowledge within a field of specialization. Still others learn a foreign language simply out of an interest in languages, ranging from passing curiosity to highly technical linguistic interest in the language

Valdes (1986:35)

As a matter of fact, tremendous changes have influenced language teaching especially in the twentieth century and have been subject to debates among specialists. For centuries, Latin and Greek had been considered as the popular languages of education and trade in the western countries, and afterwards replaced by French, Italian, Spanish and English by the late 16th century; thus, the history of foreign language teaching goes back to the classical languages. They were used to reflect upon philosophical thoughts, religious issues and politics. In other words, prior to the 16<sup>th</sup> century, much of the language teaching in Europe involved teaching Latin to priests whereas in the 17<sup>th</sup> century, French started to be widely taught during this period. In the 18th and 19th centuries, it was of fundamental importance to focus on grammatical rules, syntax, memorization of words and translation of literary works without giving an importance to the oral skill i.e. Latin and Greek were not taught for the sake of maintaining successful oral communication. Various contradictory methods have been introduced in that period.

Researchers like Palmer and Bloomfield called for empiricism via using imitation and memorization of pattern drills stating that language learning on the whole results from habits.

## Chapter Two: Review of the Related Literature

On the other hand, theoretical explanations were proposed by Francois Gouin, whose theory of language acquisition empathizes with that of Chomsky. This led to the prelude of a wide series of methods ranging from the grammar-translation method to the direct one of Berlitz and de Sauzé.

Indeed, many approaches and techniques have been introduced to teach languages since ancient times. First, Latin was popular in Europe in the 16<sup>th</sup> century; the focus was on understanding classical texts, grammar and translation. Then Latin became a dead language and other languages gain fame and popularity such as English, which was first taught following the same way to teach Latin. This is how the grammar translation method functioned between 1840s and 1940s. It focused on teaching grammar, reading and writing as skills with neglecting listening and speaking. It teaches language through memorization and it does not give importance to communication so the classical period was inadequate. Because of its failure to build up communicative abilities, interest started to move toward oral proficiency. In other words, this situation began to change by the end of the 19<sup>th</sup> century; this was the commencement of the natural approach and direct method.

As opposed to the grammar translation method, the direct way calls for teaching grammar inductively via using language as a medium of classroom interaction with an emphasis on accuracy in grammar and pronunciation. The audio-lingual method came to be known as a result to WWII, based on drills and vocabulary and affected by behaviourism; whereas, the current period lays the ground for the communicative approach, which focuses on all of the components of communicative competence, not only on the grammatical one. It attempts to engage learners in purposeful use of language to reach fluency and accuracy.

Recently, various language learning instruments penetrate the market to facilitate interaction among individuals from different social backgrounds. Not only language learners, even travelers, workers or internet chatters seek to develop their language abilities to be capable of dealing with social situations. Language books have been used to teach vocabulary and grammar ranging from simplified booklets to give short phrases for travellers or others who need a specific vocabulary to rich books designated for learners of languages including large lists of vocabulary, grammatical rules and exercises to enhance their skills. The need for communication leads to the appearance of CA in which the target language is the only medium of classroom instruction and expression

## **Chapter Two: Review of the Related Literature**

As a teaching method, CA is an umbrella term that defines language teaching as being emphasized on the ability to appropriately communicate instead of concentrating on grammatical correctness. Therefore, the learner's proficiency is measured in terms of how much he/she can develop communicative debates. That approach starts to be prominent in the 1970s and early 1980s as a result of increased immigration i.e. there was a large number of people who needed to learn foreign languages to be able to communicate with foreigners.

The aim of language learning, then, shifted from cognitive to socio-cognitive, which is based on the fact that language can be learnt through establishing social contexts built upon an emphasis on reality; in other words, class interactions should be realistic and momentous to generate meaning in improvised settings. The silent way is another method based on silence as a way to encourage students' participation in educational classroom situations. Furthermore, one may cite suggestopedia which relies on décor, furniture, music and the different physical tools that may create a pleasant atmosphere for knowledge acquisition. Moreover, task-based language teaching and content-based instruction attempt to teach language by giving tasks that will urge students to communicate in the target language i.e. teaching the target language using communication.

From the above explanations, one may conclude that learning a language other than the native one has always been a target for many people to be acquainted with other cultures. In fact, most of the methods and approaches in these periods can be criticized for shortcomings. Consequently, the best method should be designed by teachers themselves based on learners' needs, levels and the difficulties they face while learning. In other words, it is preferable to benefit from every method, approach or technique when needed rather than being stuck or stagnant on one of them; thus, being flexible and eclectic leads to efficiency and success.

### **2.9 Incorporating Culture in the EFL Classroom**

As previously explained, this study describes the indivisible nature of language and culture. Furthermore, it investigates the role of culture in the EFL classroom. Despite the fact that the significant importance of culture have been increased in last three decades. awareness towards the necessity of such language component has not been entirely developed since most EFL teachers try to merely put emphasis on the grammatical forms rather than cultural ones.

The incorporation of cultural dimensions in the language learning process needs to be taken into consideration as it enhances the linguistic skills and cultural awareness through making students encounter any similar or strange situation in the target culture. As a matter of

## Chapter Two: Review of the Related Literature

fact, most language teachers focus primarily on the development of learners' proficiency, as they are either attempting to reach native-like competencies in the four skills or concerned with the completion of the designed syllabus:

Being communicatively competent with native speakers brings about another competence permitting to act in vivid situations; hence, it is not simply and solely a matter of knowing the grammar and lexis. As stated by Valdes, it is then beneficial to make learners compare cultural aspects while they are learning the language. *"The comparison of other cultures with the language being taught opens great vistas for the teacher and provides a basis for better understanding of persons from other backgrounds, as well as supplying new insights into approaches to teaching a second language"* (1986:49)

In the view of Byram (1989), language teachers should be also teachers of culture; they are responsible of making their learners recognize that there are differences among cultures. In the same line of thoughts, Rivers (1968:271) confirms that *"teachers are not in the classroom to confirm the prejudices of students nor to attack their deeply held convictions"*. Yet, their role is to stimulate their students' interest to discover facts about the target culture and to create a classroom milieu where opportunities for acquiring cultural knowledge through authentic materials are provided.

From the explanations provided above, it could be seen that it is of great importance to support the incorporation of culture when teaching language through designing culture-based courses that can assist foreign language learners to have a sense of openness to and appreciation of cultures; thus, the present work attempts to clarify thoughts regarding the inevitability of including culture-oriented elements into the EFL course design.

### 2.10 The History of Culture Teaching

Foreign language learning requires the acquisition of different components including grammatical rules, communication patterns, language accuracy, fluency, vocabulary items as well as other dimensions. Recently, there has been a growing interest in developing the cultural knowledge of foreign language learners which makes them aware of the customs, beliefs, social norms and all that concern other countries specifically the English-speaking ones. The importance of associating culture with language learning has been the concern of many teachers and researchers.

Two main viewpoints have influenced the teaching of culture. One pertains the implementation of the aspects of civilization, literature, arts, customs, habits, and the day life

## Chapter Two: Review of the Related Literature

practices (this encourages emphasizing on facts rather than meanings). The other perspective concentrates on cross-cultural learning which entails comparison between one's own and the target country. As noted by Kramsch (2006:11) '*Culture has always been an integral component of language teaching*'. For instance, the incorporation of culture in EFL classrooms comes to be emphasized increasingly passing through various aims, approaches and techniques.

In the past, people considered foreign language studies as being related to literature which symbolized culture. In the 1960s and 1970s, scholars such as Seelye (1974) and Brooks (1975) made an attempt to encourage culture teaching through focusing on learners' perceptions and attitudes. Brooks has introduced a number of culture-based topics or what he referred to as 'hors d' oeuvres' including the aspects of culture (greetings, smoking, verbal taboos, restaurants, contrasts in town and country life, forms of politeness, medicine, etc). In other words, his suggestion contributed to a shift of focus from teaching geography and history to the cross-cultural approach. Similarly, Nostrand (1974) develops another model of culture teaching which consists of a set of aspects: culture (values and thoughts); society (family relationships, religious beliefs, and other institutions) and Ecology (knowledge of plants and animals, health care, etc).

As approaches, the Grammar translation, the Direct Method and other pedagogies gave no endeavor to the presence of culture in foreign language education. Yet, the appearance of the communicative approach known as CLT gives much more attention to the social function of language. In other words, the aim of foreign language teaching was first concerned with the development of the so-called four language skills (speaking, listening, reading and writing). Hence, the communicative approach shows a considerable interest in maintaining authentic situations that call for the implementation of the fifth skill along with the teaching of the other language components.

As a reaction to the notion of linguistic competence introduced by Chomsky, Hymes (1971) comes up with what is referred to as 'communicative competence'. According to Hymes, linguistic competence apart from other skills is not sufficient and has to be supported by an ability to apply linguistic rules in communicative settings fittingly. This may be done through reliance on authentic materials that help work on the development of four components as explained by Canale and Swain (1980):

## Chapter Two: Review of the Related Literature

- **Grammatical Competence:** the correct set of rules that make up correct language (rules of phonology, morphology, lexis, semantics and grammar rules).
- **Sociolinguistic Competence:** the appropriate use of language in social contexts for the purpose of achieving communicative goals.
- **Strategic Competence:** one's ability to overcome breakdowns and difficulties in communication.
- **Discourse Competence:** the capacity of language users to alter coherent utterances in the interconnectedness of a series of utterances to form meaningful units.

As a result, in the 1970s, scholars started to concentrate on the sociolinguistic patterns as a key component in developing students' cultural knowledge about otherness. Savignon's (1972) work on communicative competence for example stresses the importance that those features have in the EFL learning process. Consequently, the role of culture in the classroom was reinforced and the audio-lingual method was replaced by CLT as stated by Canale and Swain (1980: 31) that *"a more natural integration of language and culture takes place through a more communicative approach than through a more grammatically based approach"*.

As a notion, communicative competence starts to receive controversy from the points of view of some scholars who seek for searching for another competency that is much more complete. One of the pioneers of this theory is Michael Byram who comes with the concept of intercultural communicative competence in 1997. He proposes that it is not an obligation for learners to assimilate a native-like accent of the foreign language use. It is rather important to make them become 'intercultural speakers'. Byram proposed some elements (the 5 savoirs) in terms of knowledge, skills and attitudes that constitute what the learner needs to act as a moderator between his/her own and the target culture.

In the 1990s, scholars begin to explore the way culture should be taught in the foreign language classroom and its vital importance to successfully achieve the teaching objectives. For instance, language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that describe one's identity. This increasing attention given to the significance of CT in language classes witnesses a shift from theoretical considerations into pertinent cultural contents that develop communicative skills and raise socio-cultural elements of language.

## **Chapter Two: Review of the Related Literature**

### **2.11 Culturally Mediated Instruction and its Importance in FL Teaching**

English is used nowadays by its native and non-native speakers as well. Accordingly, it is considered as a lingua franca for a vast number of speakers; Recently, the term ‘English as a lingua franca’ has emerged to refer to communication among speakers with different native languages using the same means of communication which is English. That contact among speakers who share no common native tongue makes it possible to use English as a medium of expression by people from different backgrounds.

It is worth remembering that the overall target of this thesis is to deliver a content that supports the applicability of culturally mediated contents in EFL classrooms in order to widen both students’ language skills and cultural consciousness. Along with that view, strong evidence supports CT and stresses the idea that foreign language teaching necessitates foreign culture teaching. Subsequently, teaching culture as a fifth language skill is recommended in addition to listening, speaking, reading and writing. It brings about knowing how to accept divergence and how to be tolerant in seeing things that are dissimilar to one’s own features. Widening that attitudinal aptitude can be implicitly achieved through the use of language in explicit and implicit ways. Tomalin and Stempelski (1993) agree with that view by explaining that teaching culture in EFL contexts should include cultural knowledge (the big C), cultural values (the psychological motor), cultural behaviours (habitual practices and behaviours or the little c), and cultural skills and competences (intercultural awareness).

As a result of the great demands created by the emergence of the communicative approach of foreign language education, an increasing attention to culture as a language component starts to be drawn in the last years. In addition to the grammatical competence, learners ought to develop the skills needed to establish successful communication in the target language. As stated by Politzer (1959), teaching the language in isolation from the related culture results in insignificant signs that lead to the acquaintance of incorrect wrong meaning. Culture as an inseparable part of language is crucial in maintaining linguistic as well as socio-cultural proficiency.

Following the same line of thoughts, Kramsch (2002) insists on the idea that there will be a continuous need to make speakers able to develop interactions within other cultural milieus taking into account otherness as distinctiveness and uniqueness instead of strangeness and negativity. In that way, the student becomes an intercultural speaker and mediator who is able to avoid feelings of negative judgments and unconstructiveness. The ability to positively deal

## Chapter Two: Review of the Related Literature

with the exposure to otherness is the result of the development of such competency which leads to the interpretation of values, behaviours and beliefs as normal facts and features of intellectual diversity.

Many scholars refer to that skill as “intercultural competence” as stated by Turkan&Servet “*the acquisition of cultural knowledge in language learning is defined as intercultural competence*”(2007:23). It is worth mentioning that in addition to developing one’s understanding of foreign cultures, one of the essentials is to comprehend one’s own culture. As a result, teachers should create within their learners a possibility of widening a sense of maturity and awareness towards cultural identities. “*It was realized that to communicate effectively, one should adapt the properties of his language use (such as intonation, lexical choice, and syntax) to the social variables...Consequently, the role of culture in the ESL/EFL curriculum grew*” (Purba, 2011:46)

According to Peck (1998), EFL instruction is incomplete without the acquisition of culture. In the same line of thought, Brown insists on enlarging learners’ exposure to cultural topics, since culture and language are interrelated parts of the EFL instructional process. For instance, culture is not only about history and literature; it however includes visible and invisible aspects symbolized in what we call big C and little c culture.

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

Kramersch (1993:1)

Learning a language without its culture is what prepares for “fluent fool” as referred to by Bennett (1993). By this term he means someone who speaks a foreign language fluently with no mastery of the social and socio-cultural context of that language. Hence, the role of the teacher is to serve as a mediator who is transferring language and the related culture to the non-native speaker. Teachers may explain cultural devices through forming discussions in relation to non-linguistic forms describing the target language and culture. This may be explored by means of activities that engage students in authentic experiences and situations such as shorttapes that describe speakers whose mother tongue is English, pictures, maps, texts and other suggested materials.

## Chapter Two: Review of the Related Literature

In addition to supplying students with the selected culture-oriented materials and activities, one can engage them in prearranged discussions to categorize the different cultural values. As a result, students can describe what they observe and confer which characteristics are analogous to their native culture and which are not. In that way, they will be able to determine how to be socialized with the new culture, they can learn about how to address people in both cultures and role playscenes in which these ways are used; they can then be asked to role play the same action using what is culturally appropriate in their culture. This pushes them to value the cultural significance of the tackled issue. Such assignments serve as an agenda from which teachers can assess their students' level of understanding and cultural familiarity.

In this respect, different views have been generated such as the theory developed by Byram stating that culture should be taught along with the target language for the aim of reaching acculturation (1998). Similarly, other scholars emphasized CT when teaching the foreign language. For instance, Alptekin calls for the necessity of teaching English as being a widely used lingua franca in a culture-based context (2005). Moreover, Cortazzi and Jin affirm that it is crucial to widen students' cultural knowledge in terms of TC and the culture of origins as well.

It is crucial that foreign language learners should become aware of differing cultural frameworks, both their own and those of others; otherwise they will use their own cultural system to interpret target language messages whose intended meaning many well be predicated on quite different cultural assumptions

Cortazzi and Jin (1999:197)

The aforementioned standpoints of language and culture teaching may be relevant in any educational context aiming to improve learners' communication skills. Similar views stressing the interconnection between culture and language learning have been developed by Valdes (1986) in his book entitled "Culture Bound: Bridging the Cultural Gap in Language Teaching", Byram and Morgan's book (1994) in "Teaching and Learning Language and Culture" and Kramsch's work entitled "Context and Culture in Language Teaching" in 1993. The way language should be taught in reference with its culture becomes a central concern for many foreign language teachers and scholars. One may cite Kramsch (1993) who describes language and culture as sides of the same coin. Similarly, Brown (2000) describes them as all that tie people together.

## **Chapter Two: Review of the Related Literature**

Checking these views and theories makes one somehow aware of the fact that language cannot be learnt in isolation from the related culture. As stated by Bennet&Bennet (2004:237), *“the person who learns language without learning culture risks becoming a fluent fool”*. This means that grammar and vocabulary are incomplete and insufficient as a learning process, but they need to be associated with the fifth skill as it is named by many scholars.

### **2.12 Conclusion**

Throughout recent decades, an increasing consideration has been offered to the significant place of culture in language classes. As a result, a considerable number of proponent views have been approached to enhance teachers' awareness of the role of such dimension in FL contexts. As a result to these attempts, culture as a concept has been widely debated among scholars within anthropology, sociology and didactics; yet, there is no consensus on how it can be defined through examining the same aspects. Thus, it is advantageous to consult different interpretations of the main concepts and the related terms as an attempt to investigate its role and the approach to be applied.

The following chapter is therefore devoted to the statistical part of study, it provides numerical and interpretative details on the results obtained from the quantitative and qualitative means of data collection for the purpose of giving insights into the way the selected participants are proceeding to learn language via culture and culture via language.

# **Chapter three**

## Chapter Three: Analysis and Interpretations of the Obtained Findings

3.1 Introduction.....	106
3.2 Analysis of the Obtained Findings .....	106
3.2.1 Analysis of the Results Obtained from the Quantitative Data.....	106
3.2.1.1 Aalysis of the Results of the Students' Questionnaire.....	106
A/Analysis of the First Part of the Students' Questionnaire.....	107
B/Analysis of the Second Part of the Students' Questionnaire.....	110
C/Analysis of the Third Part of the Students' Questionnaire.....	113
D/Analysis of the Fourth Part of the Students' Questionnaire.....	116
3.2.1.2 Analysis of the Results Obtained from the Teachers' Questionnaire.....	119
A/ Analysis of the First Part of the Teachers' Questionnaire.....	120
B/Analysis of the Second Part of the Teachers' Questionnaire .....	122
C/ Analysis of the Third Part of the Teachers' Questionnaire .....	126
D/ Analysis of the Fourth Part of the Teachers' Questionnaire.....	129
3.2.2 Analysis of the Results Obtained from the Qualitative Tools.....	134
3.2.2.1 Analysis of the Results of the Students' Focus Group.....	134
3.2.2.2 Analysis of the Results of the Teachers' Interview.....	143
A/ Analysis of the First Part of the Teachers' Interview .....	144
B/ Analysis of the Second Part of the Teachers' Interview .....	146
C/Analysis of the Third Part of the Teachers' Interview .....	149
3.2.2.3 Analysis of the Results Obtained from the Classroom Observation.....	151
3.2.2.3.1 In-class Contents.....	151
3.2.2.3.2 Teaching Materials.....	152
3.3 Tasks.....	157
3.3.1 Civilization Tasks.....	164
3.3.2 Oral Expression Tasks.....	164
3.3.3 Research Methodology Tasks.....	164
3.3.4 Written Comprehension Tasks.....	165
3.4 Assessment and Evaluation.....	166
<b>3.5 Topics Chosen by Students.....</b>	<b>170</b>
3.6 Difficulties Encountered by Students in Culture Learning.....	171
3.7 Students' Interests in Culture Learning.....	173
3.8 The Faculty's Library.....	174
3.9 Interpretation and Discussion of the Main Findings.....	174

Chapter Three: Analysis and Interpretations of the Obtained Findings

- 3.9.1 Interpretations of the Results Obtained from the Quantitative Data ..... 175
  - 3.9.1.1 Interpretations of the Results Obtained from the Students’ Questionnaire..... 176
  - 3.9.1.2 Interpretations of the Results Obtained from the Teachers’ Questionnaire..... 177
- 3.9.2.1 Interpretations of the Results Obtained from the Students’ Focus Group..... 178
- 3.9.2.2 Interpretations of the Results Obtained from the Teachers’ Interview..... 173
- 3.9.2.3 Interpretations of the Results Obtained from the Observational Sessions..... 181
- 3.10 Concluding ideas..... 184
- 3.11 Conclusion..... 185

## Chapter Three: Analysis and Interpretations of the Obtained Findings

### 3.1 Introduction

Most of the information gathered is an attempt to find answers to the research questions suggested in the early phases of the study. Thus, the third chapter aims to present rational explanations that help make a diagnosis of the collected mass of knowledge by describing the highlighted phenomenon in a thorough way. It aims to give detailed numerical results for the quantitative data in addition to descriptions of the results obtained from the qualitative data. For the sake of clarity, the findings were reported in graphs, charts and tabular forms. Furthermore, the chapter presents concluding ideas that help to provide a foundation upon which one can improve the situation under investigation.

### 3.2 Analysis of the Obtained Findings

Making a detailed diagnosis of the situation demands considerable efforts and trials to collect the required data. Yet, the fact that the researcher teaches the selected group of participants facilitated the process of data collection in terms of the opportunities offered for observing students and taking notes on the surrounding conditions. As previously noted, a mixed-research method has been implemented to reach trustworthiness; in other words, the combination of qualitative and quantitative techniques is aimed at getting reliable results that can in turn help construct conclusions on the topic under investigation.

#### 3.2.1 Analysis of the Results Obtained from the Quantitative Data

A number of procedures have been followed to quantify the obtained data through providing numerical details on the questions included in the questionnaires. The suggested quantitative tool helps gather large amounts of information as they provided respondents with a series of questions or statements to which they have to comment either by writing full statements or selecting an answer from the existing choices. Gathering quantitative data vis à vis the chosen problematic helps acquire information about respondents and leads to a better understanding of the issue.

##### 3.2.1.1 Analysis of the Results of the Students' Questionnaire

The first part of data analysis includes a detailed description of the results obtained through the questionnaire administered to students. This is done through highlighting correlations among variables and paying attention to the factors that they may be noticed while making research. The set of questions is generally organized in a specific order, including open-ended and close-ended questions.

## Chapter Three: Analysis and Interpretations of the Obtained Findings

### **A/ Analysis of the First Part of the Students' Questionnaire**

The first part of the questionnaire designed to students is entitled “demographics and general information”. For instance, it represents an indirect way for the researcher to gather general information that may be of useful contribution to the chosen problematic. The researcher prepared 100 copies to give them to participants. Yet, only 2 students did not respond to the questions. As a result, the gathered copies were 98 and not 100. Each question was analyzed and interpreted in details either through statistical ways or explanations.

Q1: Do you wish to know more about foreign people and cultures?

A question that measures the students' willingness to know about foreign cultures is included for the purpose of examining the extent to which they show readiness to discover about these cultures. For instance, the respondents' answers showed that they are interested in acquiring knowledge on foreign cultures; this proportion represented 86, 24% of the sample, whereas only few informants (9.8%) asserted that they are not interested in such learning dimension.

Q2: Have you ever visited a foreign country?

Traveling can be an exciting experience for those who learn foreign languages especially in case they visit the countries where the language learned is used as a mother tongue. For that reason, a question on whether students visited a foreign country has been included in the introductory part of the questionnaire. The results showed that most respondents have never been in a foreign land before or while being university learners. This may somehow affect the way they perceive cultural characteristics and may in turn impact intercultural communication. The numerical results revealed that only 21 students out of 98 have travelled abroad while the majority represented in 77 respondents did not have the same chances.

The question was extended to give participants an opportunity to mention the places that they have visited to know whether they have travelled to the English-speaking countries. The results showed that the English-speaking countries have not been mentioned by respondents except once. This may lead one to confirm that more chances are created for respondents to be familiar with other cultural backgrounds through making visits to other places. Among the given answers, one may cite France, Spain, Tunisia, Turkey, Syria, Morocco, Egypt, UAE,

## Chapter Three: Analysis and Interpretations of the Obtained Findings

Lebanon, Germany, and Jordan. As a result, one may confirm that students are more familiar with other cultures compared to the English-speaking ones.

Q3: What are your free-time activities?

This question had been added to get insights into informants' activities in contexts other than educational ones. It attempted to know whether they show an interest towards the acquisition of knowledge on the cultures related to the English-speaking countries. The findings revealed that there is a lack of interest towards the exposure to the target language and culture since the concern of some learners is restricted to other activities. For instance, most of them were interested in music, football, games, cooking, social media, fashion, writing poems and diaries

Q4: What learning objectives do you aim to achieve?

Having an idea about students' learning objectives may be helpful in determining whether they are interested in developing the skills needed for the development of cultural understanding and appreciation of differences among cultural groups. For instance, a great number of participants had shown no interest in developing such dimension as they insisted on the development of the four skills as the only pillars of language proficiency for them. Moreover, they aim to get rid of their feelings of anxiety and fear of public speaking that originated from either their own sense of self-image or the related factors including teachers and peers' feedbacks or the social environment on the whole. For more clarification, see the comments below:

1. "To be a translator
2. "Getting a diploma for the moment and work"
3. "I don't know"
4. "I don't have objectives. I only think about doing my best"
5. "to be a good speaker with no stress or shyness"

Q5: What are the constraints that impede you from achieving good results when dealing with lessons of cultural content?

The aim of this question is to shed light on the difficulties encountered by the selected participants while learning the target language in its cultural context. Data with regard to that question had shown that a great proportion of respondents face problems in terms of affective

## Chapter Three: Analysis and Interpretations of the Obtained Findings

experiences. For instance, the gathered responses reflected a number of difficulties that are much more concerned with public speaking due to the fact that third year students are obliged to make oral presentation compared to other undergraduate students. In other words, the fear of speaking was referred to as the major affective experience that leads to communication anxiety which is one of the experiences that face learners of foreign languages while attempting to discover a new culture .

In addition to the aforementioned difficulties, the memorization of cultural data including dates and historical events especially in civilization courses had been referred to by many students as one of the main obstacles due to the fact that they lack prior information when dealing with history. Furthermore, they declared that they face problems related to writing mechanics and pronunciation while writing essays on cultural topics in exams and tasks. For more clarifications, see the comments below:

1. "I feel anxious and unsafe when speaking in front of an audience"
2. "The influence of the French language on pronunciation and vocabulary"
3. "There is no real contact with native speakers except the net"
4. "The difference between our culture and the English one"
5. "Memorization of dates and historical events"

Q6: Have you attended or participated in any study days, conferences or workshops?

The last question of the first part is concerned with students' exposure to study days, conferences and workshops. A total of more than 50% of the whole population represented informants who announced that they have never participated or even attended a study day; while only 30.61% declared that they were exposed to such experiences in their learning process. This may be seen as a lack of awareness from the part of participants regarding the participation in activities that enlarge their cultural background and make them acquire a number of skills that help to learn about otherness in multicultural contexts.

Students were asked to extend their responses by giving more clarifications. It could be seen, therefore, that most participants are interested in other domains as they attended conferences and workshops on entrepreneurship, translation and motivation with no emphasis on conferences of cultural concern. The rest of participants thought that they are allowed to attend conferences only when they get an invitation for attendance while others were not interested at all to be part of these academic activities. See the comments below:

## Chapter Three: Analysis and Interpretations of the Obtained Findings

1. “A conference on translation”
2. “Public speaking”
3. “Entrepreneurship and leadership”
4. “Protection of environment”
5. “Motivation and self improvement”
6. “AIESSEC”

On the other hand, the rest of participants thought that they are allowed to attend conferences only when they get an invitation for attendance while others were not interested at all to be part of these academic activities.

### **B/Analysis of the Second Part of the Students’ Questionnaire**

The second rubric aims to explore students’ perceptions on the relevance of cultural contents into foreign language instruction. It examines their willingness to interact with people from other cultural groups. Indeed, one’s perceptions regarding the relevance of culture learning may affect people’s readiness to interact in multicultural contexts.

Q1: Do you think that culture learning is as important as foreign language learning?

As shown in the table below, most learners (40.81%) agreed on the idea that it is not necessary to receive cultural knowledge when learning a foreign language; yet, only few students (5.10%) announced that culture learning is very important while learning a foreign language. This may be the result of their unawareness regarding the significance of culturally mediated instruction along with linguistic knowledge. In other words, culture learning is not important for many participants; this may give an idea about the way they perceive it as something unnecessary for the achievement of better learning outcomes.

Q2: Is culture learning important your classmates?

Based on the obtained findings, it could be seen that those who affirmed that culture learning is not at all important for their classmates represented 53.06 % of the sample, whereas a proportion of 3.06% represented few participants who admitted the importance of culture learning for their classmates. This might be one of the reasons that lead to the lack of familiarity with the target culture among learners as most of them are unaware of its importance in learning contexts.

Q3: Is culture teaching important for your teachers?

## Chapter Three: Analysis and Interpretations of the Obtained Findings

Through students' comments, it could be seen that culture teaching is one of the priorities for instructors who attempt to explore cultural themes when teaching the foreign language. In other words, the findings revealed that most teachers are willing to implement culture teaching for the purpose of raising cultural awareness among their students. This reflected awareness from the part of teachers towards the necessity and role that culture has in FL learning. For more numerical details on these three questions, see the table below:

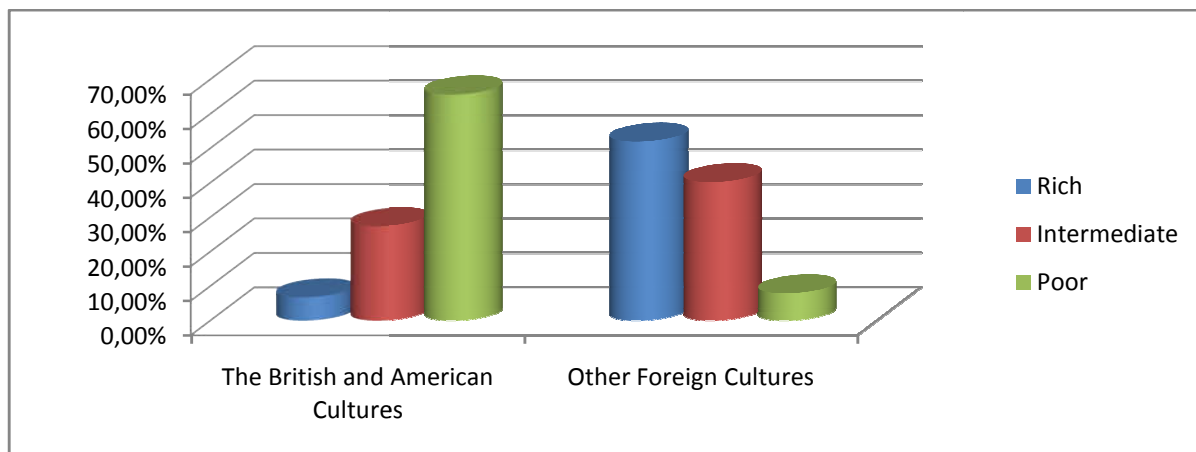
Questions		Not at all Important	Not Very Important	Somehow Important	Important	Very Important
Q1 : Do you think that learning culture is as important as learning the foreign language?	Number	40	20	23	10	5
	%	40.81 %	20.40 %	23.46 %	10.20 %	5.10 %
Q2: Is culture learning important for you and your classmates?	Number	52	34	5	4	3
	%	53.06 %	34.69 %	5.10 %	4.08 %	3.06 %
Q3: Is culture teaching important for your teachers?	Number	15	19	41	11	12
	%	15.30 %	19.38 %	41.83 %	11.22 %	12.24 %

**Table 3.1** Students' Perceptions on the Relevance of Culture-based Contents

Q4: How can you describe your cultural knowledge?

Learners' prior knowledge on foreign cultures had been measured by the investigator. For instance, 65.70% represented informants who affirmed that their knowledge on the British and American cultures is at a minimized level and only few of them (6.86%) announced that their knowledge on these cultures is rich. Yet, the gathered findings reflected a rich level of familiarity with other foreign cultural characteristics (51.98%) with a low level for poor knowledge (7.84%). In other words, informants were more familiar with other cultures compared to the British and American ones. Thus, cultural themes should be more explored by learners for the purpose of acquiring a competence that enables them to recognize differences and respect otherness. See the bar-graph below:

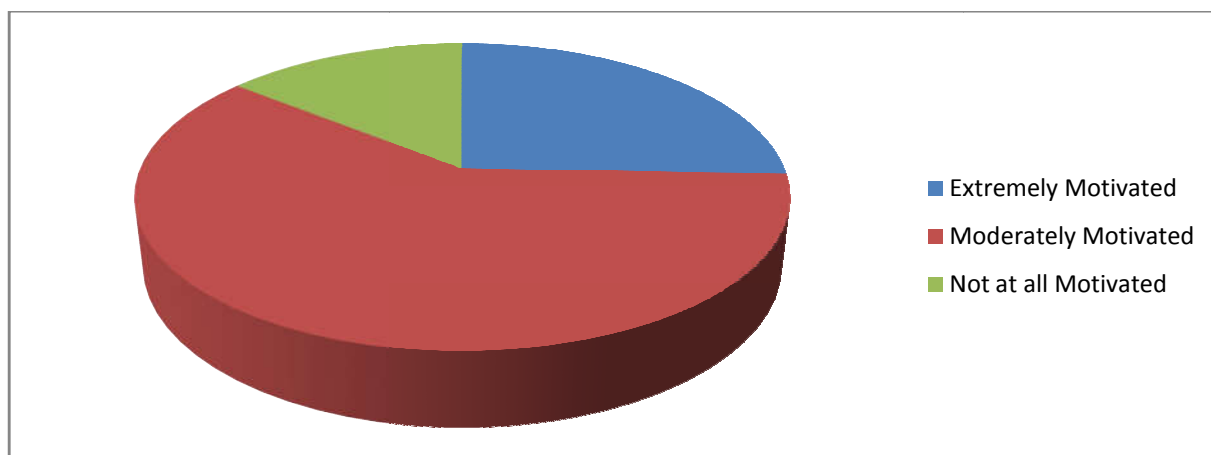
## Chapter Three: Analysis and Interpretations of the Obtained Findings



**Bar-graph3.1** Students' Knowledge on Cultures

Q5: Do you feel motivated to learn about the English-speaking countries and their cultures?

The obtained findings revealed that a proportion consisting of more than 50% had shown a satisfactory level of motivation towards the acquisition of knowledge on the English-speaking cultures. Besides, only a proportion of 25.51% had announced that they are strongly motivated to discover about these cultures. Yet, those who are not motivated at all represented 14.28%. Subsequently, it could be seen that there was a lack of enthusiasm from the part of learners towards culture-related courses and this may have an impact on the accumulation of knowledge and skills needed for successful communication. See the following pie-chart:



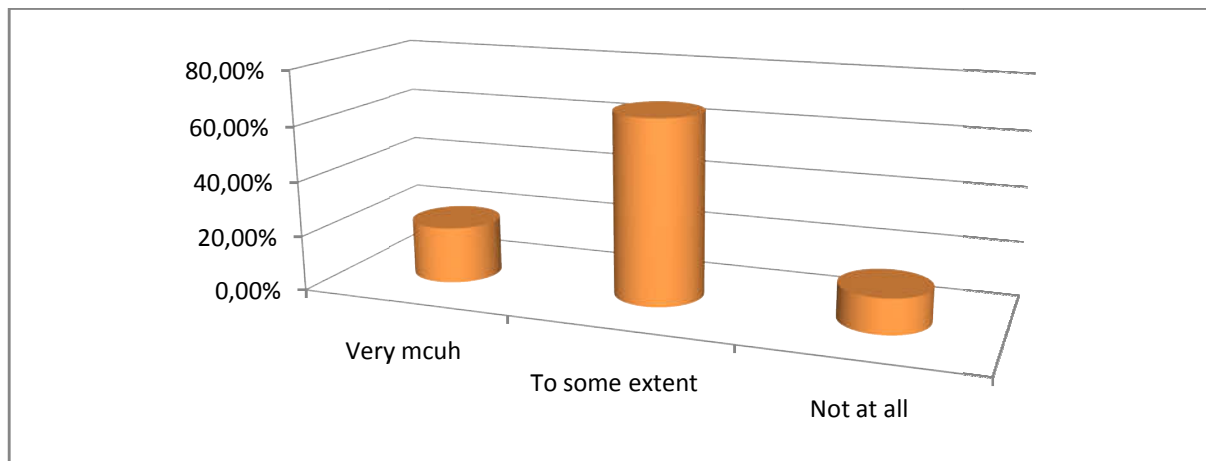
**Pie-chart3.1** Students' Motivation towards Culture Learning

Q6: How much are you knowledgeable in terms of differences among your culture of origin and the target one?

The last multiple-choice question of the first rubric aims to shed light on respondents' familiarity with cultural differences among their native and target cultures. As a result, a total of 20,58% showed a high level of knowledge on cultural differences and the highest rate

## Chapter Three: Analysis and Interpretations of the Obtained Findings

(66.68%) reflected students who are moderately knowledgeable whereas only 12.74% of the sample reflected a low level of familiarity with differences among their native and target culture. For more clarification, see the bar-chart below:



**Bar-graph 3.2** Students' Knowledge on Cultural Differences

### **C/ Analysis of the Third Part of the Students' Questionnaire**

As outlined in the methodological section of the work, the third rubric of the questionnaire has as a primary objective to gather data on learners' exposure to cultural knowledge in the classroom. Therefore, it highlights the extent to which learners are exposed to culture in educational settings. The table below includes the first five questions of this rubric; it presents details in terms of numerical results and percentages that describe respondents' answers on the given choices. With an aim of gaining insights into what students are exposed to, the investigator attempted to quantify all questions in a detailed manner.

Q1: How often do you feel encouraged to prepare research projects on cultural themes?

As mentioned in the table above, the introductory question of the third part of the students' questionnaire attempts to measure the extent to which students are provided with opportunities to tackle cultural themes through research projects. The findings revealed that students are rarely asked to prepare research projects on cultural themes. For instance, a total of 33,67 % represented informants who insisted on the idea that their opportunities to explore such topics through research projects are rare.

Q2: How often do you feel motivated to make oral presentations on cultural topics?

## Chapter Three: Analysis and Interpretations of the Obtained Findings

An additional question had been included to measure the opportunities offered to the selected participants to make oral presentations that explore cultural themes. As indicated in the bar-graph below, most respondents (30,61%) announced that they are sometimes encouraged to tackle cultural topics when it comes to oral presentations. Meanwhile, a proportion of 16,32% reflected those who affirmed that they are never encouraged to do so. Having analyzed these results may lead one confirm that there is a lack of exposure to cultural knowledge in terms of research projects. In other words, the findings revealed that the inclusion of the target culture is done at a minimized level.

Q3: How often do you tackle cultural themes in the classroom assignments?

As shown in the figure below, the question seeks to measure the opportunities given to participants to tackle cultural topics through the different in-class assignments and procedures. Indeed, a great proportion (10.20%) reflected informants who announced that they are rarely invited to tackle such topics in the class. Meanwhile, 33,67% represented informants who pointed out that they sometimes have the chance to tackle these themes in such tasks. Moreover, a proportion representing a percentage of 12.74% had chosen 'sometimes' as a choice, whereas a percentage of 10.78% represented those who announced that they often get exposed to such topics and 4.9% represented those who declared that they are always exposed to topics of cultural concern. This probably means that most of the in-class tasks depend on students' knowledge on what is being taught only with no chances to test their background information about the English-speaking communities.

Having analyzed these results makes one confirm that participants' chances to choose themes of cultural concern are limited in assignments and in-class activities; hence, they are encouraged to do so when being asked to make oral presentations. Reducing students' opportunities to choose culture-based themes in in-class assignments may lead to the restriction of their intellectual growth and knowledge in terms of differences among distinct cultures.

Q4: How often do you use group work when exploring cultural themes?

The researcher attempted to know whether group work is used while exploring cultural themes. A high percentage (50%) indicated that it is rarely used when dealing with courses that transmit cultural knowledge. For instance, students seemed to be frustrated due to the infrequent use of collaborative learning especially in activities of cultural contents that

## Chapter Three: Analysis and Interpretations of the Obtained Findings

demand a considerable amount of efforts and knowledge. Thus, collaboration may raise understanding and prompt competition among them.

Q5: Do you receive feedback from your teachers when dealing with cultural themes?

One of the questions is devoted to the extent to which teachers' feedback is used while dealing with cultural themes. A great proportion of informants (46.93%) insisted on the fact that it is sometimes used by teachers when exploring such themes. For instance, any reaction on learners' performances is one of the steps through which teachers can provide students with constructive criticism for improvement and insightful explanations regarding their work. Having known about the attempts made to provide students with feedback when dealing with cultural knowledge regarding the English-speaking countries is helpful in gaining insight into learners' familiarity with and exposure to cultural contents. Numerical details are illustrated in the table below which summarizes the results obtained through the first five questions of the third rubric of the questionnaire administered to students.

Questions		Never	Rarely	Sometimes	Often	Always
Q1: How often do you feel encouraged to prepare research projects on cultural themes?	Number	13	33	28	16	08
	%	13.26 %	33.67 %	28.57 %	16.32 %	8.16 %
Q2: How often are you invited to make oral presentations on cultural topics?	Number	16	20	30	21	11
	%	16.32 %	20.40 %	30.61 %	21.42 %	11.22 %
Q3: How often do you tackle cultural themes in the classroom assignments?	Number	06	10	33	27	22
	%	6.12 %	10.20 %	33.67 %	27.55 %	22.44 %
Q4: How often do you use group work when exploring cultural themes?	Number	29	49	15	04	01
	%	29.59 %	50 %	15.30 %	4.08 %	1.02 %
Q5: Do you receive feedback from your teachers when dealing with cultural themes ?	Number	07	08	46	25	12
	%	7.14 %	8.16 %	46.93 %	25.51 %	12.24 %

**Table 3.2** In-class Incorporation of Culture-based Contents

Q6: In what ways do you learn about the following cultural aspects inside the classroom: attitudinal and behavioural aspects?

## Chapter Three: Analysis and Interpretations of the Obtained Findings

Participants were asked to mention some examples regarding the inclusion of data on attitudinal aspects (knowledge about beliefs and attitudes) and behavioural ones (knowledge about social practices) in addition to the teaching time devoted to such knowledge. What can be noticed through that question is the fact that the majority did not offer responses. This probably means that they are unfamiliar with such cultural aspects. It is worth remembering that many participants asked the researcher to clarify the content of that question; yet, even after clarification, they were unable to offer responses. Out of the few gathered answers, one may notice that they have nothing to mention as key features and they asserted that such aspects are explored in few minutes of the weekly sessions.

Q7: In what ways are you exposed to the following activities when exploring cultural topics :records, videos, texts and role-playing?

The last open-ended question of the second rubric has as a main concern to depict the amount of exposure to any tool that can enhance students' familiarity with the related culture. In fact, one may notice that more emphasis is given to reading with no use of authentic materials that can depict the social life of the target culture including records, videos and plays. For instance, most of the students' comments revealed that records and videos are used only in oral sessions while tasks that demand reading are frequently used as a way of evaluation, whereas role plays are rarely used as one of the tools that help create authenticity in the classroom.

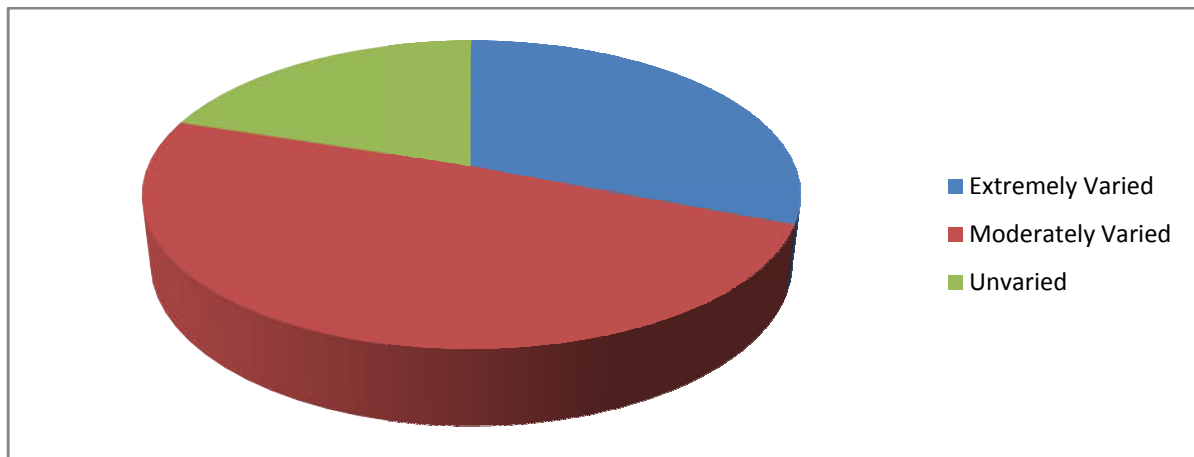
### **D/Analysis of the Fourth Part of the Students' Questionnaire**

The objective of the last part of the students' questionnaire is to determine the amount of exposure to cultural contents outside the classroom context in multiple ways. This helps in the assessment of intercultural situations that shape one's understanding of the factors underlying foreign language learning including culture learning and the development of intercultural skills.

Q1: Is the library of the department in which you study rich and varied in terms of references?

As shown in the table below, one can notice that participants are aware of the fact that the faculty's library is varied in terms of references that encourage curiosity, raise innovation, and improve reading skills through the direct and free access to information. For instance, 49% represented students who declared that the faculty's library is moderately rich and varied in terms of the available sources, 31% affirmed that it is extremely rich whereas only 20% showed complaints about the unavailability of the required books.

## Chapter Three: Analysis and Interpretations of the Obtained Findings



**Pie-chart3.2** Students' Opinions on the Availability of Books in the Faculty's Library

Q2: What are the titles that attracted your attention in this library?

Based on the propositions offered by students regarding the availability of books in the library of the faculty, it can be seen that the central focus of most learners is to enhance the way they use language in terms of grammar and pronunciation. Yet, they give no importance to the improvement of communication skills and cultural information. Out of the main consulted books, the following titles are proposed by respondents:

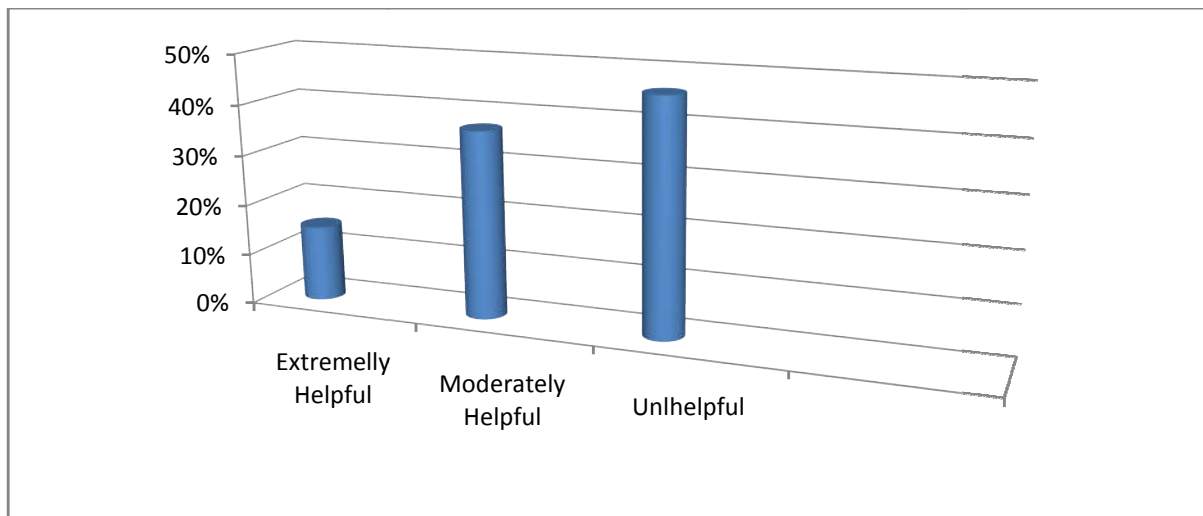
1. "The Concise in Terminology Dictionary (English-Arabic)"
2. "The Best of English Grammar"
3. "Dictionary of Grammar"
4. "An Intermediate Pronunciation Course"
5. "Phonetics"
6. "Applied Linguistics"
7. "The Way to Write"

Q3: Do these books help you achieve better results in terms of enriching your cultural knowledge?

It is obviously seen that most students are aware of the fact that the library is varied in terms of sources; yet, a total of 46% represented respondents who declared that the existing books are unhelpful in terms of cultural knowledge, whereas only 15% reflected students who insisted that they are extremely helpful. This may reflect a lack of awareness from the part of participants regarding the usefulness of the available books due to the limited time they allocate for consulting the library and checking the availability of a great number of books. Being unaware of the availability of materials for reading can negatively impact students'

## Chapter Three: Analysis and Interpretations of the Obtained Findings

accumulation of the required cultural knowledge that reflect the way the target language is used in appropriate social manners.

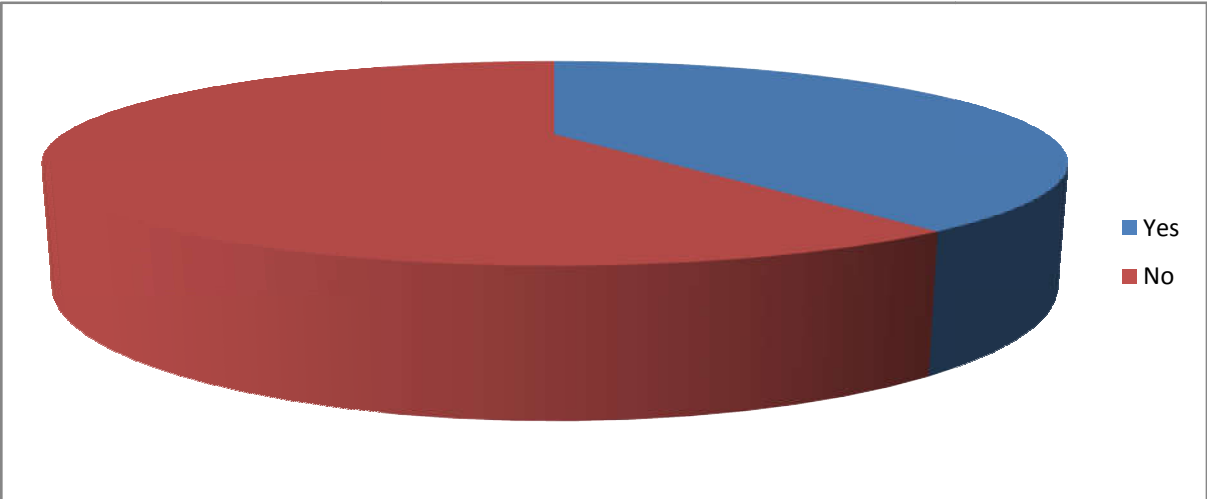


**Bar-graph3.3** Students' Viewpoints on the Library's Books

Q4: Have you ever attempted to visit other libraries?

Asking students about their attempts to visit other libraries resulted in a high percentage (61.22 %) reflecting the way they do not visit other libraries. It is worth mentioning that the central library of Sibi-bel-Abbes includes a wide range of books that can provide learners with knowledge on different subject matters. Yet, a great number of students are unaware of the availability of books there. In other words, the obtained results revealed a lack of awareness regarding the availability of books that are related to the target language in other libraries. For the sake of clarity, some of the comments provided by respondents regarding that question may be outlined as follows:

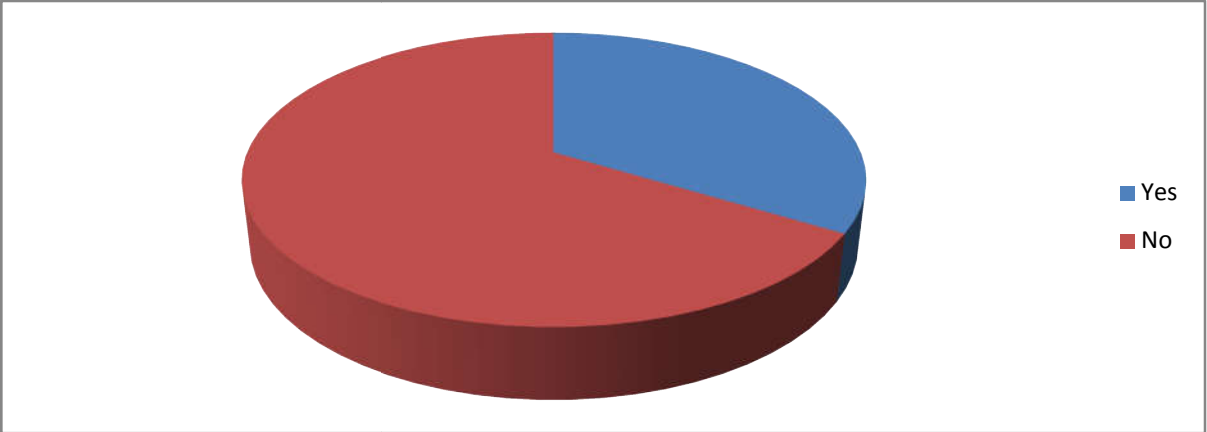
1. "Rarely"
2. "There are no valuable books"
3. "I don't like reading"
4. "I've visited al kabbati because I like to read Arabic novels"
5. "I prefer the library of the faculty because it includes the books needed in English"



**Pie-chart3.3** Students ‘Attempts to Visit Other Libraries

Q5: Do you make attempts to acquire cultural knowledge outside the classroom context? If yes, then how?

As shown in the chart below, a total of 33.67% represented respondents who announced that they make continuous efforts to acquire cultural knowledge outside the classroom while the rest proportion had shown no interest. This would probably mean that a great number of participants (66.32%) are unaware of the importance of culture as a fifth skill. Thus, it would be too difficult for them to acquire the target language apart from the related culture.



**Pie-chart3.4** Students’ Attempts to Acquire Cultural Knowledge outside the Classroom

Respondents were asked to give explanations on the way they attempt to be exposed to the target language outside the classroom. Among the explanations provided by students who are interested in the acquisition of cultural knowledge, one may list technology as one of the tools that help to be exposed to conversations with native speakers, music lyrics, movies,

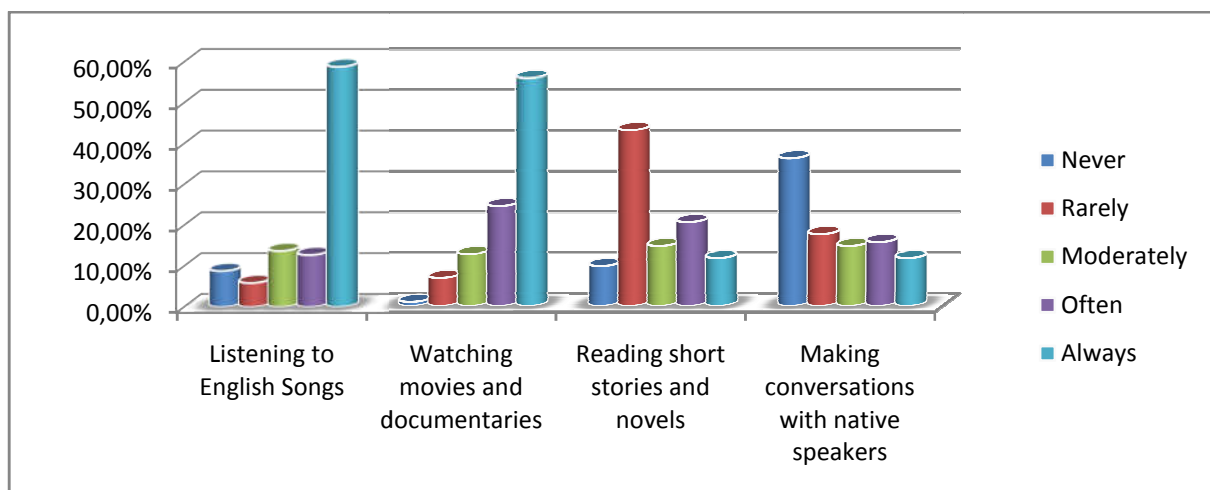
## Chapter Three: Analysis and Interpretations of the Obtained Findings

documentaries, TV shows, etc. Few comments attracted the attention of the researcher for they reflected a moderate level of awareness regarding the need to acquire knowledge on the related culture inside and outside the classroom. Yet, other respondents had shown no interest in any attempt to enlarge cultural knowledge in natural settings. See the following examples:

1. “How can I proceed to learn English outside! My classmates and everybody speaks Arabic”
2. “Learning grammatical rules”
3. “I don’t do that”
4. “Revising what we have done in the lesson”

Q6: How often do you get exposed to the following activities outside the classroom: listening to English songs, watching movies and documentaries, reading short stories and novels and making conversations with native speakers?

The sixth question of the last rubric attempts to highlight the amount of students’ exposure to a number of activities that enlarge their cultural knowledge outside the classroom. In other words, it has as objectives to measure the extent to which students create opportunities for themselves to learn about the English-speaking countries without the assistance of their instructors. It is noticeable that most participants had shown a high level of familiarity with English songs and movies; however, they were unfamiliar with literary works and they showed no interest in maintaining conversations with native speakers.

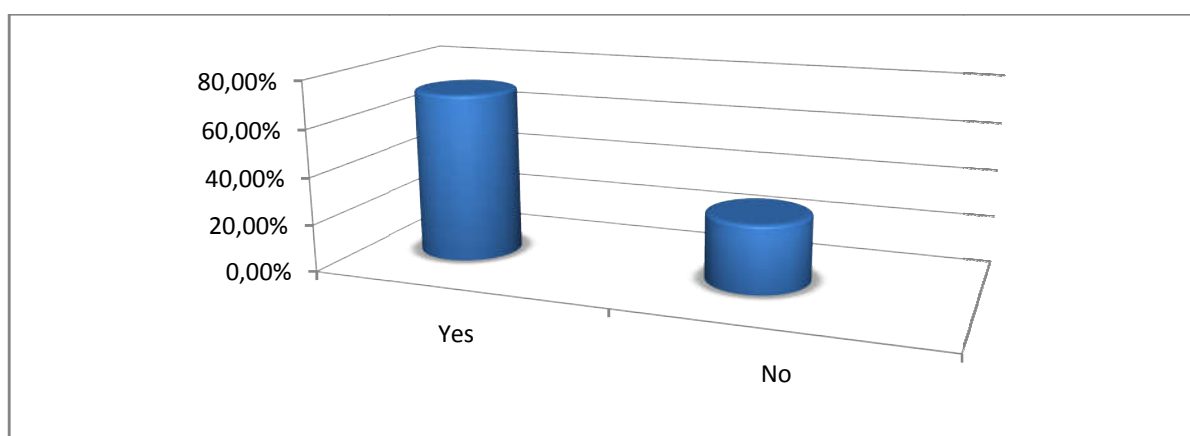


**Bar-graph3.4** Students’ Exposure to Songs, Movies, Literary Works and Conversations outside the Classroom

## Chapter Three: Analysis and Interpretations of the Obtained Findings

Q7: For you, is it sufficient to entirely depend on the classroom content for a better acquisition of cultural knowledge?

This question has as a primary aim to measure the degree of awareness of the selected sample regarding the extent to which one needs to depend on the classroom instructional content for a better acquisition of cultural knowledge. As shown in the bar-graph below, the largest proportion, which represented 71,42%, affirmed that the classroom content is sufficient for the acquisition of the required skills, whereas 28,57% out of the whole number of participants represented those who agreed on the idea that there is an increasing need to seek for other opportunities for practising the target language rather than relying on the instructional content as the only form of education. This probably means that a great number of participants are unaware of the impact of outdoor learning on the development of one's knowledge on the target culture. For more clarification, see the bar-graph below:



**Bar-graph 3.5** Students' Perceptions on the Sufficiency of the Classroom Content

### 3.2.1.2 Analysis of the Results Obtained from the Teachers' Questionnaire

The questionnaire addressed to teachers attempts to check the occurrence of the in-class implementation of cultural contents. Respondents were asked to respond to a set of questions of different types. At the beginning, the researcher planned to choose a sample consisting of 20 teachers; yet, it was impossible to collect the desired number of answers due to the fact that some copies include no responses to a number of significant questions. Accordingly, the size of the sample was restricted to 15 instead of 20.

## Chapter Three: Analysis and Interpretations of the Obtained Findings

### **A/Analysis of the First Part of the Teachers' Questionnaire**

The first part comprises questions that aim to gather demographic and general information that help implicitly lead to the acquisition of the required data regarding the aforementioned problematic. It is worth remembering that details on the introductory items of the questionnaire including age, gender, teaching experience, professional title and specialty are given in the first chapter.

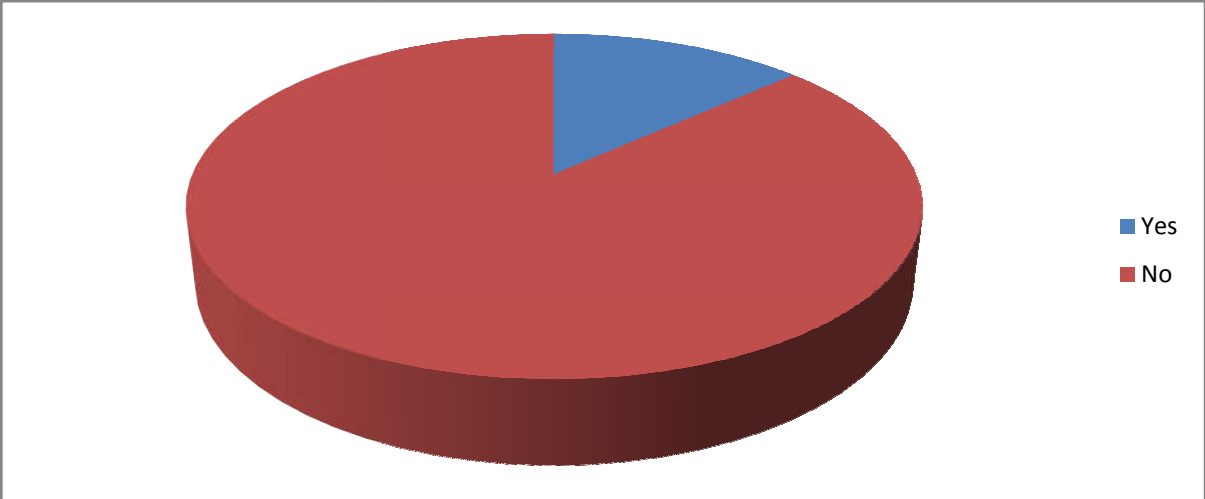
Q1: What subject matters have you taught throughout your teaching experience?

It could be seen that eight teachers had taught more than five modules throughout their teaching experience including linguistics, civilization, literature, research methodology, oral expression, written comprehension, psycholinguistics, grammar, ESP, TEFL, translation, literary theory, dissertation writing and dialectology. Moreover, two other teachers asserted that they had taught only one module while the remaining proportion represented those who taught three, four and five modules. It could be seen that only three teachers were concerned with civilization courses that widen students' familiarity with the foreign culture in an explicit way.

Q2: Have you attended any programme, training courses, conferences or workshops on intercultural teaching?

As indicated in the chart below, 13 teachers answered with 'no' while only two chose 'yes' as answer. These two respondents asserted that they were exposed to training courses on teaching in general and not on intercultural teaching. This means that more attention should be given to programmes that widen intercultural skills among teachers themselves first to be able to transmit the skills they have acquired to their learners in explicit and implicit ways.

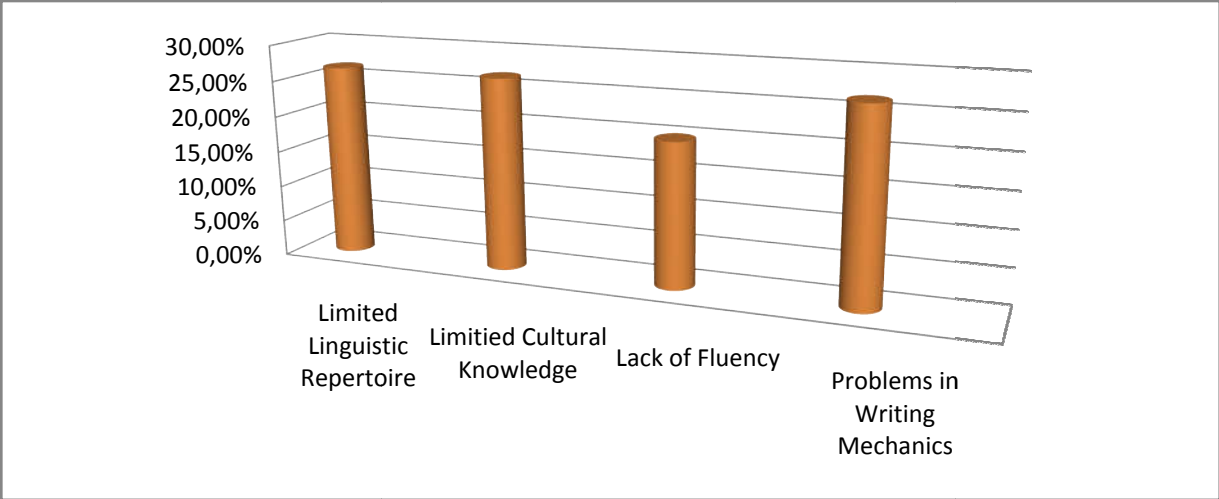
ChapterThree: Analysis and Interpretations of the Obtained Findings



**Pie-chart3.5** Teachers’ Exposure to Intercultural Training

Q3:What types of difficulties do your students encounter while attempting to learn the target language?

Through teachers’ responses and as indicated in the bar-chart below, it could be seen that the problems encountered by learners were mostly related to their limited linguistic repertoire and lack of cultural knowledge in addition to the difficulties they face while writing. For instance, each of these difficulties represented 26.66%. Moreover, the remaining percentage referred to the obstacles they face while speaking. This means that learners still need to strengthen their language abilities including the four skills and culture as a fifth skill.



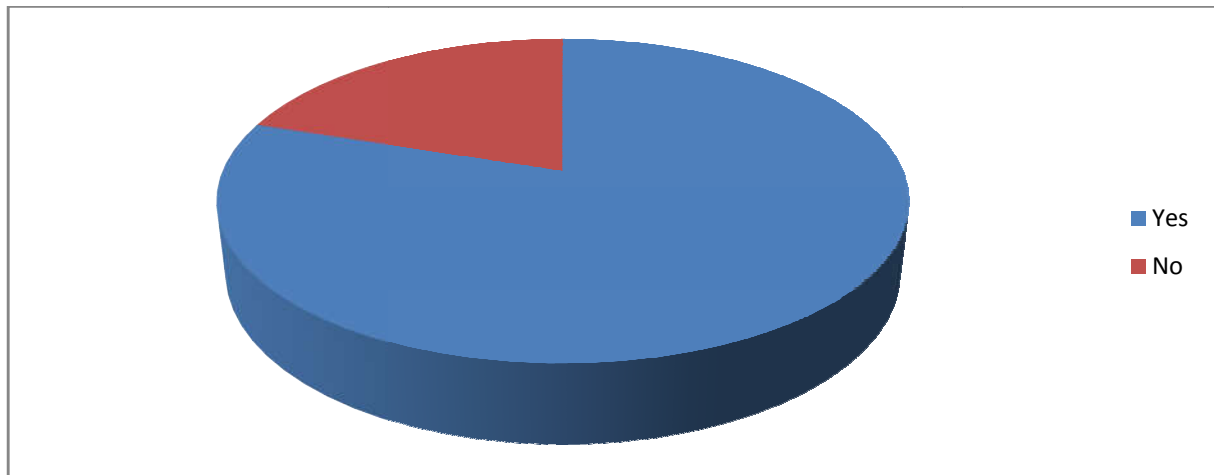
**Bar-graph3.6** Teachers’ Views on Language Learning Difficulties among Students

Q4: Have you ever visited a foreign country?

The last question of the first part of the questionnaire given to teachers aims to discover whether teachers are in contact with foreign cultures in multiple ways. Compared to the

## Chapter Three: Analysis and Interpretations of the Obtained Findings

results obtained from students' questionnaire, it could be seen that a total of 80% represented teachers who had experienced interactions with other races especially when benefiting from short-term visits to foreign lands. Yet, they went to places other than the English-speaking countries. For instance, some teachers asserted that they had visited Turkey and Morocco while other two ones declared that they have received training programmes in France and Spain. Thus, it could be seen that 20% of the respondents had never been in the English-speaking countries.



**Pie-chart 3.6** Teachers' Attempts to visit Foreign Lands

### **B/Analysis of the Second Part of the Teachers' Questionnaire**

The second part of the questionnaire is entitled "teaching objectives"; it comprises seven questions and has as a main purpose to draw attention to the objectives that are set by the selected group of teachers. These questions help to determine the order of priority from teachers' points of view regarding their objectives behind teaching as to see whether cultural objectives are included within their teaching plans.

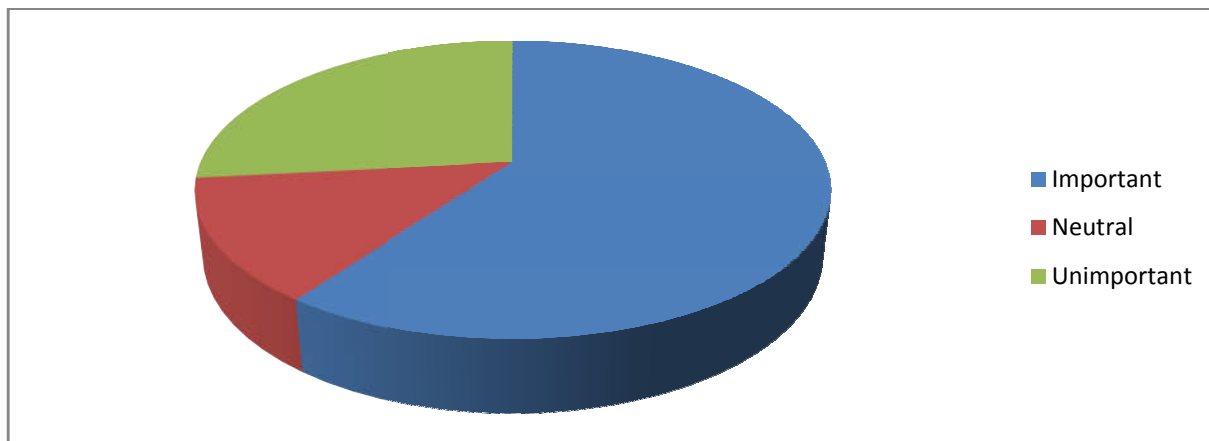
Q1: What are your teaching objectives?

The findings obtained through the question that describes the order of priority for teachers regarding their teaching objectives revealed that more concern is given to fluency and grammar compared to cultural awareness even though most of them admitted the importance of such objective; yet, it is not a priority for most of them who think that more attention should be given to the improvement of the receptive and productive skills through the enhancement of fluency and mastery of grammatical rules.

## Chapter Three: Analysis and Interpretations of the Obtained Findings

Q2: How important is to implement culture in your classes?

Through that question, it could be realized that even though a majority of respondents (60%) admitted the importance of the inclusion of the foreign culture in teaching, some of them (26.66%) still marginalized it due to some constraints including the way they focus more on the completion of the syllabus or the lack of authentic materials that help transmit cultural input in a vivid way. Moreover, the remaining proportion (13.33%) represented respondents with neutral visions. For more clarification, see the pie-chart below:



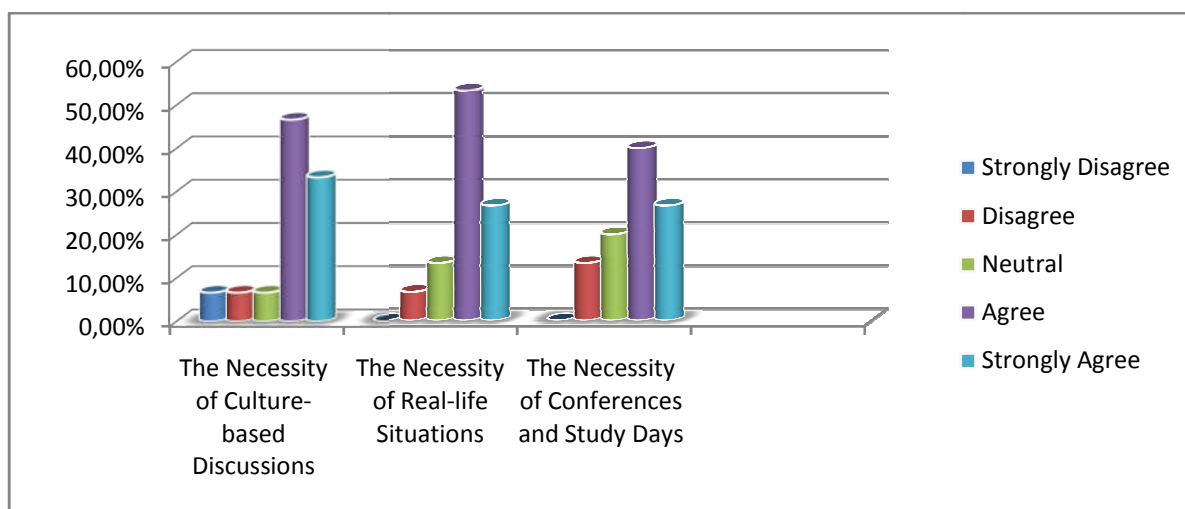
**Pie-chart 3.7** Teachers' Views on the Importance of Culture in FLT

Q3: To what extent do you agree or disagree with the following statements?

- 1) It is necessary to make in-class discussions on culture-related themes
- 2) It is necessary to create real-life situations to describe the target culture
- 3) It is necessary to make conferences and study that raise cultural awareness among learners

The findings correspond with the view that supports the integration of cultural contents into the classroom procedures. In other words, most respondents supported the integration of culture-related issues in their classes. For instance, the great percentages reflected participants who are of the same opinion regarding the necessity of culture-based contents. For more numerical results, see the following bar-graph:

## Chapter Three: Analysis and Interpretations of the Obtained Findings



### Bar-graph3.7 Teachers' Views on the Necessity of culture-based Discussions, Real-life Situations and Study Days

Q4: How do you assess yourself as a teacher in terms of achieving intercultural objectives?

This question resulted in a great number of teachers asserting that they are uncertain about whether they have succeeded to achieve intercultural objectives when teaching the foreign language while only two respondents confirmed that they are strongly satisfied. This means that they are somehow aware of the fact that more efforts should be devoted to such objectives. Yet, they are still facing difficulties to achieve these objectives due to a number of reasons that may be clarified in the next phase of research.

Q5: Which skills seem to be the most important for you as a teacher?

This question is designed to determine whether attention is given to culture as a fifth skill along with the receptive and productive ones. What could be noticed is that the productive skills are perceived to be of primary importance for 120 respondents i.e. more attention is given to speaking and writing as they symbolize the mastery of language for teachers followed by reading and listening. Moreover, the fifth skill for some teachers is culture whereas for other ones it refers to critical thinking, vocabulary, study skills and creative writing. The results are best described in the comments below:

1. "Speaking reflects the mastery of language. It is important for oral practice and elocution"
2. "Speaking is important because English is a language and language is spoken"
3. "Writing is the utmost important skill which reflects accuracy that will be completed with speaking to reach fluency"

## Chapter Three: Analysis and Interpretations of the Obtained Findings

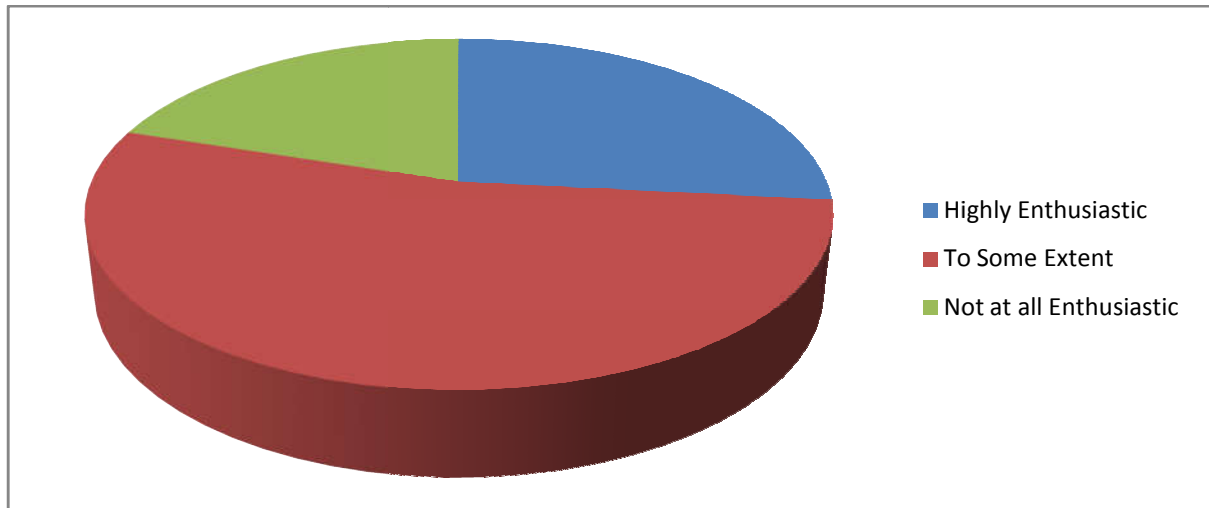
4. "It is the starting point for the improvement of other language skills"
5. "The fifth skill is the social side i.e. the paralinguistic rules"
6. "The fifth skill is critical thinking. All the skills are not beneficial for the student who lacks critical thinking which is an angle through which he/she can analyze things"
7. "Culture is very important in FL teaching because we cannot study a foreign language without knowing about its culture"
8. "The fifth skill is vocabulary because it carries meaning and supports the four skills"

Q6: What are your preferences among the following subject matters: civilization, phonetics, linguistics, grammar, oral expression, written comprehension, research methodology, TEFL, literature and ESP?

The aim of the last question of the second part has as objectives to shed light on respondents' preferences of the subject to be taught to know whether they show an interest in what is concerned with culture. They were given a list of some predetermined choices including civilization, phonetics, linguistics, grammar, oral expression, written comprehension, research methodology, TEFL, literature and ESP. As a result, one could realize that TEFL was the preferable one for many respondents; this is due to the fact that most teachers of English at DLU are specialized in didactics. Moreover, literature was ranked at the first position for those who are specialized in it and linguistics too while grammar, phonetics, and ESP were not favored by teachers. Furthermore, it could be seen that the subjects concerned with the language skills namely oral expression and written comprehension in addition to research methodology gained a good position within teachers' classifications while civilization was referred to as a priority for two teachers who are specialized in it. This probably means that cultural studies were not widely preferred by instructors who are specialized in other sub-fields.

Q7: Do you feel enthusiastic to know about foreign cultures?

As indicated through the collected responses and the pie-chart below, it could be realized that a great number of respondents (53.33%) asserted that they are enthusiastic to some extent regarding the acquisition of knowledge on foreign cultures. Moreover, a total of 26.66% represented teachers with a high level of enthusiasm, whereas the remaining proportion (20%) represented teachers who are unenthusiastic. Teachers who are eager to know about foreign culture are more likely ready to strengthen the levels of enthusiasm within their learners and raise their eagerness to absorb cultural information.



**Pie-chart 3.8** Teachers' Degree of Enthusiasm towards the Acquisition of Cultural Knowledge

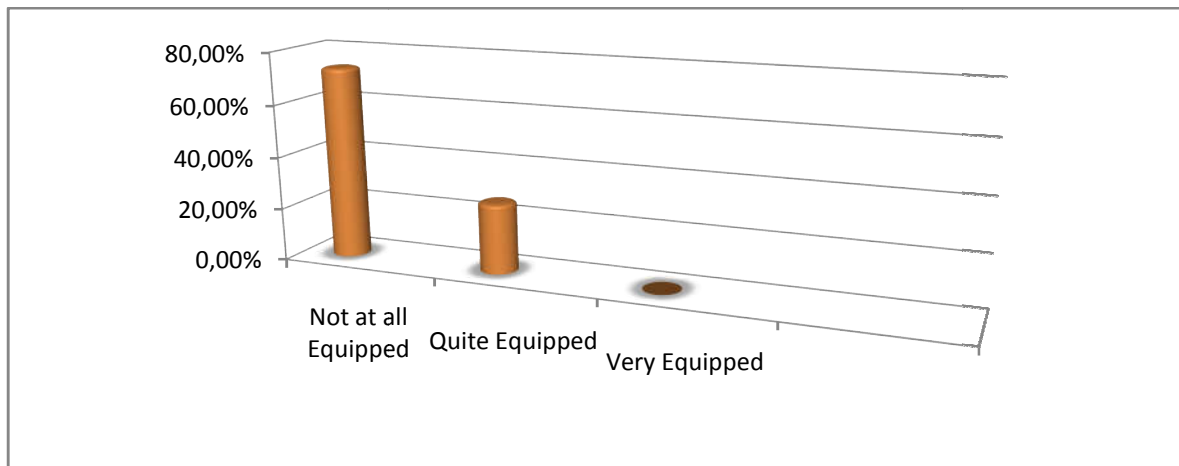
### **C/Analysis of the Third Part of the Teachers' Questionnaire**

The third part of the questionnaire administered to the selected group of teachers comprises seven questions, all of which aim to shed light on the institutional conditions that help or impede the process of culture teaching and learning. In other words, it aims to question whether the surrounding atmosphere is suitable for the implementation of culture-based contents.

Q1: Is the department where you teach well resourced in terms of ICTS and the equipments needed for the inclusion of culture-based contents?

Through that question, one may realize that the equipments needed for a better discovery of cultural characteristics are not sufficient from teachers' viewpoints. For instance, 73.33% represented respondents who declared that the institution is not at all equipped whereas the remaining proportion represented in 26.66% announced that it is quite equipped. Furthermore, none of the informants declared that it is very equipped. See the following bar-graph:

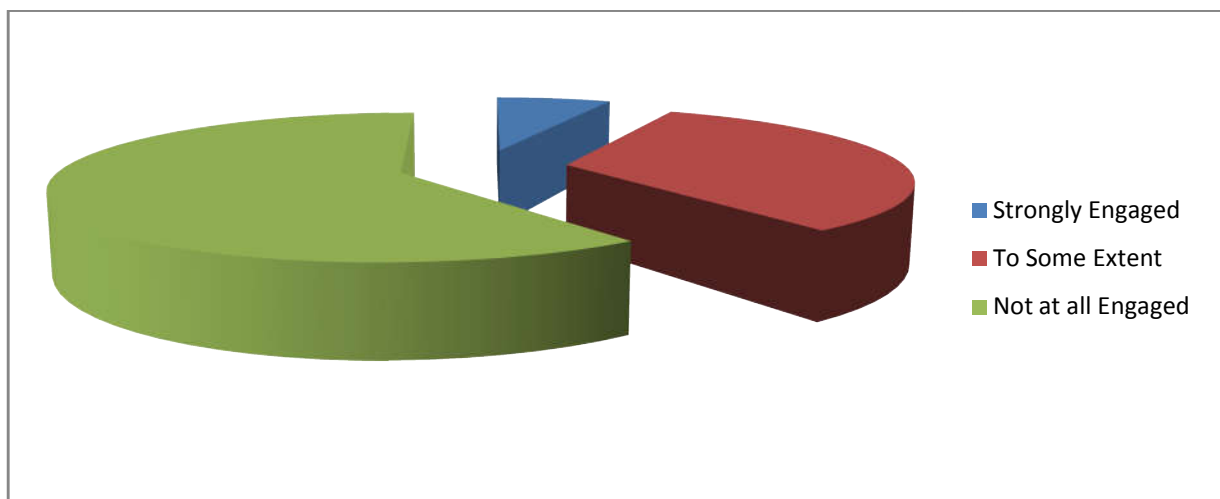
## Chapter Three: Analysis and Interpretations of the Obtained Findings



**Bar-graph3.8** Teachers' Views on the Availability of Equipments

Q2: Do you think that students are encouraged to improve their cultural knowledge?

It could be seen that more than half of the participants (60%) stated that students are not at all engaged in attempts to improve their cultural knowledge while only few respondents (7%) chose the opposing choice. In the meantime, the remaining proportion (33%) represented respondents who claimed that their students are sometimes engaged in attempts to widen their knowledge in terms of the cultures related to the English-speaking countries. This means that more opportunities for the inclusion of culture should be created among learners to boost their motivation towards the discovery of all that is related to the English-speaking countries and their cultures. For detailed numerical results, see the pie-chart below:

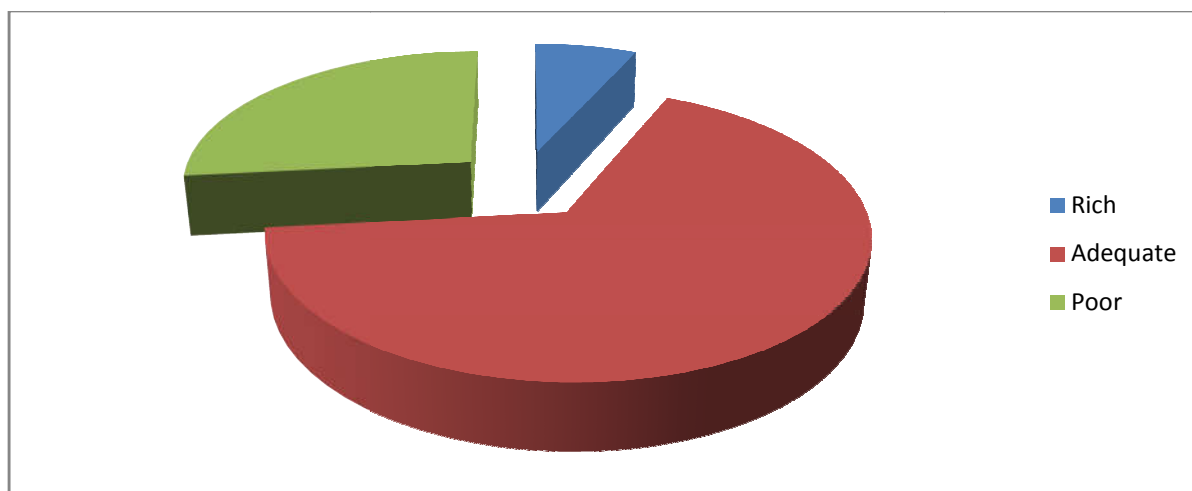


**Pie-chart3.9** Opportunities to Enlarge Students' Cultural Knowledge

Q3: How do you rate the availability of books in the faculty's library in terms of cultural knowledge?

## Chapter Three: Analysis and Interpretations of the Obtained Findings

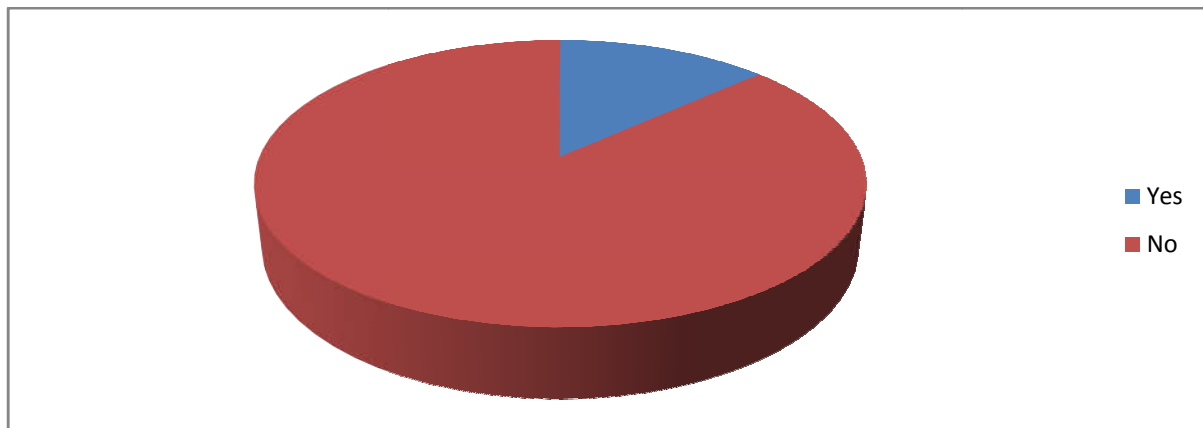
The results outlined in the pie-chart below showed that more than half of the participants (66.66%) had chosen 'adequate' as a choice and only one respondent admitted that the faculty's library is rich in terms of the availability of books that lead to a better acquisition of cultural knowledge. Yet, the remaining proportion represented respondents who insisted on the idea that it is poor in terms of culture-based references. In fact, the library includes some interesting books that highlight cultural themes: yet, students tend to borrow these books occasionally and some of them have no idea about these books. More details about the availability of references within the faculty's library will be described in the observational phase.



**Pie-chart 3.10** Teachers' Opinions on the Availability of Books in the Faculty's Library

Q4: Do you work in collaboration as teachers to maximize students' opportunities to be exposed to culture-based contents?

The aim of this question is to explore teachers' collaboration in terms of maximizing culture teaching. From the pie-chart below, it could be seen that there is a lack of collaboration among teachers regarding the attempts made to implement culture-based contents. For instance, a proportion of 86.66% represented informants who did not think that culture could be implemented only through collaboration though most of them consider it as an important component of FI teaching. Asking them to give clarifications made one assume that they did not work in collaboration due to the fact that they give more importance to the completion of the syllabus especially in courses that are not based on cultural aims. Moreover, this may be due to the fact that they are given the freedom to include the lessons that fit their learners' needs. In other words, each teacher is allowed to design his/her courses based on his/her own convictions, learners' levels, needs and other related issues.



**Pie-chart 3.11** Collaboration among Teachers Regarding Culture-based Contents

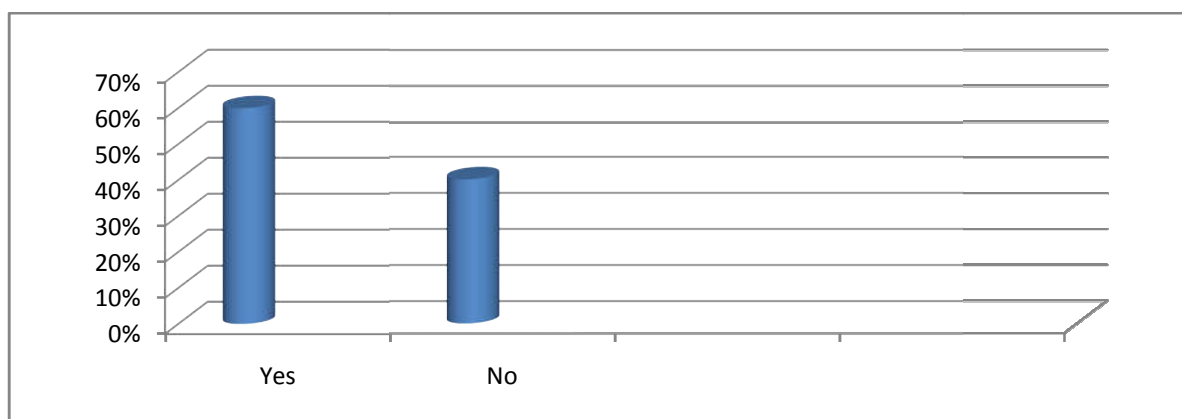
### **D/Analysis of the Fourth Part of the Teachers' Questionnaire**

This part, which comprises seven questions, sheds light on the instructional routine under which various circumstances affected the process of culture teaching/learning. It aims to question whether the classroom practices are directed towards culturally mediated contents that widen cultural awareness among the selected group of participants.

Q1: Do you include culture-related themes in your classes?

Investigating the extent to which culture-related themes are implemented in classes makes one claim that culture-related themes are tackled to some extent. For instance, many participants (60%) claimed that their lectures are devoted to cultural themes which means that culture teaching for them is of great importance; whereas, the remaining proportion symbolized those who believed that they are not recommended to do so as the syllabus is concerned with something else. They argued that culture should not be tackled in the whole teaching time and not in all subject matters thinking that some sessions are not concerned with such objectives including linguistics, TEFL, ESP, written comprehension, etc.

## Chapter Three: Analysis and Interpretations of the Obtained Findings



**Bar-graph 3.9** The Inclusion of Culture-related Themes in Classes

Q2: Which cultural aspect do you mostly aim to refer to when teaching the target language?

This question aims to evaluate the occurrence of cultural issues. Respondents were asked to choose either history or social norms as aspects to be included when referring to cultural input. One can notice that ten teachers chose history as the main cultural aspect to be depicted in the class as they perceive it as the mirror through which they can outline what societies live throughout time. Moreover, the social side is not perceived as a priority for respondents as they give more attention to the historical events. Among the given comments, one may cite the following ones:

Aspects to be taught	Teachers' justifications
History	"I guess civilization because history reflects some aspects of culture of any society. History is important as it defines later the social rules"
	"Important for a better understanding of key facts according to appropriate timelines"
	"History is a great part of our identities. It gives a coherent view about individuals. It feeds people's souls and minds. Therefore, it should be taught carefully and largely"
	"To know about the historical background of the speech community and memorize the past events that led to the present and future situation"
Social rules	"It is important to know the social code of the target language"
	"They are primary for appropriateness in discussion"
	"To know how they live currently and to know better how to interact with them"
	"It is difficult to teach the social side because we are non-native speakers of English"

**Table 3.3** Teachers' Preferences of Cultural Aspects

Q3: In what ways would you attempt to include culture-based themes in lessons?

This question is designed to get insights into the way teachers proceed to include culture in the classroom. Informants were asked to designate the tools they use to describe the foreign

## Chapter Three: Analysis and Interpretations of the Obtained Findings

culture including records, videos, music, reading, plays, projects and oral presentations. In order to gather information on the opinions held by teachers about this issue, they were asked to justify their choices. It is worth remembering that even students were asked to mention the suitable ways to determine whether there are differences between the students and teachers' preferences regarding the way cultural knowledge is delivered.

The findings showed that there is a considerable difference between teachers and the students' preferences. Indeed, the techniques chosen by students are different from the ones listed by teachers; for instance, students preferred music and movies i.e. the materials that describe the social life whereas teachers preferred other academic materials including literary works, plays and oral presentations. In other words, watching videos was rated as the most effective technique for students in addition to songs whereas plays, literature and oral presentations are considered beneficial for few students but chosen by teachers as the most beneficial strategies.

Choices	Some of the Teachers' Justifications
Records, music and videos	"To make students able to analyze social contexts of foreign countries"
	"We hope to see audiovisual laboratories"
	"To be familiar with foreigners and know how to deal with them"
	"Students, at least few of them enjoy these activities"
Reading	"It is important to foster the reading habits among students"
	"To push them to read in different genres"
	"If books are not affordable, it is nowadays easy to have access to information through internet"
	"We should provide them with sufficient sources for further reading"
Role-playing	"This makes them active participants in the learning process"
	"To make learners in a close contact with the native speakers of the target language"
	"Once the students receive the basic skill, they need to know the culture of the target language"
Projects and oral presentations	"Assigning research projects about the target culture"
	"To increase EFL students' cultural awareness and encourage debates"
	"To make research and participate in scientific events"
	"I ask them to make presentations on cultural themes"

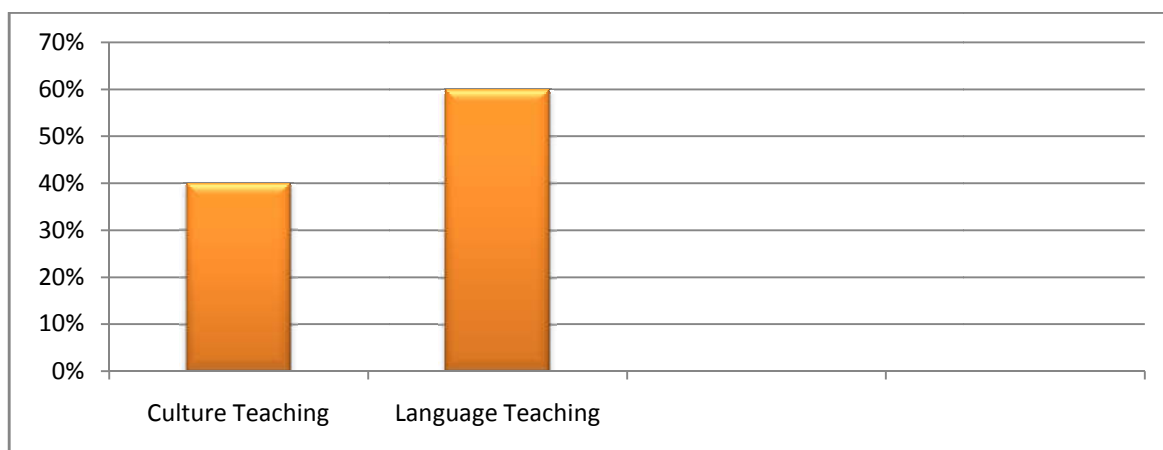
**Table 3.4** Teachers' Opinions on the Usefulness of Music, Reading, Plays and Oral Presentations

Q4: How is your one-course teaching time distributed between language and culture teaching?

In fact, the obtained results revealed that some instructors were for the teaching of culture; however, they asserted that it may be taught implicitly, because some aspects need to be explained in an indirect way especially when the syllabus is concerned with contents other

## Chapter Three: Analysis and Interpretations of the Obtained Findings

than cultural ones. In fact, a total of 60% asserted that most of their teaching time is devoted to language learning because they believed that it is necessary to include culture within subjects that deal with cultural contents only i.e. it is better for these informants to widen students' knowledge about foreign cultures in civilization sessions. Yet, recent methodologies call for the integration of culturally mediated instruction in any subject matter either explicitly or implicitly. For more numerical results see the following bar-graph:



**Bar-graph 3.10** Distribution of Time between CT and LT

Q5: When you teach about culture, which English-speaking country do you mostly refer to?

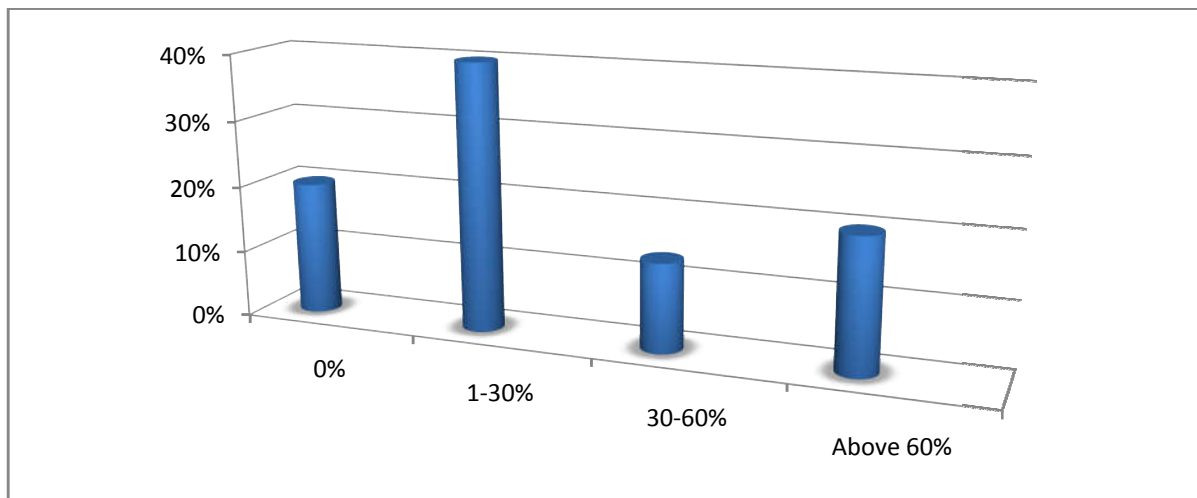
Usually, FL teachers associate culture teaching with the related country. Subsequently, informants were invited to specify the English-speaking countries which they mostly aim to describe in the class when referring to cultural contents. The results demonstrated that the UK is chosen by a total of 11 respondents while the remaining part represented in 4 teachers chose the USA. It is worth noting that none of the informants specified other English-speaking countries. The reason why the majority of respondents give more attention to the British culture when teaching English may be related to the fact that the Algerian EFL instruction at the university level should follow the British English.

Q6: To what extent are cultural themes included in your courses?

It was noted that only 3 teachers favored the implementation of culture in most of their teaching time. This proportion might represent teachers who teach the modules that are mainly concerned with culture such as civilization and literature. Moreover, 6 respondents devoted from 1 to 30% and 2 indicated that they allocate from 30 to 60% to culture teaching whereas 4 respondents asserted that they do not include culture in their teaching time. Accordingly, one can affirm that some of them make attempts to include culture in their

## Chapter Three: Analysis and Interpretations of the Obtained Findings

classes, each from his/her own perspectives and depending on his/her teaching objectives. For more details on percentages, see the bar-graph below:



**Bar-graph3.11** The Extent to which Cultural Themes are Included in Courses

Q7:How do you intend to help learners who lack cultural knowledge regarding the English-speaking countries?

It could be seen that five teachers emphasized real-life contexts for being advantageous in learning about the foreign culture for they direct students towards social situations related to the target language. Whereas the rest of the population reflected those who insisted on the historical part as the main social facet that reflects a population's cultural identity. The most noticeable recommendations were for the inclusion of any cultural content that is transmitted through the use of project-based learning which is described to be beneficial by some respondents for it enriches the students' attempts to discover about various aspects of the target language and culture and extends the cultural input acquired in classes. Furthermore, other respondents acknowledged any dimension that creates a direct contact with all that is foreign for learners. Below are some of the suggestions offered by teachers regarding that question:

1. "We should devote some of the lectures to culture so that the teaching of culture will be more achievable"
2. "Referring to culture whenever the topic requires reference to cultural issues even if it is not included in the present lecture"
3. "Asking them to read related books and watch documentaries"
4. "Any content that gives students the opportunity to develop intercultural communication skills and makes them know how to behave appropriately with people belonging to foreign cultures"

## Chapter Three: Analysis and Interpretations of the Obtained Findings

### 3.2.2 Analysis of the Results Obtained from the Qualitative Tools

Describing the quality in this work was done in many phases through the use of an interview with teachers, a focus group with students and classroom observation. The suggested questions of the interview and focus group were pilot-tested with volunteered teachers and students from the target population. As a result, the researcher realized that the suggested versions were too long to be carried out in the form of discussions. Thus, some questions were modified and other ones were omitted.

#### 3.2.2.1 Analysis of the Results of the Students' Focus Group

The focus group was done through making a classroom discussion with the selected students in research methodology courses. The in-class discussion takes almost 40 minutes through inviting a number of motivated and fluent students to facilitate communication and the access to information. The researcher started first by introducing the topic for the participants and giving them information on confidentiality regarding their personal information. They were invited to participate in the discussion and they all expressed their acceptance to be recorded and to supply the researcher with the data needed. It is worth mentioning that that focus group comprises 20 questions, all of which attempt to measure the informants' degree of cultural awareness.

Q1: How important is culture for you?

The introductory question aims to have an idea about the way students value culture in a general way. Most of the comments given indicated the relevance of culture in terms of shaping an understanding of how societies function. Yet, the provided definitions did not cover all aspects including the relevance of culture in FL learning. In other words, culture for them is significant in a general way as it represents a source of information, and an identification of one's social identity. Some of the participants' comments are given below:

1. "Culture forms our identity as humans"
2. "Simply, it is identity for a particular group of people who share the same mentality"
3. "When we grow up with people of that culture, we can understand how their language is supposed to be comprehended"
4. "it's a part of personality"

Q2: Mention the major cultural features that characterize the British and American cultures?

## Chapter Three: Analysis and Interpretations of the Obtained Findings

Students responded to that question in different ways. They, indeed, listed some features including idioms, ideologies, traditions and religion. Moreover, the majority provided explanations of the differences among the British and American cultures in terms of language only by emphasizing differences in pronunciation. Some of the provided comments are outlined as follows:

1. "Respect for privacy"
2. "Individuality"
3. "They use words differently. The Americans use words in a simple way"
4. "They are different in pronunciation"
5. "They both have different historical events that affect their present"

Q3: How can you react in case a foreigner shows a misconception towards your culture and in case one of your friends shows a misconception towards foreign cultures?

This question has as a purpose to determine students' reaction in case they receive misapprehension from foreigners regarding what they believe or do and to know whether they make any attempts to respect otherness. Some respondents confirmed that it is preferable to shed light on one's cultural characteristics in order to make the foreigner change his/her opinion by giving examples on what is positive and by inviting him/her to know more about the native culture. Furthermore, when asked about the way they behave in situations when they show misconceptions towards otherness, most of the offered responses indicated that it is an embarrassing situation as it leads to misjudge people in different ways.

Indeed, most respondents believed that stereotyping judgments cannot be reduced easily for they are shared by the whole population. Yet, they suggested some solutions to reduce prejudgments such as tourism and communication. Some of the comments that attracted the attention of the researcher may be listed as follows:

1. "You cannot stop judgments on people unless you get to know them"
2. "If you do not want to judge people, you have to be with them. You start to think about how they really are and not what you think they are"
3. "I try to be in their position trying to guess the wrong thing"
4. "It is preferable not to engage in such conversations"
5. "I make them understand that if they do not agree with our opinions, all they can do is to respect us"

## Chapter Three: Analysis and Interpretations of the Obtained Findings

Q4: Do you think that knowledge about other cultures is needed for better learning achievements?

Some of the responses reflected an interest towards the value that culture has in FL instruction. Yet, other participants affirmed that they can succeed to become good speakers and writers without being obliged to be in contact with the related culture. For instance, one of the comments made by a hard-working and motivated student attracted the attention of the researcher for it reflects a high level of awareness regarding the relevance of culture in FL learning. She said: "I've asked some of my classmates about this question before and they instinctively answer by yes, but when I asked them how culture is important, they struggle to answer". This probably means that the majority are still unaware of the relation between foreign language learning and culture-based learning that enhances one's communication skills. Moreover, the majority of respondents indicated the importance of culture in enriching their vocabulary as it permits them to acquire new words with their pronunciation. Other comments are listed as follows:

1. "Not only the English culture, all cultures are needed"
2. "If you travel to study or work we need it"
3. "We are not obliged to do so"
4. "We do not need to learn about how they behave to speak their language"
5. "This enriches our vocabulary"

Q5: Do you think that what others believe, say and do have to be respected among social groups?

Respecting others' opinions is crucial for some respondents who confirmed that they should respect the privacy of others as they are supposed to be different than them. Yet, other participants showed a low level of cultural awareness in the way they expressed their refusal of some ideas stating that they cannot accept negative actions when done by strangers. Moreover, other informants claimed that they respect others' opinions providing that their own opinions are respected by other interlocutors. These are some of the participants' comments on this question:

1. "We respect everyone's opinion when being respected"
2. "It depends on the action. You cannot accept negative actions"
3. "Not everything they do should be respected"

## Chapter Three: Analysis and Interpretations of the Obtained Findings

4. "It's ok if it does not affect other people"

Q6: Do you perceive cultural differences as normal aspects for diversity and equilibrium?

Some participants perceived cultural differences as normal due to globalization and technological advances while others still perceive differentiation as the main reason behind misunderstanding in communication and started to narrate about their experiences of misjudgements with people who belong to other social groups. Some of the respondents' comments are outlined as follows:

1. "People are not the same"
2. "There are no differences nowadays because technology and globalization are making all people the same"
3. "Differences are what make people special"
4. Even within the same society, there are differences"

Q7: What do you think is positive and negative about your culture?

What can be noticed through that question and the question that follows is the students' readiness to evaluate and judge cultures. In other words, when they were asked to mention the positive and negative things about the target culture and their own, they showed a spontaneous eagerness to judge cultural characteristics. It is worth noting that no one of them expressed his/her refusal to do so. In fact, being judgmental in terms of cultural traits slows down any step towards cultural awareness. The most common comments among respondents are then given below:

1. "The best thing is religion, solidarity and diversity"
2. "Our culture is richer than other cultures in social activities"
3. "Our culture makes us unique"
4. "We spend money for traditions and ceremonies"
5. "We are helpful"
6. "Food, sense of brotherhood and free education"

Q8: What do you think is positive and negative about the British and American cultures?

Respondents were invited to list some of the positive as well as negative aspects regarding the target cultures to see whether they have a certain readiness to evaluate otherness. For instance, all participants seemed to be judgmental in the way they immediately respond to the question

## Chapter Three: Analysis and Interpretations of the Obtained Findings

by offering a list of positive and negative characteristics. Most participants mentioned development, freedom, diversity and tourism as the main positive things and listed a number of negative things. For other clarifications, see the following comments:

1. “Respect of law”
2. “They have many positive points”
3. “Free society in which a person can do whatever he/she wants”
4. “Particularity of the language they speak”
5. “Every man for himself”

Q9: Do you enjoy talking with foreigners?

Talking with foreigners is one of things that attracted the attention of all participants who expressed their willingness to maintain communication via social media or real-life contexts. Most participants declared that they most of the time enjoy to make conversations with foreigners. In fact, they clarified that today’s world is becoming a small village due to the intensification of global business, technology, and network services. Hence, they expressed that they relied just on social media to widen their communication skills with no attempts to read books or use other authentic tools. What can be challenging, then, is to know how to communicate appropriately with people who speak another language. See the following comments:

1. “ Talking with foreigners is an enjoyable experience”
2. “To share ideas and learn new things”
3. “To learn new words”
4. “I enjoy such conversations with foreign people”

Q10: Have you ever felt angry when dealing with people from different cultural backgrounds?

The aim of this question was to get an idea about students’ embarrassing situations when dealing with foreigners and to know how they could behave in such cases. Some participants affirmed that they felt angry because of the fear of making mistakes especially when communicating with native speakers of English. Others clarified that they feel uncomfortable when tackling topics of religious or political concern. Moreover, some learners preferred avoidance as a strategy to avoid communication and such embarrassing situations. Yet, only one student showed an interest in maintaining communication with foreigners even when facing barriers or rejection. See the following comments:

## Chapter Three: Analysis and Interpretations of the Obtained Findings

1. “Showing different viewpoints makes me angry”
2. “When having contradicting opinions”
3. “Dealing with some controversial topics makes me angry”
4. “To avoid that we have to avoid to talk about what is different”

Q11: Does travelling to other parts of the world interest you?

It could be seen that most respondents were eager to know about other populations. As an attempt to prompt students to explain their responses, the researcher asks them about the countries that they aim to visit. Responses to that question indicated that all respondents wished to travel to other parts of the world. Despite the fact that they are learners of English, they wished to visit other places including Japan, Spain, Italy, India, Russia, Greece, Malaysia, Jordan, Ecuador, Turkey, Norway and Dubai. It could be seen then that only two respondents have chosen UK. This may impact the amount of exposure to the British and American cultures which are necessary for them as learners of the English language. See the following comments:

1. “I like to go to Spain that is why I signed up for Spanish courses. We do not study only grammar. We learn about lifestyle. If we go to Spain, we do not need someone to guide us”
2. “We want to travel to learn about the culture common for the whole world and the culture special to English communities”
3. “Even if we travel, we cannot keep a conversation with them because in civilization courses we do not learn how they live, what they eat”
4. “I like to go to Turkey”

Q12: Do you wish to learn foreign languages?

It is apparently seen that all participants expressed their willingness to learn foreign languages. Yet, they insisted that they like to learn a foreign language just because of the related culture i.e. they preferred to master a language only in case they like the way the native speakers of that language behave. This means that their choices are based on evaluating languages from a cultural perspective. In fact, one should develop his/her language skills not because he/she likes the associated culture, but because of the necessity of mastering foreign languages in today's world. Any kind of assessment of cultures in terms of superiority or inferiority may be regarded as a lack of cultural awareness. For instance, most responses indicated that they

## Chapter Three: Analysis and Interpretations of the Obtained Findings

wished to learn languages other than English including Turkish, Spanish and Italian because they admired Turkish series, Spanish music and Italian food. See the responses below:

1. "To watch movies"
2. "I am trying to learn the Turkish language because I like Turkish series"
3. "I like Italian because of Italian food"
4. "I like Spanish because of music especially"

Q13: Do you usually intend to judge any culture?

This question intends to test whether participants make any attempt to judge cultures. For instance, it is apparent that they intentionally and sometimes instinctively judge otherness in different ways especially in terms of social characteristics that are different than their own. For instance, some respondents expressed their willingness to judge cultures that are different than their own including beliefs, traditions and norms that shape the way one should behave with reference to the group he/she belongs to. For more clarification, see the responses below:

1. "Sometimes we say this is not good"
2. "We judge a book by its cover"
3. "It's part of our personality"
4. "We all make judgments"

Q14: For you, what should be changed and what should be included as cultural norms in other cultures as well as your own?

This question has as a primary aim to assess whether students have a certain readiness to evaluate the culture of origin and the foreign ones. Indeed, making any attempt towards judgment impedes the process of acquiring cultural awareness. It could be seen that all participants were willing to change negative things about both cultures such as traditions, religion and some social rituals. Moreover, some students are judgmental in the way they praise some cultures by describing them as being perfect and criticizing other ones for being negative. The main comments are listed as follows:

1. "Culture grows and develops over decades. It can be changed through time"
2. "It is so hard to change it but many things need to be changed"
3. "Some traditions should be removed such as forbidding one to marry from other tribes"
4. "I don't think we can add something. They are perfect"

## Chapter Three: Analysis and Interpretations of the Obtained Findings

5. "If we change something, we become all the same"

Q15: In what ways would you try to convince your classmates and friends who refuse to learn about foreign cultures?

This question attempted to get insights into students' willingness to convince those who refuse to enlarge their cultural knowledge. For instance, some participants narrated about imaginary situations through which they attempted to persuade those who refuse to learn about foreign cultures. Whereas, others insisted on the idea that it is impossible to convince someone to acquire knowledge on other cultures. Some of the responses are outlined below:

1. "To make them listen music"
2. "I try to arrange a meeting with a native speaker of the foreign language and establish communication"
3. "I place them in an embarrassing situation where they cannot answer a question"
4. "We cannot convince someone. It is a desire"
5. "I create situations that push them to need English"

Q16: Is it necessary to break barriers among cultures for better learning results?

As far as this question is concerned, all participants affirmed that it is not a priority for them to break cultural barriers among communities for better learning achievements. For instance, one of the students stated that they do not have to be them to learn their language. She added that they have to switch to the English mentality in some cases and not to a great extent. Another student insisted on the idea that breaking cultural barriers is not needed in academic settings as they are supposed to be good communicators in terms of transmitting the message and not for the purpose of destroying their social identity. Moreover, another response reflected a high level of cultural awareness for it draws attention to the fact that bridging the gap between both communities helps learners devote all efforts to learning experiences as they become familiar with the target culture. See the comments below:

1. "Yet, if we do not break them, all the efforts will be devoted to understand the culture. When they are broken, all efforts will be devoted to learning experiences"
2. "We do not have an English mind and we will never have it"
3. "We cannot exactly do all what they do, but we have to make some compromises"
4. "There are limits. You do not have to change your personality"

## Chapter Three: Analysis and Interpretations of the Obtained Findings

Q17: For you, what can be done to be comfortable in conversations with foreign people?

Participants' responses to the question concerned with their attempts to facilitate conversations with foreign people revealed a sense of familiarity with this issue. They proposed a number of strategies including the way one should avoid topics of controversial concern; moreover, they suggested the improvement of one's language abilities including linguistic rules. Yet, none of the informants emphasized the significance of cultural knowledge when dealing with foreigners. In other words, they gave more attention to the improvement of linguistic competence and the mastery of the four skills with no emphasis on the socio-cultural rules of the target language. Some of the responses that attracted the attention of the researcher are outlined as follows:

1. "When you smile you are more approachable. It is the key to start a conversation"
2. "To get to know them as persons"
3. "To master their language"
4. "To ask them to know more about my culture"
5. "To develop vocabulary"

Q18: How much had you benefited from culture learning?

Students' responses to the question that measures the extent to which they have benefited from culture learning indicated that the in-class knowledge had provided them with the skills needed for the mastery of language in terms of vocabulary, fluency and accuracy. Yet, knowledge on the target culture is still needed. It is worth noting that some of the participants insisted that they have much more benefited from movies in terms of pronunciation and vocabulary rather than the in-class instruction. Some of the comments that attracted the attention of the teacher researcher are outlined as follows:

1. "We benefited from movies and music lyrics"
2. "We only learn about history which is not relevant today"
3. "We have benefited at the level of language only (vocabulary and words)"
4. "To some extent"

Q19: For you, what are the first steps towards cultural understanding?

Cultural awareness is not regarded as a priority for the selected group of participants who are devoting much of their efforts to the grammatical competence and the way they should use

## Chapter Three: Analysis and Interpretations of the Obtained Findings

language in a fluent manner. Few participants declared that the key to succeed in cross-cultural communication is mutual respect among interlocutors, whereas the majority cited the mastery of the linguistic skill as the most important step towards cultural understanding. See the following answers:

1. "Understanding the language"
2. "To acquire more vocabulary"
3. "Mastery of the four skills"
4. "To master speaking"

Q20: What is challenging in learning about foreign cultures?

It is obviously seen that a great number of students faced challenging experiences when acquiring a language other than their mother tongue. For instance, many respondents claimed that the process of learning a foreign language is challenging as it makes them in contact with a new world with its diverse cultural traits and language items. Some answers revealed that the selected participants encountered difficulties in terms of pronunciation, old English that is used in some literary works, the acquisition of academic vocabulary and unfamiliarity with different cultural backgrounds. Some of the main obstacles are outlined in the following responses:

1. "Yes for example the Irish and Welsh accents are different so we cannot make difference between them"
2. "It is difficult because we are learning academic vocabulary"
3. "It is hard to adapt to a new culture"
4. "It is difficult to accept their principles"
5. "Dialects and slangs are difficult because we study only formal expressions and when going out we find other ones"

### **3.2.2.2 Analysis of the Results of the Teachers' Interview**

The unstructured interview was carried out with 10 teachers during the last weeks of the academic year 2018-2019. The selected respondents were novice and experienced teachers, specialized in didactics, civilization, literature and linguistics. The researcher planned to make the interview with all the respondents of the questionnaire; yet, this was not possible due to some constraints that made teachers occupied with other teaching duties including supervision, the preparation of the exam questions and the writing of their doctorate theses. Indeed, some

## Chapter Three: Analysis and Interpretations of the Obtained Findings

of the discussions were recorded with the approval of respondents whereas others preferred to respond in a handwritten form. The interview comprises three parts; all of which attempt to measure teachers' degree of cultural awareness by shedding light on their opinions regarding the inclusion of culturally mediated contents.

### **A/Analysis of the First Part of the Teachers' Interview**

The first part of the interview includes five questions and is meant to describe teachers' levels of cultural awareness. This could be done through the inclusion of questions that aim to describe their views regarding the implementation of culture-based lessons in the EFL classroom.

Q1: What does the word culture mean for you?

Culture was defined by respondents as a set of customs, traditions, behaviours, thoughts and rules that govern a particular group of individuals who share the same characteristics. Indeed, it was perceived as a complex concept that needs to be clarified in details as it covers a set of definitions that shape the identity of individuals and drive them to share the same traits. In other words, they defined culture by listing its diverse components including literature, history, religion, customs, behaviours, etc.

Q2: Are you knowledgeable of the cultures related to the English-speaking countries?

Most teachers insisted that they basically referred to everything that has a relation with the British culture with some emphasis on the American one. Moreover, it could be seen from the other comments that they are doing their best to refresh their cultural knowledge as non-native speakers of the target language. According to them, this may happen through in-service training and regular visits to the UK and USA. Moreover, one of the respondents affirmed that the majority of teachers do not make regular visits to the English-speaking countries due to the high financial costs and when they do so, their stay is very short.

Q3: Do you think that learning about other cultures changes negative stereotyping towards otherness?

It could be seen from the viewpoints of participants that the effective way to reduce feelings of misjudgement is to raise one's motivation towards culture learning. They believed that it is paramount to acquire knowledge on other cultures to develop attitudes of tolerance and value cultural distinctiveness. For instance, one of the respondents asserted that any drawback in

## Chapter Three: Analysis and Interpretations of the Obtained Findings

language skills is caused by the lack of exposure to the hidden parts of the target culture that may not be apparent for some learners. Moreover, another respondent insisted that knowing about any other culture makes the student ready and able to accept differentiation without feeling offended.

Q4: What will be your reaction in case one of your students shows negative judgments on foreign cultures?

The ten respondents claimed that they make attempts to deal with any situations of misjudgement in the classroom. According to them, this can be done through driving students to know more about what makes them reacted in such a way. For instance, one of them narrated about some experiences that occurred in the classroom regarding misjudgement; she claimed that she did her best to create a welcoming atmosphere for the student to express the reasons behind his/her reaction, then the student was provided with explanations about what causes differentiation and that we are by nature different for the sake of diversity.

Q5: How do you perceive the following teaching objectives?

- 1) Providing data about the historical background of the target culture.
- 2) Portraying the different social norms that govern people's behaviours and beliefs.
- 3) Designing real-life experiences and native-like situations to describe cultural characteristics
- 4) Widening students' attitudes of tolerance and acceptance of otherness.

History is of paramount importance for all respondents as they all relate it with civilization. It is the starting point of culture learning for one of the respondents while it is the main aspect to be taught when teaching culture and the core of any cultural studies syllabus for two other respondents. Moreover, the other respondents claimed that the inclusion of such aspects is very important since the students' cultural knowledge is superficial and limited to the tangible aspects; however, the hidden part of culture is ignored by the majority of them.

Indeed, the social side is what helps one reflect patterns of living and is important for shaping cultural understanding; yet, it is perceived as one of the most challenging targets for teachers as non-native representatives of the target culture. Accordingly, they confirmed that they sometimes face difficulties to create real-life experiences as a result of a shortage in authentic materials and lack of intercultural training. In teachers' words, widening attitudes of

## Chapter Three: Analysis and Interpretations of the Obtained Findings

tolerance among learners starts first with understanding of the reasons that led to differentiation.

Questions of the 1 <sup>st</sup> Rubric	Some of the Interviewees' Comments
Q1	"It is not easy to provide a simple definition to this concept; culture is a complex concept which consists of different elements"
	"It includes language, religion, beliefs, values, norms, history and everything that result from these elements such as traditions, customs, arts, literature, music, etc"
	"It is everything that shapes the identity of individuals and tries to keep the unity of its members"
Q2	"Not really because not all teachers stepped on any English-speaking country due to the high financial costs"
	"Since we are teaching English, we basically refer to everything that has a relation with the UK and something about the USA"
	"Our cultural knowledge will remain always limited as long as we, as EFL teachers do not have a direct contact with the cultures of the English speaking countries"
Q3	"The more you know the better you will know of how to respect the others' cultures. We should not compare cultures but just understand the foreign one"
	"We try to help them develop feelings of respect and acceptance via multicultural contexts that reflect cultural patterns of living and linguistic instances"
	"Not to a great extent. I feel that we can do more efforts to enlarge students' background information on the English-speaking countries and their cultures"
Q4	"Through reading, movies, tasks of comparison and making them understand how each culture kept its own characteristics over time"
	"Honestly, I cannot control his/her attitudes but I will try to talk about what makes him/her upset and try to show the positive things that he/she could not see"
	"I let the student express himself/herself to have a clear idea about his/her judgement and to understand the reason behind this position"
Q5	"Teachers themselves need to have a deep understanding of the target culture to be able to explain it to their students"
	"I think that these objectives should be the core of any cultural studies programme"
	"Teachers should be motivated to work on these objectives and guide students towards understanding"

**Table 3.5** Teachers' Comments on the First Part of the Interview

### **B/ Analysis of the Second Part of the Teachers' Interview**

The five questions of the second part evaluates the way teachers include culture in their classes and are meant to investigate their reflections on whether the classroom content helps attain better levels of cultural awareness.

Q1: How would you rate your efforts to enlarge your students' familiarity with other cultures?

A glance at this question makes one confirm that the selected participants are aware of the efforts that should be devoted to culturally mediated aims in classes and the proof is that they all affirmed that they are not extremely satisfied of the efforts they are making to transmit

## Chapter Three: Analysis and Interpretations of the Obtained Findings

cultural knowledge. For instance, an experienced teacher affirmed that she tries to widen students' cultural knowledge through engaging them in conversations for example on the history of the British tea and its special way of preparation by explaining that it is not grown in Britain but imported from India and China and started to be popular within royal families. Another respondent claimed that she invites students to express their opinions to help them observe differences between their native culture and the target one through oral presentations.

Q2: Do you drive your students to create and respond to intercultural experiences?

Though their willingness to do so, some respondents affirmed that they are not concerned with such aim as they teach other modules. Yet, other ones insisted that their lectures are based on cultural aspects and the reason is the fact that they are in charge of the module of cultural studies. Moreover, other respondents claimed that this is done whenever there is an opportunity to do so. The best way to achieve intercultural aims for these teachers is to draw comparisons between the culture of origins and the target one and to help students observe the similarities and differences that may exist between them in a tolerant manner.

Q3: How would you cope with students' culture shock?

It could be seen that there is an agreement among participants regarding the importance of culture in FL teaching as the core dimension that contributes to a better understanding of the language taught by providing students with the rules that enable them to use language effectively and therefore reach intercultural understanding. It was apparently seen that the coping with students' shock is the concern of some respondents while it is not for others. Yet, what is more important is to know how to do it in an appropriate manner and when necessary.

Q4: Do you raise feelings of acceptance and tolerance among students?

Some techniques were pointed out by the selected group of teachers who took part in the interview including discussions and intercultural experiences that raise tolerance among learners. They announced that these strategies are dealt with in the class but at a minimized level and not in all subjects due to the lack of authentic materials, lack of students' motivation towards the acquisition of cultural knowledge, and lack of teaching sessions devoted to cultural studies.

Q5: Do you think that the content you are introducing to your learners may direct them towards cultural understating and awareness?

## Chapter Three: Analysis and Interpretations of the Obtained Findings

With reference to the provided answers, it was revealed that the majority of interviewees were willing to increase their students' motivation towards the acquisition of cultural knowledge. Yet, they all claimed that the content introduced to learners is still insufficient. The reason behind students' culture shock from teachers' viewpoints is the fact that history as a cultural aspect is dealt with widely especially for license students; yet, other aspects including etiquette and social manners are somehow marginalized.

Questions of the 1 <sup>st</sup> Rubric	Some of the Interviewees' Comments
Q1	"Not really but I am doing my best to include culture in oral sessions through videos and songs and in linguistics through topics like dialects"
	"Not really satisfied because what they are taught instead of culture and civilization is history and they are not alike as they many think"
	Not satisfied because less emphasis is put on culture though its role is of outmost importance in addition of the lack of addressing issues of multiculturalism"
Q2	"I try to use projectors to help the students learn about the different aspects of culture, especially the material aspects"
	"I advise students to learn about it by themselves ie outside the classroom through the exposure to native-like situations"
	"I drive students to understand why the foreign culture is different without giving any judgment"
Q3	"By updating one's information and coping with speedy technological progress"
	"Giving more chances to the student's talk and minimizing the teacher-centered method"
	"Through asking students to know more about the foreign culture with the assistance of their teachers"
Q4	"I do that through conversations about issues of identity that lead to a deeper dialogue about students' own backgrounds and the experiences of others"
	"Yes but not to a great extent. I sometimes invite them to be open-minded in the way they evaluate the target culture and I push them to be acquainted with it"
	"We should raise tolerance among students in a variety of ways and the starting point is by making them aware of the existence of differences among culture"
Q5	"Not really because we need to be good representatives of these cultures for our students and that is so difficult because we are non-native speakers of English"
	"Not too much because we still need in-service training that consists of workshops with English-speaking experts and regular visits to USA and UK"
	"In-service training in terms of contact with native speakers, seminars of intercultural purposes and courses special for cultural awareness"

**Table 3.6** Teachers' Comments on the Second Part of the Interview

## Chapter Three: Analysis and Interpretations of the Obtained Findings

### **C/ Analysis of the Third Part of the Teachers' Interview**

The final part of the interview comprises five questions that give respondents the opportunity to suggest a set of techniques to implement the target culture in their classes. Respondents were given the opportunity to suggest a number of strategies that fit learners' needs in terms of culturally-mediated contents.

Q1: What definitions would you suggest to describe culture teaching in an EFL context?

For most respondents, culture teaching is any attempt that makes students eager to know not only about what is foreign, but also about one's own culture. They affirmed that it is of great importance to implement culture-based activities through role-plays, discussions and any intercultural task that shapes an understanding of the cultures associated with the target language. For instance, some interviewees declared that this can be done through driving students to behave the way the native speakers of the target language do through creating real-life experiences and authentic procedures.

Q2: What culture-related themes would you suggest for better levels of cultural awareness?

It could be seen that traditions along with beliefs were pointed by some teachers while literature was chosen by others. Yet, it is worth noting that the frequency of the occurrence of these themes in each subject is different. In fact, some respondents mentioned themes depending on the related lectures. Among the frequently pointed themes, one may cite celebrations, politics, literary works, equality, weddings, architecture, etiquette and music.

Q3: In what ways would you act as a mediator between the native and foreign cultures in your classes?

Opportunities were given for respondents to specify the ways in which they attempt to act as mediators between the native and foreign cultures in their classes. With reference to the answers, it was noted that there is an interest among teachers to increase their students' motivation towards cultural themes. For instance, some respondents believed that in-class discussions lead to the recognition of similarities and differences among students' native and foreign cultures while others affirmed that it is essential to engage students in a wide range of culture-based activities such as role-plays and oral presentations.

Q4: For you, what aspects should be tackled when teaching culture?

## Chapter Three: Analysis and Interpretations of the Obtained Findings

Questioning the crucial role of the related aspects that need to be implemented in EFL contexts indicated that history was one of the topics dealt with in the EFL classroom especially in civilization courses. Moreover, others preferred to compare and contrast both cultures by dealing with the real life of native speakers and implementing activities that drive students to act and react in the classroom. Indeed, the majority of teachers stressed any social aspect that engages learners in culture-based contexts and portrays the social life of the native speakers of the target language.

Q5: What solutions would you suggest for better levels of cultural awareness among learners?

Some of the interesting solutions suggested by the selected group of teachers call for any attempt to introduce a new course dealing with culture only for all levels. Indeed, they showed similar views about the incorporation of culture through a set of planned procedures that go hand in hand with the improvement of the four language skills. For instance, the informants believed that it is essential to raise mutual respect, understanding and tolerance. Below are some of the respondents' suggestions regarding the final part of the interview:

Questions of the 3 <sup>rd</sup> Rubric	Some of the Interviewees' Comments
Q1	Material culture, i.e. everything related to the tangible aspects of a society. However, the non-material culture represented in norms, values and beliefs" "Avoiding the traditional methods which neither help the teaching of culture nor match the learning styles of the young generations"
Q2	"Any topics that can be discovered through readings, interactions and videos for example slangs, marriage, religion and traditions" "Honestly speaking, the objectives you have mentioned in the second part of the interview should be the heart of culture teaching programmes"
Q3	"Through plays when teaching oral expression, literary works when teaching literature and in implicit ways in other sessions" "To make all students feel valued, teachers need to be aware of their own biases and bring themes that go with the globalized minds of my students "
Q4	"I try to make them have positive attitudes not only towards themselves but also towards others by making them discover and accept differences" "Any aspect that explores the development of different social, political and philosophical ideologies that changed the west to become what it is now"
Q5	"The teacher should first be well versed in his/her subject matter and should know how to simplify things to his/her learners" "Making in-class discussions on culture and its importance for EFL learning, and linguistic stay for both students and teachers to make exchanges with natives "

**Table 3.7** Teachers' Comments on the Third Part of the Interview

## Chapter Three: Analysis and Interpretations of the Obtained Findings

### **3.2.2.3 Analysis of the Results Obtained from the Classroom Observation**

As a qualitative tool, observation was used in many sessions during the whole year for the purpose of strengthening the results obtained from the previously mentioned research tools. The population of this study was undergraduate students of English at Djillali Liabes University of Sidi-Bel-Abbes. The researcher's choice of the sample was purposive, as it focuses primarily and solely on third year students, because they were exposed to American and British civilization courses since their first year of university studies. Indeed, two large groups have been followed for the whole year. The fact that they were taught by the researcher for two years facilitated the process of investigation and made the access to data more achievable. It is worth noting that the observational sessions were noteworthy in the way they provided rich information on the aforementioned problematic. Thus, the following part of the work includes detailed descriptions of the elements observed in the research process.

#### **3.2.2.3.1 In-class Contents**

As previously explained, the observational sessions took place in both semesters in 2018-2019. The researcher's aim was to observe the way students are receiving knowledge through the different subject matters to know whether there is an implementation of the target culture in courses. Indeed, she observed courses in relation to all subject matters; yet, she gave more attention to American civilization, literature and oral expression as the main modules that help transmit cultural knowledge in an explicit way. An emphasis was also given to research methodology throughout the process of observation because it is taught by the researcher; in other words, the weekly sessions give more chances for the teacher researcher to observe the highlighted issue from different perspectives.

#### **❖ American Civilization**

Since the introduction of English at the Algerian university, civilization is the core element of EFL learning. Within the LMD system, it is supposed to improve students' knowledge of the British and American cultures. In the last few years, civilization as one of the main subject matters that can introduce cultural knowledge to EFL learners was taught to third year students of English at DLU once per week (1 hour and a half). Yet, this year another weekly session is added. The first session is theoretical whereas the second is much more devoted to practice. It is worth noting that the syllabuses of both semesters deal only with the American culture and not the British one and they were given to students at the beginning of the

## Chapter Three: Analysis and Interpretations of the Obtained Findings

year. The two selected groups were taught by two teachers; the first is an experienced teacher of American civilization whereas the second is novice.

It was observed that the two groups were receiving the same theoretical content in terms of highlighting the main historical events that concern the American nation. Yet, when it comes to the practical sessions, one of the groups was exposed to quizzes and the other one was exposed to reading comprehension texts and activities. Details on the main parts of the syllabus are given below:

1. The Discovery of America
2. Colonial America
3. Revolution
4. Devising a Constitution
5. The three Branches of the American Federal Government.
6. America as a New Nation
7. Sectional Conflicts
8. The Civil War (1860-1865)
9. Reconstruction
10. The Civil Rights Act 1875.
11. The Spanish American War
12. The Progressive Era.
13. The First World War.
14. The Second World War.
15. The Cold War
16. The System of Education in America
17. The Gulf War

In the lecture, it could be seen that the experienced teacher knows how to manage the classroom in terms of discipline and the different teaching strategies used to enhance understanding among the first group. She introduced the topic by explaining the main historical events with causes and details. Students were required to listen and take notes on what they have heard and understood. Some tools were used including maps and summaries at the end of the course in the form of timelines. At the end of the course, students were invited to ask questions to get more clarifications on the highlighted aspect. In the practical session, the teacher used materials including texts and quotations through which a set of activities may be

## Chapter Three: Analysis and Interpretations of the Obtained Findings

introduced usually in the form of essays that summarize a certain idea tackled in the previous session. Moreover, 3 or 4 students were asked to choose a topic and make an oral presentation.

On the other hand, the novice teacher introduced the topic in the lecture by first asking students questions related to the elements that must be tackled (e.g.: what happened? Who was the president at that time?). As a follow-up step, the answers were discussed and enlarged by the instructor. In the second session, which is supposed to be practical, the teacher started by reviewing the main concepts discussed in the previous lecture through questioning students, then the rest of the time is devoted to students' presentations. When each student finished his/her presentation, she asked him/her few questions to add more clarifications to the highlighted topic. In other words, the content of students' presentations was explored during the lecture and sometimes modified or completed by the teacher. It is worth mentioning that the allocated time was not enough for all students to make a presentation although some sessions were dedicated to them because of the huge number.

It was obviously seen that the cultural content implemented in civilization courses was wholly historical as it highlighted the main historical events that outlined the American history in terms of the discovery of America, colonial America, the American revolution, the constitution, etc. In other words, there was no exposure to the social dimension including beliefs, traditions, and the different social norms that characterize the American society.

### ❖ Literature

As one of the main subject matters that help transmit cultural knowledge, literature is taught to License students at DLU since their first year of studies. Indeed, it is introduced to the chosen population for one hour and a half per week. It was observed that much emphasis is given to American literature compared to the British one. Moreover, different literary genres were explored in lectures.

As far as the teaching content is concerned, a list of titles of literary works had been suggested by the teacher. During the first semester of the year, a review of American literary movements was provided through a course that outlined the different American literary movements including Romanticism, Transcendentalism and Naturalism. Hence, the second part of the programme presented a compilation of interesting literary works. The suggested list is outlined as follows:

## Chapter Three: Analysis and Interpretations of the Obtained Findings

1. “The Legend of the Sleepy Hollow” by Washington Irving as an example of Dark Romanticism.
2. “The Adventures of Huckleberry Finn” by Mark Twain as an example of Realism.
3. “The sun also rises” by Ernest Hemingway.
4. “The Catcher in the Rye” by J.D. Salinger.
5. “Norwegian Wood” by Haruki Murakami.
6. “The Maze Runner” by James Dashner.
7. “A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez.
8. “Paper Towns” by John Green.
9. “The Green Mile” by Stephen King.

It was obviously seen that the suggested works gave more importance to the historical outline of literary movements. Indeed, literature gives more opportunities to discover about social facts as it crafts stories that portray the life of characters referring to social situations that prompt students' imagination in diverse ways. Yet, it is recommended not to suggest only works that outlined the past but to look for interesting works that portray the present life to create more opportunities for learners to widen their cultural knowledge regarding the English-speaking countries.

It could be seen that two or more lectures were dedicated to each literary work. Besides, students were asked to read the work beforehand. Besides, the work was introduced to learners in the first session whereas the coming lectures were devoted to the understanding of the plot and analysis of the work. During the lecture, the teacher asked a number of questions about students' interests regarding the given work and what they want to discover about the story. Meanwhile, more explanations were given concerning the chosen literary genre, themes, symbols and characters.

### ❖ Oral Expression

Oral expression was taught to third year students for one hour and a half per week. It was observed that the two selected groups were not taught by the same teacher. Consequently, the themes tackled were different and evaluation was done on the basis of different criteria. It is worth mentioning that it was difficult to observe the way all the groups were taught because this will result in many observational notes that will be confusing. Thus, two groups have been observed; they were taught by experienced teachers in terms of teaching oral sessions. It

## Chapter Three: Analysis and Interpretations of the Obtained Findings

could be seen that some students participated while others had to be prompted by the teacher and some topics were more interesting for students compared to others like the Algerian culture and education.

As far as the first group is concerned, lectures were done in the form of presentations made by students who were well informed in terms of evaluation and were given the freedom to choose the topics to be tackled. Students' names and turns had been clearly described and displayed in a table given by the teacher. The main topics were about the Algerian culture, the Japanese culture, motivation, etc. Moreover, the other group was taught by an experienced teacher of oral expression. As far as the content of courses is concerned, a number of titles have been suggested by the teacher as an outline of the main themes that will be tackled during the lectures. These titles are outlined as follows:

1. Students' perceptions on oral expression
2. How to gain confidence in an Oral presentation
3. Idioms and proverbs
4. Songs with lyrics
5. Picture description
6. Educational systems
7. How to be immortal in this life
8. Some social problems like bribing
9. Job seeking and the American dream
10. How did the ICT invade our social life?
11. The young vs. old generation clash
12. Songs for relaxation

As far as the first group is concerned, the first lecture was a debate about the ideal job. The second lecture was a debate about culture and its effect on identity, diversity, and Arabisation. It was observed that the first part of the course is devoted to the teacher's comments about the topic, then the remaining time was dedicated to students' presentations for 10 to 15 minutes about a topic of their choice. The chosen topics had to be debatable and arguments and clear explanations should be given by students. After the presentation of each student, the topic was discussed by the teacher and peers.

It was observed that the topics for the other group were not static i.e. they may vary depending on students' interests and teaching aims. Moreover, sometimes a kind

## Chapter Three: Analysis and Interpretations of the Obtained Findings

of voting was done in the sense that the teacher proposes a topic and students may propose others and the most voted topic will be discussed. It was obviously seen that some authentic situations were created in oral expression sessions to give learners more opportunities to practise the target language in social contexts. This could be seen through the use of songs, documentaries and discussions that portray the social life of the native speakers of the target language. Moreover, students tackled topics that describe their culture of origin including traditions and traditional clothes to make comparison with the target culture. It could be seen that most students were strongly involved in these topics and tried to do their best to make successful oral presentations in a practical way through giving illustrations and using authentic tools.

### ❖ **Written Comprehension**

As a subject matter, written comprehension is one of the most important courses for it improves students' writing abilities and makes them acquire a set of rules that help proceed to a better performance in academic writing. In fact, it is taught to third year students for an hour and a half per week. Yet, second year students are exposed to it for 3 hours per week.

In the first part of the programme, students were exposed to the different stages of writing as a process of producing thoughts in a written form including the way one outlines the main ideas, the different phases that lead to the production of the final draft including revising, editing and proofreading. Furthermore, the second part of the syllabus gave more attention to the different types of paragraphs and the way one can produce an academic essay depending on the given question and aims of the task. The main parts of the suggested syllabus are outlined as follows:

1. Writing processes
2. Outlining, brainstorming, free writing, clustering, revising and editing.
3. Topic Sentences.
4. The Narrative Paragraph.
5. The Descriptive Paragraph.
6. The Argumentative Paragraph.
7. The Expository Paragraph.
8. The Comparative Paragraph.

## Chapter Three: Analysis and Interpretations of the Obtained Findings

The selected participants were exposed to theoretical explanations that highlighted the various writing processes. Moreover, a discussion between the teacher and the students about these processes was made. In the second part of the programme, the instructor emphasized the different types of paragraphs by giving a brief explanation at the beginning of the lecture and a writing activity based on collaborative learning in the rest of the session. For instance, students were recommended to work in groups to practise what they have learnt by developing a particular paragraph following the writing processes they were exposed to before. It is worth noting that they were free to choose the topic of each paragraph and that the final piece of writing needs about three to four lectures to be constructed. The teacher checked the way each group is proceeding to produce a draft to know whether the writing processes had been followed and gave supportive explanations and guidelines when necessary.

It was obviously seen that students are more interested in topics other than cultural ones though they were given the opportunity to choose the topics that interested them. For instance, they preferred to write paragraphs about self-development, childhood, positive and negative thinking and reading. In other words, they showed no interest in topics that are related to the target culture; they were instead interested in topics that describe some of the problems they are facing and the way they could solve them.

### ❖ **Research Methodology**

The population of interest was exposed to research methodology courses for one hour and a half per week in which learners were assessed on the basis of only one mark that should encompass learners' efforts during the whole semester including the given tasks, attendance, participation, and a final written test. These courses were taught by the teacher researcher who benefited in multiple ways from the sessions in terms of the weekly opportunities offered for classroom observation. Moreover, the focus group discussions had been made in such courses in addition to some writing assignments that helped measure students' cultural awareness. Details on these tasks will be described in the analytical part devoted to activities.

Third year students were supposed to be introduced to the most common concepts and rules that are used in the research process. Throughout both semesters, they were invited to acquire an initial knowledge on the different steps of research starting with the formulation of a problematic to the different data collection procedures. For instance, the suggested syllabus was an overview of the research design from theoretical and a practical perspectives. The

## Chapter Three: Analysis and Interpretations of the Obtained Findings

main themes tackled throughout the year might be outlined below. It is worth noting that each theme was tackled in more than one session.

1. Meaning of research
2. An introduction to research methodology
3. Fundamentals of research
4. Ethical characteristics of research
5. Types of research
6. The research process: an overview
7. Formulating a problematic
8. Reviewing the related literature
9. Formulating a research question
10. Formulating a research hypothesis
11. Sampling
12. Data collection tools
13. Writing a research paper
14. Fundamentals of academic writing
15. Referencing
16. Quoting, paraphrasing and summarizing
17. Research ethics

In the first sessions, the teacher researcher started first by familiarizing learners with the main concepts related to research in a general way to make them more exposed to the vocabulary needed in research. They were provided with a glossary that included concepts with their definitions. This interested learners and made them eager to proceed to the coming steps. Indeed, learners received explanations with definitions, details and steps when dealing with each theme. Moreover, opportunities for practising the obtained knowledge were offered when attempting to apply the research steps in the practical sessions. Students' performances in such tasks were followed and assessed through the correction of their papers and feedbacks. Moreover, they were provided with a relaxing and welcoming atmosphere to make oral presentations by choosing the topics that interested them in relation to the methodological rules acquired in the class. More details on the tasks will be given in the following steps of analysis.

## Chapter Three: Analysis and Interpretations of the Obtained Findings

It was obviously seen that opportunities were given to students to choose topics that interested them while dealing with the formulation of a problematic, research questions and hypotheses. Yet, the majority of them had chosen topics that described their learning problems that are related to the fear of public speaking, lack of self esteem, lack of motivation and anxiety. It is worth noting that none of them had chosen any problem related to the difficulties they face in terms of the lack of cultural knowledge regarding the English-speaking communities.

### ❖ Translation

Translation is becoming a significant part of ELT curricula in recent years especially because it is now considered as one of the fields of specialization for master students of English in Algeria. Though it is not yet available as a subfield of English as DLU, it is introduced to undergraduate students. For instance, they are supposed to be exposed to courses of translation in one hour and a half per week in which they learn about the main rules that need to be used while translating texts.

As mentioned above, with the integration of recent methodologies, translation is implemented along with other subject matters for it helps learners memorize huge lists of vocabulary. Unsurprisingly, recent communicative methodologies tried to teach language through communication rather than translation; yet, the latter can be used as a way to reinforce one's abilities to master the socio-cultural rules that makes him/her able to convey the same meaning in two different languages. The major titles tackled throughout the observational sessions were described as follows:

1. Notions of translation
2. Translation and Interpretation
3. Scientific translation
4. Literary translation
5. Legal translation
6. Political translation
7. Economic translation
8. Journalistic translation
9. Machine translation

## Chapter Three: Analysis and Interpretations of the Obtained Findings

The teacher created a welcoming atmosphere for learners to use L1, L2 and the target language but not for the whole teaching time. Moreover, the teaching techniques involved in courses seemed suitable for most learners as they were regularly engaged in multiple tasks. They were encouraged to use dictionaries in the given tasks to widen their vocabulary. They were invited to make oral presentations sometimes. Furthermore, they were actively involved in reading and were asked to develop the translated version. Thus, following their achievements in such tasks was a time-consuming activity due to the huge number of students within each group. The suggested activities helped maintain interaction among learners for the sake of clarity and transferability of ideas and negotiation of meaning.

It was obviously seen that translation gave opportunities to learners to translate texts. This can enlarge their abilities of cultural understanding as they were supposed to avoid word-by-word translation for the purpose of improving their sociolinguistic competence. Moreover, interaction could be reached to draw attention to differences in meaning and social connotations between Arabic, French and English.

### ❖ **ESP, Psychology, Sociolinguistics, Psycholinguistics and TEFL**

English for specific purposes was introduced to the selected sample for the first time as third year students during an hour and a half per week. In fact, the teaching content and concern of this subject matter was not based on culture-related aims. ESP gave more attention to the way English is taught for specific purposes. As a result, it made learners exposed to theoretical knowledge including concepts and definitions of the field, its emergence, its types, course design and needs analysis. In the first semester, the lectures were done in the form of discussions between the teacher and the students. It could be seen that some students were invited to make a presentation on the emergence of ESP after providing them with explanations beforehand. In the second semester, the teacher specified the aspects to be covered before the lectures. Besides, knowledge was provided in the form of a debate between the teacher and the students; however, students were invited to stand in front of their peers to explain what they had understood from the preparation they had done.

Psychology was taught to the selected participants for an hour and a half per week. Unlike the other courses, it was taught in the amphitheater to group a huge number of students. The syllabus was given to the students at the beginning of the semester. The teacher introduced detailed definitions and clarifications on different themes including cognitive

## Chapter Three: Analysis and Interpretations of the Obtained Findings

psychology, positive thinking, negative thinking, positive psychology, problem solving, memory, intelligence, multiple Intelligence, emotional Intelligence, anxiety, foreign language classroom anxiety and personality with no focus on cultural contents. Students were always notified of the topic that they will be exposed to in the upcoming lecture. They were asked to share the information they already prepared about the topic with the help of their teacher and classmates. Then, the teacher provided a clear description of the different aspects related to the topic. As a follow up task, a debate was made to cover the topic from different perspectives.

Sociolinguistics was introduced to the selected sample for an hour and a half per week during the first semester. However, in the second semester, it was replaced by psycholinguistics. The selected sample was taught by an experienced teacher of linguistics. In the first semester, learners were introduced to general ideas on sociolinguistics as a sub-branch of linguistics by providing clear definitions and insightful explanations on sociolinguistics, discourse analysis, dialectology, language types and varieties, diglossia, bilingualism and language typology.

In the second semester, attention was given to psycholinguistics as a sub-branch of linguistics through which students were exposed to definitions that deepen their knowledge on its scope, evolution and areas of interests. The teacher started the lecture by dictating a set of definitions and concepts in relation to the highlighted theme then she explained what was written in details. Students were invited to intervene for the purpose of contributing to a better understanding of the teaching input. They were also invited to enquire about what puzzled them including concepts or ideas when necessary. It is worth remembering that the main concern of such subject matter is not related to culture as it gives more attention to theoretical concepts related to linguistics.

As being one of the most important subject matters for third year students, TEFL aims to shed light on the way English is taught as a foreign language. It was taught for an hour and a half per week as a lecture for seven groups. The teaching content and aims were given to the students in details with titles and subtitles at the beginning of the year to give them an idea about what will be tackled and enable them to make further research outside the classroom. In the first part of the programme, the instructor emphasized on the history of methods and approaches of EFL teaching including grammar translation method, direct method, audio-lingual method, humanistic approach, suggestopedia, total physical response, silent way, CLT

## Chapter Three: Analysis and Interpretations of the Obtained Findings

and CBA in addition to knowledge on the teaching of the four skills, learning styles and motivation. However, the remaining part of the syllabus aimed to shed light on other topics including classroom management, teachers' roles, assessment, etc.

The syllabus was given to students at the beginning of the year. In other words, they were notified of the topics that they would tackle in advance. This gave them more opportunities to discover about the input that they will receive before coming to the class. The teacher used communication during the lecture by inviting students sometimes to narrate about their learning experiences. Meanwhile, their responses were clarified and extended with the assistance of instructor, and they were invited to compare between education in Algeria and other countries. This helped them to be more open-minded in terms of discovering about the similarities and differences between their native and foreign cultures.

### **3.2.2.3.2 Teaching Materials**

The materials used while teaching play a noteworthy role in transmitting knowledge. In fact, university teachers are free to choose the materials that best fit their learners' needs compared to middle and secondary schools where it is obligatory to follow the same textbooks and teaching units to deliver information. For instance, university educators are given just big titles on the teaching objectives and content; yet, the university gives the opportunity to instructors to propose titles and lesson plans for the subject matters they teach providing that the contents introduced will meet learners' needs. Accordingly, within the same level, different teaching tools and topics are suggested.

Indeed, the selected participants were much more supposed to speak in the class compared to first and second year students. As a result, the projectors were used in oral presentations. Moreover, the white board was used by all teachers as being beneficial in transmitting ideas and writing the outline of the course with definitions of the main concepts. Maps and texts were sometimes used in civilization courses as illustrations and tools for assignments. As far as oral sessions are concerned, the teacher used songs and videos to attract the attention of learners and provide a learner-centered atmosphere for a better interaction. Furthermore, the selected participants were given small colored papers in research methodology courses in which they were invited to respond to some questions and perform tasks. The collected papers had been used as a teaching material through which the teacher read, corrected learners' mistakes, and selected the best answers to be dictated.

## Chapter Three: Analysis and Interpretations of the Obtained Findings

It could be seen that ICTs were not involved in lessons of cultural content except in oral presentations i.e. as an evaluative tool for students' performances and attempts to make research. It is obviously agreed that the 21<sup>st</sup> century is the age of information and technology. For instance, huge amounts of information can be gathered on cultural aspects through the use of ICTs.

It is worth noting that teachers should not rely on only one tool to teach; they should rather select multiple tools depending on the objective of the assignment, learners' needs, levels and other parameters. In fact, printed materials are not the only source of knowledge; one may also use audio-visual aids, postcards, music and any material that can raise competition and stimulate attention among learners.

### **3.3 Tasks**

The investigation revealed that a number of activities were implemented through the different subject matters. However, it was impossible to describe them all due to some constraints including time and the number of tasks implemented during the whole period of observation. In other words, more focus was given to the assignments that are much more related to the scope of inquiry.

#### **3.3.1 Civilization Tasks**

It can be observed that the content of American civilization is primarily historical. As a result, the suggested tasks were concerned with the history of America and not the social side. This made students less familiar with all that stimulates their readiness to widen their cultural awareness. In one of the practical sessions devoted to the courses of civilization, the teacher pushed students to compare America and Algeria as far as their history and political systems are concerned. Comparison is beneficial as it widens the acquisition of intercultural thinking. Yet, it should not focus wholly and solely on the historical part. In other words, it is also beneficial to compare the native as well as target culture in terms of other social aspects including the way of living, daily practices, traditions, festivals, etc. Moreover, students were exposed to a number of tasks that may be outlined as follows:

## Chapter Three: Analysis and Interpretations of the Obtained Findings

1 <sup>st</sup> Quiz	2 <sup>nd</sup> Quiz
When did the Age of Exploration take place?	What was the first battle of the American Revolution?
Who was Henry the Navigator?	America received foreign help during the war from England, Spain or France?
Who were the leading countries in this Era?	Why did the Americans hate the Sugar Act and the Stamp Act?
What things did the Europeans do during this period?	Why did the geography play a significant role in the Revolutionary War?

**Table 3.8** Civilization Task: Quizzes

### 3.3.2 Oral Expression Tasks

In oral sessions, it was observed that more opportunities for interaction were created as the whole teaching time and objectives are devoted to speaking. For instance, the teacher asked students to make oral presentations through which they have to show their abilities in speaking to get marks. It could be seen that they were asked to make original presentations by making an inquiry based on real-life contexts. In one of the sessions, a group of students decided to present a work on traditional costumes. They brought a documentary through which they could give their peers an idea about the origins of these clothes with pictures. As an illustration, they brought traditional clothes and they asked volunteers to wear them. Students were highly enthusiastic to take part in discussion on that topic as it stimulated their attention and made them eager to compare the Algerian, English and American costumes. At the end of the presentation, students took photos with the clothes they brought as a souvenir.

### 3.3.3 Research Methodology Tasks

As an attempt to measure students' cultural awareness, a task was implemented by the teacher researcher in one of the sessions that help learners acquire some tips on how to paraphrase a given passage for the purpose of improving their academic writing. They were given a passage that defines culture and were asked to provide definitions to the concept and create a link between culture and language learning in coherent paragraphs in their own style. They were given enough time to think about what to include in their definitions. As a result, the teacher realized that their definitions were incomplete in terms of all aspects that build a society's culture. Yet, it was observed that some paragraphs reflected a certain familiarity with cultural aspects. It is worth noting that the best paragraphs were written by a group of

## Chapter Three: Analysis and Interpretations of the Obtained Findings

students who are skilled in terms of writing style, grammar and spelling. Some of the provided definitions are outlined below; yet, the whole passages written by some students will be provided in the list of appendices:

1. *“Culture is all what generations transmit and acquire from their ancestors”*
2. *“Culture is known as something inherited from one generation to another”*
3. *“Culture is a set of shared attitudes, values, goals and practices that characterize each generation”*
4. *“Culture is the heritage that is passed from a father to his son and from a mother to her daughter”*
5. *“It is defined as an acquired and delivered thing to a generation from the one it precedes in a give-and-take behaviour and direct performance”*
6. *“Culture is an important and controversial topic in the branch of FL education. It is the foundation of communication”*
7. *“Culture is a social phenomenon changing over time and decades from a period to another dealing with many fields ”*
8. *“Culture is a group of ideas that describe people’s way of thinking and behaving”*
9. *“Culture is every behaviour and every thought that leads to behaviour”*
10. *“Culture is a mixture of things that make up a community’s own touch”*

### 3.3.4 Written Comprehension Tasks

As previously explained, the selected participants were taught by the researcher in their second and third year of studies. In one of the session devoted to written comprehension, the teacher researcher implemented a test through asking students to write an essay in which they compare Algeria with other English-speaking countries mainly the UK and USA. As a result, the collected papers showed that there is a noticeable difference among these countries. Yet, most illustrations given by respondents did not provide examples on differences regarding all social aspects. It is worth mentioning that some essays were accurate in terms of language, original in terms of ideas and rich in terms of citing the similarities and differences among the native as well as English-speaking communities. Yet, other essays gave no insightful definitions. Some of the comments of students are cited in the table below; yet, for more clarifications see the list of appendices at the end of the work.

## Chapter Three: Analysis and Interpretations of the Obtained Findings

Definitions	Examples on Similarities and differences
<b>Definition1</b>	“Between Algeria and Britain, the only prominent similarities revolve around social characteristics. Both countries are religiously tolerant and citizens...in Britain there is one dominant culture which is tied to the country’s royal ruling system”
<b>Definition2</b>	“Americans view both men and women as equal. American women participate at all levels of society...In Algeria controversial topics are carefully avoided. People usually avoid these subjects”
<b>Definition3</b>	“Algeria is considered as the tenth biggest country in the world while America is the second largest country”
<b>Definition4</b>	“Both of them respect relationships. They are still preserving that kind of meetings in holy ceremonies...All in all, between these two countries there are similarities and differences and this is good enough to learn from them”
<b>Definition5</b>	“In our world today we should teach and learn academic English and focus on pronunciation and not the grammar rules. I see that the only difference is pronunciation”
<b>Definition6</b>	“Eventhough these countries differ in many cases, it is obvious that they meet in several points. One the USA is mentioned, Hollywood should be the first entity that flashes into one’s imagination”
<b>Definition7</b>	“In the English-speaking countries there is only one language which creates unity and equality. In Algeria, the presence of languages with such divergent cultural roots cause confusion, incomprehension and inequality between members of the society”
<b>Definition8</b>	“Algeria and the English-speaking countries have a lot in common since the appearance of globalization. Even though cultural differences may seem huge, language breaks barriers and brings nations together”
<b>Definition9</b>	“Each country has its own culture, characteristics, history and traditions that make it unique from the other countries. Algeria is an Arab country and the UK is an English-speaking country. They are different from each other and similar in many aspects”
<b>Definition10</b>	“The difference is the ruling system. England has the monarchy system in which there is a king or a queen and the rulers change according to succession. Algeria has the presidential system that depends on voting”

**Table3.9** Writing Assignment: Students’ Responses to the Written Test

As another attempt to get an insight into students’ awareness of the effectiveness of culture in FL learning, the teacher researcher had chosen a number of students with good levels of writing abilities. It is worth noting that the selected participants were taught by the researcher in written comprehension courses. As a result, she is aware of their writing abilities. The chosen students were invited to write essays on the importance of culture in EFL learning. Each student was asked to develop a title on this idea with a well-written academic essay. The selected participants represented learners with high motivational levels, writing abilities and a clear hand writing. Thus, the results cannot be generalized to describe the whole group of participants involved in this study.

Apparently, the collected essays reflected an interest from the part of learners towards the relevance of the cultural dimension in EFL contexts. For instance, some of the provided

## Chapter Three: Analysis and Interpretations of the Obtained Findings

definitions referred to culture as the pillar through which language can be learnt in an appropriate way. It is worth remembering that the full essays will be provided in the list of appendices. Amongst the comments of students in these essays, one may list the following ones:

1. *“Learning language is not only learning the alphabet, the meaning, the grammar rules and the arrangement of words, but it is also learning the behaviour of the society and its cultural customs”*
2. *“It is known that language and culture are inseparable. Language cannot be used outside the cultural setting”*
3. *“The learner of English has no escape but to know about the culture of the societies which have chosen to use English as a mother tongue”*
4. *“When it comes to learning English as a foreign language, knowing about the British and American culture and history is crucial since these two concepts are closely tied”*
5. *“Learning the language without the cultural framework in which it exists is like cooking food without the species of the region”*
6. *“Learning a language is understanding the behaviour of a foreign society which is one of the most enjoyable aspects of language learning that brings a sense to the language itself”*
7. *“The best way to emphasize the importance of the American culture for learners is by describing it as a gateway to learning the main parts that shape every context and every expression or statement in the English language”*
8. *“It is raining cats and dogs, tending to inform that it is raining heavily. Here if you do not have enough cultural background, you will never be able to catch the message conveyed”*
9. *“If one teaches language without teaching about the culture in which it operates, the students are learning empty or meaningless symbols or they may attach the incorrect meaning to what is being taught”*
10. *“Culture is the mirror that reflects how language is used by its native speakers”*

### **3.4 Assessment and Evaluation**

Maintaining observation for two semesters contributed to a better understanding of the target situation in terms of the way students' performances are assessed throughout the whole year. In fact, Evaluation was done through tests and final exams. Moreover, students' efforts

## Chapter Three: Analysis and Interpretations of the Obtained Findings

and oral presentations were assessed in some subject matters including civilization, oral comprehension, ESP and methodology.

In civilization courses, the experienced teacher evaluated students on the basis of their oral presentations, attendance and participation in the tasks that summarized the aspects tackled in the previous session. Moreover, in each practical session 3 or 4 students were asked to choose a topic and make an oral presentation.

On the other hand the students taught by the novice teacher were invited to make presentations in the sense that the classroom content is divided between the talk of the teacher and the oral presentations of the students. For instance, the novice teacher assessed students on the basis of two marks. The first included attendance, presentation, an essay on the difference between civil war, revolution and rebellion and another assignment. The second mark was then devoted to a final written exam in which students were asked to provide their answers in the form of an essay. It was observed that the titles of oral presentations were suggested by the teacher and not the students. Some of the titles are outlined as follows:

1. The fourth wave of immigration in America.
2. The Third wave of immigration in America.
3. Colonial way of life in America.
4. Boston massacre.
5. The battles during the American Revolution.
6. The constitution of the USA
7. The branches of government in the USA

In literature courses, the first mark was based on attendance and a test in the form of questions given to students who were arranged in groups consisting of four members. The second mark reflected students' understanding and writing skill based on a final written exam. With regards to oral comprehension sessions, the two selected groups were not taught by the same teacher. For the first group, the final mark includes the mark devoted to the oral presentation done during the semester as well as an exam in the form of a presentation of 15 minutes in which each student talked about a topic of his/her choice then answered the questions asked by the teacher. Whereas in the second semester, students were asked to suggest topics and each student was invited to select a topic randomly. Each student had to choose five participants that would ask him/her questions at the end of his/her presentation to make an interesting

## Chapter Three: Analysis and Interpretations of the Obtained Findings

discussion with the entire group and the teacher. It is worth remembering that attendance and participation were also included in the mark.

As far the second group is concerned, learners were supposed to make an oral presentation by taking into account pronunciation, performance, originality, illustrations, and the practical side of the work. In other words, students are asked to make records and videos to show the viability of the topic they have chosen. Moreover, the presentation should be understandable and should provoke peers' interests and participation.

In written comprehension sessions, students were assessed on the basis of only one mark compared to other modules. In the first semester, the final mark included the attendance of learners, participation, a test and the different paragraphs written during the whole semester. On the other hand, in the second semester, the whole group was divided into two groups and each group was invited to follow some of the writing stages to write a paragraph about a topic of their choice. The first group dealt with outlining, brainstorming and free writing while the other group dealt with clustering, revising and editing.

In ESP courses, students were evaluated on the basis of one final mark that included attendance, participation, presentation and a final written test. In the first semester, students were divided into groups, and were invited to choose other departments as case studies to describe how English is taught for a specific purpose. They were supplied with a checklist of thirteen elements that they had to examine while producing their observational notes. They were required to investigate the way teachers taught English at these departments.

At the beginning of the semester, the teacher of psychology informed students that presentations were optional i.e. they were not included in the final mark. In case one of the students was interested to make a presentation, he had to choose a topic from the given syllabus. It was observed that students did not make any presentations. Moreover, at the end of the semester a final written exam was made to evaluate students' comprehension of the content taught in the whole semester. As a result, the final marks depended entirely on that written exam in which students were invited to develop an essay that reflected their understanding.

In sociolinguistics and psycholinguistics, the first mark was constructed on the basis of attendance, participation and efforts in the classroom, and a final test. Yet, the second mark was based on a final written exam. Moreover, students are not obliged to make oral

## Chapter Three: Analysis and Interpretations of the Obtained Findings

presentations. As far as the courses of TEFL were concerned, students were informed that oral presentations were optional throughout both semesters. In case one of the students decided to make a presentation, he/she had to choose a topic from the syllabus. At the end of the semester, a final written exam was implemented to test students' comprehension of the provided input. It could be seen that tests and exams are based on the in-class content; in other words, the questions are merely related to the syllabuses designed by teachers which do not correspond with culture teaching. As far as civilization is concerned, the exam questions are merely historical in terms of citing the different events that the American history had passed through since ancient times. For more details, the full versions of exams will be provided in the appendices.

### 3.6 Topics Chosen by Students

As noted above, third year students were more invited to make oral presentations compared to first and second year students. As a result, they were given the opportunity to choose the topics that interested them in some subject matters. For instance, oral expression courses gave more chances to students to practise their oral skill as they are concerned mainly with speaking. During the observational sessions, it was observed that the topics of presentations were selected by the students themselves. For instance, the first group of participants had chosen topics such as intelligence, failure and success, negative thoughts patterns that destroy motivation, happiness, glossophobia, religion, fake friends, mental health, learning styles, the Algerian culture, shyness, the Japanese Culture, motivation and education.

As far as the other group is concerned, students were also given the freedom to choose the topics that interested them. It could be seen that they had chosen topics of social concern including divorce, nepotism, bribery, child labor, traditional clothes, Turkish series, elderly house, children with down syndrome and spinsterhood. It could be seen then that students' choices of themes resulted from their background knowledge on what surrounds them. In other words, the topics that concern any cultural aspect on the English-speaking countries were not favored.

As a teacher of the selected participants, the researcher tried to make an assignment in relation to one of research methodology courses devoted to the steps that help formulate a problematic. After receiving theoretical knowledge, the other part of the course was devoted to practice through which students were asked to formulate a problematic by first proposing a title.

## Chapter Three: Analysis and Interpretations of the Obtained Findings

Students were given half an hour to think about the topics that interested them; they were informed that they should choose a theme that described one of the difficulties they face in the process of learning.

The aim of the task was to see whether they choose themes related to the difficulties they encountered in culture learning. They were provided with a list in which everyone had to write the title that describes the topic he/she had chosen. When reading the suggested titles, it could be observed that none of the respondents had chosen topics on culture as a paramount component of EFL learning. Indeed, most of the chosen topics were related to the four skills anxiety, motivation, public speaking, difficulties in oral presentations, the teaching approaches, etc. This does not mean that they face no difficulties when it comes to culture learning because most teachers receive complaints from their learners regarding culture-based courses and the way they faced difficulties to memorize any input that deals with these topics. This probably means that they are unaware of the necessity of tackling such topics or they are unaware of the difficulties they are facing when attempting to learn about foreign cultures. As a result, less levels of cultural awareness could be reached. Details on the whole list consisting of the chosen topics will be provided in the appendices.

### **3.6 Difficulties Encountered by Students in Culture Learning**

What was observed during the observational sessions is the large size of the groups, which created challenging experiences in terms of dealing with each individual's learning needs. It was observed that the number of students in each class may vary from 50 to 60 students. It is worth remembering that only two groups were chosen by the researcher as representatives of the whole population. In other words, a total of 100 students had been followed throughout the whole year for attaining better knowledge on the situation under inquiry.

Under this situation, meeting students' needs was challenging and more discipline problems occurred. This required more efforts from the part of the teacher who should focus on the teaching objectives rather than being occupied with management. Moreover, the teaching materials including projectors were not available all the time due to the huge number of students that necessitates a timetable full of courses. As a result, the existing projectors could not fit all classes, and when used, interaction and discussion among students cannot occur in a comfortable way due to the large class size that made it difficult to achieve intercultural goals. As a result, teachers may find themselves obliged to change the content of the lesson and will therefore decide not to implement technology.

## Chapter Three: Analysis and Interpretations of the Obtained Findings

Indeed, complaints are about the lack of academic vocabulary among students who are much more familiar with the language used in songs and movies; this can be seen in their performances in academic essays written in exam papers that lack coherence, formal words and methodological rules. For instance, it could be seen that participants showed different levels in terms of linguistic abilities and the way they responded to learning experiences. Hence, some of them could quickly proceed to a better understanding of the provided input, others are more reluctant as a result of low levels of motivation towards the subject matters, whereas the rest proportion reflected students who were slow in terms of understanding as a result of deficiency in the four language skills.

In fact, most learners hesitated to participate as a result of their fear of making mistakes, which often led them to underestimate their skills and impacted the level of their self-esteem. Moreover, some of them after 3 years of studies still encountered breakdowns in communication. Indeed, it seemed difficult to make all students participate in the learning process especially in courses that were given to more than one group in the same classroom. Not surprising therefore to find that a great number of students kept silent during the whole year as a result of the large size of the class. The obstacles that faced students while attempting to absorb cultural knowledge may be outlined as follows:

- Lack of authentic materials including technology-based tools that explore culture-based themes.
- Limited hours devoted to culture teaching.
- The huge number of learners which prevents the effective delivery of culture-based lecture.
- Lack of cultural exchange with the native speakers of the target language.
- Lack of intercultural training and conferences that widen one's cultural awareness.
- The lack of real-life situations that outline the social life of the English-speaking countries in a vivid way.

In addition to the aforementioned difficulties, one may cite the difficulties that are related to the memorization of cultural knowledge when delivered in an abstract way. When receiving historical knowledge in terms of dates and events, students could not memorize what was outlined in the course. Investigating the various factors that impact the process of learning is one of the steps towards discovering the necessary solutions that raise attention among learners and direct them towards the improvements of the four skills along with culture as a fifth skill.

## Chapter Three: Analysis and Interpretations of the Obtained Findings

### **3.7 Students' Interests in Culture Learning**

It could be seen that the learning experiences were more enjoyable for students who have chosen English as a specialty out of their desire while for others it is only the language of technology and globalization. For instance, those who had chosen English because their marks did not qualify them to enroll other departments might show lower levels of interests towards language learning and culture learning as well.

Indeed, the investigator observed that culture learning is not an enjoyable experience for most participants. For instance, a great number of students showed reluctance towards the subjects they have to study mainly civilization courses believing that the knowledge delivered in such courses is not needed for the improvement of their skills. This may be seen in their complaints about the amount of knowledge they receive regarding the historical heritage tackled in classes. They thought that all they need is the full mastery of the oral skill to be fluent speakers with no interest in culture learning.

Unfortunately, the learning process is for the sake of passing examinations and getting grades for some learners who are no more interested in widening their knowledge on the target cultures, especially because the implemented system relies heavily on grades that evaluate students' attendance compared to the classical system, which did not take into account attendance. This is mainly due to the limited time devoted to culture teaching and learning. In fact, there were some students who were actively involved in culture learning. Yet, they encountered difficulties to absorb topics of such concern especially when dealing with all that describe the target culture in terms of past events. It was obviously seen that students differed in their additional characteristics, motivational skills, levels of self-esteem, learning styles and personalities. This could have a strong impact on their readiness to grasp cultural knowledge in a variety of ways. Furthermore, some students were unmotivated since they believed that knowledge on history is not needed to attain higher levels of communication proficiency. Hence, neglecting one of the cultural aspects may negatively impact the acquisition of the skills needed for the improvement of cultural awareness.

### **3.8 The Faculty's Library**

It could be seen that the faculty's library is rich in terms of books that can be offered for every student. What is remarkable is that many students do not visit the library thinking that it is a time-consuming activity. They rather preferred to use electronic sources as a primary source of information; accordingly, they underestimated books and tools that help develop the

## Chapter Three: Analysis and Interpretations of the Obtained Findings

skills of paraphrasing and synthesizing. Indeed, there had been valuable efforts to supply the faculty with interesting books; yet, most of students' attempts to visit the university's library is for objectives related to tasks and homework rather than the enrichment of one's cultural knowledge on the English-speaking countries.

As an attempt to see whether the faculty's library supplies learners with worthy books in terms of the required cultural knowledge, the researcher visited the library many times to get an idea about the availability of sources. It was observed that the library is supplied with books that help enhance the four language skills in addition to grammar books, literary works, dictionaries and references that enhance pronunciation. See the following titles:

1. New Webster's large print dictionary
2. The concise in terminology dictionary (English-Arabic)
3. Master the verbs and tense work book
4. The best of English grammar
5. The professional translator
6. The man with the two shadows and other ghost stories
7. Literature and language teaching
8. Testing spoken language
9. The penguin guide to punctuation
10. An intermediate pronunciation course
11. English grammar
12. English illustrated dictionary
13. Phonetics
14. Applied linguistics

### **3.9 Interpretation and Discussion of the Main Findings**

Using a mixed-method approach of data collection had provided the researcher with insightful ideas in relation to the topic under investigation. The suggested research tools had been used as an attempt to examine teachers and students' viewpoints, awareness and insightful suggestions regarding the implementation of culture-based contents. In other words, they aimed to determine whether participants reflected a level of awareness regarding the necessity of incorporating other dimensions into the teaching/learning process including intercultural ones.

### **3.9.1 Interpretations of the Results Obtained from the Quantitative Data**

As an attempt to give detailed descriptions of the phenomenon, the answers obtained from the questions included in both questionnaires had been interpreted in numbers and analytical descriptions that reflected students as well as teachers' attitudes towards the cultures associated with L1 and TL. In the line of what has been mentioned in the early stages of the study, the questionnaires encompassed a number of questions organized in rubrics to facilitate the access to information in a well-organized way. It is worth remembering that the quantitative tools attempted to gather general information about respondents and assess their familiarity with and exposure to culture in and outside the classroom.

#### **3.9.1.1 Interpretations of the Results Obtained from the Students' Questionnaire**

In an attempt to determine respondents' perceptions and ways to accumulate the required cultural knowledge, a questionnaire had been administered during oral expression and research methodology courses to get general information on learners' profile, interests and responsiveness to culture-related courses. The collected data reflected participants' attitudes regarding the relevance of cultural contents and measured the extent to which they get exposed to culture as a fifth skill in and outside the instructional environment. The questions were organized in sections that evaluated students' perceptions as well as the occurrence of culture-oriented contents.

The obtained findings revealed that most participants lacked familiarity with the cultures that describe the English-speaking countries, because of their lack of exposure to the ways that depict the social life of foreigners. Throughout the research process and based on evidence from the data collection tools, the teacher researcher realized that much of their familiarity with cultural knowledge is in terms of their free-time activities including music, movies, network and TV series. Yet, they neglected other sources including literary works, academic tasks, workshops and research projects.

Though some students showed an engagement in EFL learning as a result of motivational reasons and excitements, it was obviously seen that those who have no motivation would have no interest in getting knowledge of the different aspects related to English and the English-speaking communities. As a result, they made no attempts to know about those whose mother tongue is English.

Moreover, the questions reflected the extent to which culture-oriented contents were implemented in courses and outside classrooms as well. Indeed, the classroom practices may

## Chapter Three: Analysis and Interpretations of the Obtained Findings

explicitly or implicitly enhance learners' cultural knowledge and help measure their degree of awareness of the necessity of culture learning along with language learning. Having interpreted the questions related to the exposure to culture inside the classroom made one confirm that the classroom practices are insufficient to explore cultural data as a result of the aims related to the completion of the designed programmes.

As far as outdoor learning is concerned, the results showed that a great proportion of respondents did not visit the library of faculty and other libraries thinking that there are no interesting books in relation to their field of study. Yet, some of them were interested in borrowing books in French and Arabic. As a result, they showed no interest towards the target language and the cultures related to it. Besides, respondents' opportunities to acquire cultural in contexts other than formal ones are minimized due to the fact that English is not frequently used by the Algerian society. Moreover, any attempt made by the students to widen cultural knowledge outside the classroom could be extended through the exposure to music, movies, social media and other social contexts.

From the aforementioned responses and analysis, one can see that only few students were aware of the necessity of developing cultural knowledge for they have proposed a number of strategies that can enhance one's understanding of foreign cultures especially the English-speaking ones. Yet, a large proportion of respondents had shown no interest in culture as one of most important components of the target language.

### **3.9.1.2 Interpretations of the Results Obtained from the Teachers' Questionnaire**

The questionnaire addressed to the selected group of teachers had enabled the researcher to get in-depth information about the situation under investigation. It consisted of a series of questions that are classified in four rubrics, all of which attempt to highlight the phenomenon by acquiring introductory information on participants and expanding the researcher's knowledge on respondents' views and ways of implementing the target language and culture. Throughout the obtained answers, one can claim that most instructors were somehow aware of the necessity of culture-related contents in EFL contexts. Being interested in courses of cultural contents may create considerable levels of awareness among teachers and learners as well. It was observed that the time allocated for teaching is insufficient to complete the designed syllabus and work on intercultural aims at the same time. It is worth remembering that it is unfeasible to introduce cultural knowledge in subject matters that are concerned with any content other than culture such as TEFL, psychology and ESP.

## Chapter Three: Analysis and Interpretations of the Obtained Findings

The questions were constructed for the purpose of determining the teaching objectives, the conditions under which students were receiving cultural information and the way in which they accumulated the knowledge needed for better levels of cultural awareness. Most teachers believed that it is of great importance to implement culturally mediated contents into courses. Yet, it could be said that their main concern was to finish the designed programme and improve their learners' productive skills in terms of maintaining communication in addition to the ability to make research projects and be proficient in academic writing. Moreover, the cultural content introduced in classes is mainly historical. The main findings obtained from the teachers' questionnaire are then highlighted in the table below:

Though the results indicated different ranking positions among teachers regarding their enthusiasm towards the inclusion of cultural input, most of them were somehow interested in in-class procedures that help develop cultural understanding of the foreign culture among learners. Moreover, one can realize that teachers were not invited to take part in training and programmes of cross-cultural aims. This might be one of the reasons that explain some of the problems that face EFL learners including their unfamiliarity with the target language within its cultural contexts.

### **3.9.2 Interpretations of the Results Obtained from the Qualitative Data**

As an attempt to get more trustworthy results, qualitative data collection tools had been implemented in the form of an interview, focus group and observation. As it was revealed from the qualitative findings, the in-class exposure to foreign cultures gave more focus on the historical part rather than the other social aspects such as traditions, daily life, beliefs, and other social characteristics.

#### **3.9.2.1 Interpretations of the Results Obtained from the Students' Focus Group**

As indicated in the given interpretative results, the questions of the focus group were thought provoking for learners. The responses indicated that a lack of cultural awareness was shown to a certain extent among learners; this led to a lack of responsiveness to intercultural situations. Moreover, it was found that there exist a number of factors that affected the way students were engaged in culture-based assignments. As stated in the methodological section of the work, the focus group was an attempt to know whether students' levels of cultural awareness are related to the academic dimensions introduced throughout the learning process.

Based on above-mentioned explanations and on evidence generated from the research procedures, it had been concluded that some students were not familiar enough with the target

## Chapter Three: Analysis and Interpretations of the Obtained Findings

culture as they possessed ethnocentric judgments and stereotypes. Moreover, they were unaware of the importance of cultural contents in EFL learning as they most believed that learning about a foreign culture is time-consuming and demanding activity.

The answers revealed that most students were not familiar with all that concern otherness; some of them were familiar with historical aspects, others were interested in arts whereas only few respondents showed an excitement towards values, ethnicity, literature, and the different daily-life activities. This reflected a lack of awareness regarding the significance of enlarging one's cultural knowledge in terms of social identities and differentiation.

The exposure to an authentic environment is one of the successful ways to enhance one's communication skills. It helps negotiate meaning and extend greater appreciation that shapes one's understanding of the target language within cultural contexts. The findings indicated that the majority of participants did not make any considerable efforts to acquire cultural knowledge regarding the English-speaking countries.

### **3.9.2.2 Interpretations of the Results Obtained from the Teachers' Interview**

The semi-structured interview was used to gather data on the responses of 10 teachers. The 15 questions were analyzed qualitatively to measure the respondents' degree of cultural awareness. As previously explained, the interview aimed to evaluate teachers' perceptions of the importance of teaching the cultures related to the English-speaking countries. Through the obtained findings and analysis one may confirm that the majority of teachers considered culturally mediated contents as a necessity and believed that without the inclusion of the related culture, students will not acquire the ability to communicate effectively in the target language.

Indeed, the collected answers showed that all respondents agreed with the fact that it is necessary to include cultural aspects about the English-speaking countries in the classroom. In other words, they asserted that teaching culture is as important as teaching the foreign language. This means that they were somehow aware of the necessity of cultural contents in EFL classes and they considered culture as an important constituent of language teaching in terms of the opportunities offered for enhancing multicultural contexts for communication. For instance, the selected group of teachers believed that the intercultural approach is the first step towards the recognition of similarities and differences among the students' own culture and the foreign one.

## Chapter Three: Analysis and Interpretations of the Obtained Findings

It could be noticed through the interview that the majority of respondents were willing to develop cultural awareness among their students. For instance, most of the gathered comments reflected a considerable level of awareness towards the necessity and role that culture has in shaping one's understanding of social characteristics. Moreover, it was noted that almost all teachers considered communication as the key to develop one's cultural awareness. They believed that it is beneficial to include culture both implicitly and through planned tasks. However, they were more interested in cultural contents when teaching subjects that are wholly related to culture. Moreover, they sometimes attempted to make conversations that reduce learners' misconceptions about the target culture; yet, such topics were not frequently tackled due to the lack of time as they are supposed to deal with the suggested syllabus. Their answers revealed that they are somehow aware of their role as mediators between the two distinct cultures though they find it difficult to spread understanding and tolerance among their learners.

For teachers, the unavailability of sources is among the impediments that faced learners when experiencing culture learning. Moreover, it was noticed that most of the teachers' complaints regarding that issue has to do with students' unawareness of the importance of culture learning. Furthermore, other reasons might be related to the lack of the teaching sessions devoted to such concern. Other respondents related this to the emphasis on historical input only when referring to culture in addition to the wide focus on grammar and the four skills with no attention to the fifth skill as most teachers plan to allocate the whole teaching time to the improvement of students' basic language abilities. Thus, the implementation of culture would not be done at a maximized level in their classes.

### **3.9.2.3 Interpretations of the Results Obtained from the Observational Sessions**

The observation process had been divided into many phases based on the offered opportunities for data collection including the availability of time, sources and participants. The first phases were done in the first semester, whereas the rest occurred in the second semester. Moreover, the researcher had attempted to develop knowledge on participants' exposure to and familiarity with the cultures related to the target language.

Maintaining observation during a given period of time had allowed to highlight a number of issues in relation to the problematic. It had been noticed that in most of the classes, visual aids

## Chapter Three: Analysis and Interpretations of the Obtained Findings

were used only in oral presentations. Moreover, the target language was the only language used in the classroom and most of the talking time was devoted to teachers with some interventions made by few fluent students in terms of participation. This may reflect students' hesitation and fear of public speaking except in oral sessions when they feel obliged to speak. Students' lack of speaking can negatively hinder the improvement of their communication skills and affect the way they negotiate meaning in terms of authentic situations that make the learning process real and more practical.

As far as the library of the faculty is concerned, it had been noticed that it is rich in terms of references about the English-speaking countries and cultures. Yet, most students were unaware of the fact that it includes several books on different topics. For instance, students who do not make continuous attempts to regularly borrow books will not be eager to know about other communities.

Furthermore, the findings revealed that the provided classroom content in different subject matters was concerned with the English-speaking countries, namely Britain and USA. The instructors showed a certain readiness to know about these cultures as they are supposed to be mediators who can bridge the gap between the native and foreign cultural features for their students. What can be noticed is the fact that the university curriculum of civilization courses for third year students focused solely on the American culture, whereas the British one is introduced to second year students. However, the teaching time allocated to civilization for first year students is equally distributed among both cultures (the British in the first semester and the American one in the second semester).

Furthermore, the findings showed that there had been some changes this year regarding the teaching time devoted to civilization. This could be seen in the amount of time designed for these courses (3 hours per week). The teaching time was distributed equally between the first and second session (the first is purely theoretical and the second is practical).

It is worth noting that most teaching civilization sessions were drawing attention to the timeline periods, wars and historical parts of the target culture. Indeed, activating learners' prior knowledge on events and historical facts is of permanent importance; yet, it is very helpful also to make them discover about other social facets

It could be seen that all teachers had the freedom to design the syllabus that fits their learners' needs. This gave more chances for them to be creative as they could implement culture-based activities that raise awareness among learners. Moreover, it could be seen that the syllabus was not conventional among teachers who teach the same level; from one hand, one can say that this can create differences among learners in terms levels of proficiency as they do not

## Chapter Three: Analysis and Interpretations of the Obtained Findings

receive the same input. On the other hand, this gives teachers more freedom to design their courses based on their convictions and creativity as they are not obliged to work with their colleagues to follow a step-by-step plan.

It cannot be denied that some students enjoyed other courses compared to civilization and literature thinking that they require more energy from them in terms of memorization. This can be noticed from their regular attendance in sessions that demand no memorization including oral expression, written comprehension and translation. Despite the fact that observation for a limited period of time was insufficient to describe the phenomenon in a detailed way, it had been of a great help for the teacher researcher to get more in-depth information and to crosscheck the information gained from other tools. Thus, triangulation and trustworthiness could be achieved. It is worth mentioning that the last research question can be answered in an understandable way through the identification of a number of theories and recommendations that will be widely tackled in the final chapter of the study.

### **3.10 Concluding ideas**

Language learners frequently experience challenging moments within cultural contexts due to a number of intrinsic as well as extrinsic reasons, differences among cultures, and fear of losing one's social identities. Based on evidence generated from the collected data, it can be concluded that students' unfamiliarity with the related culture is mostly related to the lack of exposure to culturally mediated contents that foster one's understanding of differences across cultures. Moreover, it could be seen then that any lack of motivation to discover the characteristics of other peoples particularly those of the English-speaking countries leads to lower levels of responsiveness to courses of cultural contents and negative perceptions among learners. This may be the result of the lack of intercultural experiences that enlarge their cultural repertoire along with the linguistic one.

The findings revealed that such difficulties originated from either their own sense of self-image or the related factors including the way they get exposed to the target culture as a whole. Furthermore, the lack of familiarity with authentic materials may be the major cause behind these affective experiences. This may in turn impact their abilities to be successful mediators who can participate in multiple intercultural discussions. Indeed, any lack of contact with the target culture leads to what one may refer to as communication anxiety which is one of the difficulties that face learners of foreign languages while attempting to discover a strange culture with its characteristics and within its social contexts.

## Chapter Three: Analysis and Interpretations of the Obtained Findings

Having interpreted the questions related to the exposure to culture inside the classroom makes one confirm that the classroom practices are insufficient to explore cultural data as a result of the aims related to the completion of the designed syllabuses in addition to the scope of the different subject matters in the sense that the aim of some courses is to not to tackle cultural knowledge. Hence, it is always recommended to implicitly include the fifth skill even when being concerned with the enlargement of other skills.

As it can be observed, the content of civilization courses is mainly historical. It aims to make students discover the main historical events that the United States of America passed through from the discovery of the continent to the establishment of the colonies, their independence, immigration in addition to other events such as the great depression. The investigative steps revealed that what is covered in the first year is also tackled in the third year with details. In the LMD system, only the British culture is taught to first year students and only the American one is taught to third year students in contrast to the classical system in which each module either British or American culture stands by itself as a session throughout the learning process. One should further mention that the allotted time is insufficient. Therefore, teachers may find themselves unenthusiastically obliged to exclude some themes for the sake of the completion of the syllabus.

It could be said that the problems that the selected students seem to face are mostly related to their unfamiliarity with the target cultures, lack of awareness of the necessity of culture-based learning, lack of the in-class exposure to such contents and other related reasons. Based on the aforementioned explanations and on evidence generated from the trustworthy procedures, one can find answers to the formulated questions suggested in the early stages of the study. It is worth mentioning that the last research question can be answered in an understandable way through the identification of a number of theories and recommendations that are widely tackled in the final chapter of the study.

## Chapter Three: Analysis and Interpretations of the Obtained Findings

Questions		Answers	
Q1	To which extent are third year students of English at DLU familiar with the cultures related to the English-speaking countries?	A1	Third year students of English at DLU are unfamiliar with the cultures related to the English-speaking countries.
Q2	To which extent are third year students of English at DLU aware of the necessity of culture-based contents when learning English?	A2	Third year students of English at DLU are unaware of the necessity of culture-based contents when learning English
Q3	Is culture teaching as important as foreign language teaching?	A3	Culture teaching is as important as foreign language teaching
Q4	Are teachers aware of the importance of culturally mediated contents in EFL contexts?	A4	Teachers are aware of the importance of culturally mediated contents in EFL contexts
Q5	What are the strategies and didactical techniques that need to be adopted by teachers for a better implication of culturally mediated contents in the EFL classroom?	A5	Culture-related topics about people whose mother tongue is English may lead to a better implication of culturally mediated contents in the EFL classroom

**Table 3.10** Answers to the Research Questions

It is worth noting that the five suggested hypotheses have been confirmed and strengthened. All in all, the aforementioned investigative steps and analytical procedures led to make a diagnosis for a number of difficulties encountered while attempting to transmit cultural knowledge. One should mention that the department of English at DLU received a huge number of students in the last few years. Students who enroll this department come from different streams including letters and philosophy, foreign languages and scientific ones. Consequently, it is not surprising to deal with a number of students who hold different motivational attitudes towards English. The classroom generally consists of 50 students. In such conditions, teachers may find themselves driven back to the traditional approaches that are teacher-centered. As a result, it is impossible to make a diagnosis for all students' needs, to establish a relaxing disciplinary climate and to create a cross-cultural environment in overcrowded classrooms.

The use of such sample was deemed appropriate for this study. Thus, the results could fit the general population for the purpose of gaining insights into the relationship between culture learning and language learning. It could be concluded that most of the severe obstructions that destruct learners' comprehension abilities are caused by the lack of knowledge on the related culture. Sometimes even if they understand the meaning of each word in the given input, they

## Chapter Three: Analysis and Interpretations of the Obtained Findings

show an inability to grasp the general meaning due to their unfamiliarity with the cultural context.

Any lack of knowledge regarding the English-speaking communities and their cultures will lead to the use of inappropriate utterances and breakdowns in communication among foreign language learners. Yet through cultural contents, linguistic patterns are more likely to be applied in social contexts. Hence, culture-based methodologies are fundamental as they make learners aware of the factors underlying successful communication.

### **3.11 Conclusion**

This chapter provided the reader with analytical explanations that help shape an understanding of the investigated phenomenon from quantitative and qualitative perspectives. As hypothesized by the researcher in the introductory part of the work and as shown through the analysis and interpretative explanations, there is a lack of awareness from the part of students regarding the significance of cultural mediation. Furthermore, much of the content introduced in classes is linguistic rather than cultural due to a number of reasons. Therefore, one may conclude that it is advantageous to integrate culturally mediated contents within the course design through giving more emphasis to the social side and not only the historical one. In line with these views and based on the difficulties encountered by learners while attempting to learn the target language with the related culture, the following chapter will deal mainly with some theoretical and practical suggestions as to search for the suitable ways of culture teaching in EFL settings. It aims to help EFL teachers to become explicit and implicit representatives of the target culture for their learners.

# Chapter Four

## Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction

4.1 Introduction.....	188
4.2 The Implication of Culturally Mediated Contents in the EFL Classroom: Scholars' Views.....	188
4.2.1 General Considerations.....	188
4.2.2 Goals of Culture- related Contents in EFL Curricula.....	190
4.2.2.1 Camilleri's Goals.....	192
4.2.2.2 Seelye's Goals .....	192.
4.2.2.3 Tomalin and Stempleski's Goals.....	.193
4.2.2.4 Nostrand's Goals.....	193
4.2.2.5 Lafayette and Schulz's Goals.....	194
4.3 The Implication of Culture- related Contents in EFL Curricula: Models Suggested by Scholars... ..	.194
4.3.1 Moran's Model .....	195
4.3.1.1 Products .....	195
4.3.1.2 Practices .....	195
4.3.1.3 Persons .....	196
4.3.1.4 Community .....	196
4.3.1.5 196 .....	196
4.3.1.6 Perspectives .....	196
4.3.2 Culture-general Knowledge and Cross-cultural Learning .....	197
4.3.3 Cultural Experiential Learning Cycle .....	197
4.3.4 Content-Based Model .....	198
4.3.5 Goodenough's Model.....	199
4.3.6 The 5 C's Model .....	199
4.3.7 The Intercultural Model.....	200
4.4 Ways to Raise Cultural Awareness among EFL Students.....	202
4.4.1 The Implementation of Culture-oriented Topics .....	202
4.4.2 The Implementation of the Intercultural Dimension.....	205
4.4.4 Assessing Learners' Cultural Awareness.....	207
4.5 The Researcher's Pedagogical Recommendations Regarding the Implication of Culturally Mediated Contents.....	208
4.5.1 Teachers' Role .....	.209
4.5.1.1 Setting Goals of Cultural Concern.....	209
4.5.1.3 Encouraging Cross-cultural Communication.....	.212
4.5.1.4 Raising Students' Cultural Awareness .....	213
4.5.1.5 Using Authentic Materials.....	.214
4.5.1.6 Using Technology .....	.214
4.5.1.7.1 The Mono-Cultural Approach.....	215
4.5.1.7.2 The Comparative Approach.....	.215
4.5.1.7.3 The Multicultural Approach.....	215

## Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction

4.5.1.7.4 The Problem-oriented Approach.....	217
4.5.2 Learners' Role.....	217
4.5.2.1 In-class Learning .....	218
4.5.2.2 Outdoor Learning.....	219
4.6 The Researcher's Suggested Tasks .....	220
4.6.1 Oral Expression Tasks .....	221
4.6.1.1 Task One .....	221
4.6.1.2 Task Two.....	221
4.6.1.3 Task Three .....	221
4.6.1.4 Task Four.....	222
4.6.2 Written Comprehension Tasks .....	224
4.6.2.1 Task One.....	223
4.6.2.2 Task Two .....	223
4.6.2.3 Task Three .....	224
4.6.2.4 Task Four .....	224
4.6.3 Literature Tasks.....	224
4.6.3.1 Task One .....	225
4.6.3.3 Task Three.....	226
4.6.3.4 Task Four .....	226
4.6.4 Civilization Tasks .....	227
4.6.4.1 Task One.....	227
4.6.4.2 Task Two .....	227
4.6.4.3 Task Three .....	228
4.6.4.4 Task Four .....	228
4.7 Assessing Students' Cultural Knowledge .....	229
4.8 Concluding Thoughts .....	230
4.9 Conclusion .....	234

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

### **4.1 Introduction**

The chapter at hand is an endeavor towards describing the most relevant ways that may be used by teachers to enhance students' comprehension of knowledge regarding the culture of origin and that associated with the target language; it provides worthy solutions to the problematical situation by proposing pedagogical strategies in terms of scholars' previous researches and the investigator's own suggestions. Culture integration in educational contexts provides a *raison d'être* for teachers to develop their students' critical awareness, which in turn enables them to both understand and be understood in other cultures. To achieve that objective, the curriculum needs to be efficacious as to provide students with significant situations in connection with the target culture.

### **4.2 The Implication of Culturally Mediated Contents in the EFL Classroom: Scholars' Views**

The four language skills are vital constituents of EFL lessons, yet they are not enough to reach native-like communication skills in terms of the readiness to use the language system appropriately in any situation. Bearing in mind that CC is the goal of most EFL instructors, it is inevitably recommended to pay attention to students' needs to act and react in authentic contexts. For instance, knowledge providers are recommended to amplify learners' socio-cultural background by means of tools and pedagogical implications which can fashion particular cultural circumstances.

In this respect, one may elucidate that learners' lack of knowledge regarding discrepancy among cultures can pilot to disturbance, ambiguity and then failure in learning outcomes, since mastering any language brings about the know-how of the cultural ingredients which define likeness as well as distinctiveness as they are compulsory to comprehend what native speakers mean or practise even if one does not favour to imitate their behaviours.

#### **4.2.1 General Considerations**

An increasing attention has been given to the impact that culture has on FL instruction as a result of the gradual shift from theoretical considerations into more authentic contents, particularly the socio-cultural aspects of the target language. However, many language

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

teachers encounter incomprehensibility in including cultural elements into the classroom procedures. In the light of what has been mentioned before, the study attempts to provide standards for foreign language instruction that can be adopted in the university curriculum. It identifies a number of techniques that contribute to an effective English language instruction grounded on the development of intercultural communication and understanding. The proposed theoretical and practical techniques have been put forward by scholars and the writer of the work for the purpose of creating well-structured courses that deepen students' familiarity with native and foreign cultures.

The rise of English as an international language of research, business and industry has dissociated native speakership of English from its traditional geographic locations. English has become the lingua franca between people who don't speak each other's national languages

Kramersch (1998:23)

It then becomes essential to acknowledge the cultures of the UK and USA as the main models to be taught to EFL learners. The enhancement of culturally mediated contents among learners enables them to manipulate grammatical rules in a concrete way with reference to social norms and their related meanings, and to reflect upon socially accepted ways of behaviour both in the native and target cultures. In this way, more opportunities for intercultural awareness can be offered. Reviewing prior research on the relevance of such dimension demonstrates that language education is successful and efficient when grounded on culture learning. Qualified teachers help maintain efficient implementations of educational procedures and improve the quality of learning. Thus, special attention must be given to the interconnection between teachers' characteristics and learners' achievements.

As elements of language teaching, cultural contents stimulate learners' attention towards discovering new things on unfamiliar cultures for the purpose of achieving successful interaction based on tolerance towards other individuals and their styles of living. One might claim that despite the fact that most EFL learners are exposed to courses that describe British or American civilizations, many of them are not entirely aware of the importance of such dimensions in relation to the development of the four language skills.

Oxford (2001) cites three factors as the key elements of successful foreign language education.. First, the teaching strategies should fit the learning styles of the learner. Second, learners should be equipped with high levels of motivation towards the target language. Third,

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

the setting should provide the required resources, aids and conditions that support the teaching/learning situations. Consequently, if these pillars are not intertwined, the EFL class is more likely to become boring and unsuccessful. Success in any language is particularly dependent upon a number of factors. The idea is extended by Wharton and Race who have provided a rich list consisting of 500 tips for TESOL. They relate success in language learning to the development of the skills that make sense of what is being learnt.

It is of limited value to learn only by rote, or to be able to do things without knowing why or how. Getting learners to think about how their learning is happening is one step towards helping them to develop a sense of ownership of their progress...If we concentrate only on supplying them with information, they are likely to simply try to store this. If we structure our teaching so that they are practising, applying, extending and engaging in other high level processes, they are likely to see these processes as central to their learning.

Wharton and Race (1999:5)

Supplying students with building blocks is insufficient as a process of data accumulation. In other words, other dimensions need to be implemented to create situations putting forward the context being taught in concrete ways of practising and sharing the linguistic terms. These recent dimension of foreign language instruction imply a considerable number of procedures, all of which, attempt to shed light on the practices and theories that lead to successful communication among learners who are in their way of becoming intercultural speakers.

### **4.2. 2 Goals of Culture- related Contents in EFL Curricula**

Theorists have postulated a considerable amount of opinions regarding the implementation of courses of cultural contents into the curriculum. In spite of differentiation in terminologies, methodologies, principles and suggested theories, most perspectives share the same idea in terms of the importance of incorporating such courses in FL classes. For instance, many studies confirm that language instruction is likewise culture instruction and language teachers are culture teachers.

Damen is one of scholars who call for the inclusion of culture learning along with the four skills i.e. reading, writing, listening, and speaking. In that way, teachers are expected to integrate five skills instead of four into the classroom procedures (1997). Indeed, one should elevate in students an everlasting awareness of their own culture as well as the target or unfamiliar one (Straub, 1999). Within the same line of thought, Kramsch calls for the necessity of establishing a sphere of interculturality in the EFL classroom.

## Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction

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

(Kramersch, 1993: 1)

Associating foreign language education with cultural elements is the key to improve knowledge of people's ways of life, beliefs, norms and practices. For instance, cultural awareness increases tolerance and decreases feelings of ethnocentrism. As a result, a number of studies have been developed by scholars to train teachers on how to explore cultural contents through comparing cultures, familiarizing learners with different cultural traits, and reducing any negative attitudes that impede the process of learning.

Baker (2003) presents a similar view by highlighting the importance of cultural comparison between the native and the target cultures in the content of instruction. It is worth remembering that ethnocentric attitudes can never be reduced without establishing cultural frames that depict social norms in different ways. Accordingly, the need for including the socio-cultural dimension in curricula has increasingly received attention from scholars. In this respect, Locke and Latham (1990, 2002) consider that giving students ideas on the expected goals is in a way or another responsible for increasing their motivational trials to achieve better results.

The studies suggested by Kramersch (1993), Seelye (1994) and Byram (1988) stress three fundamental aims when teaching a foreign language: exploring the native culture, recognizing the existing relationship between language and culture and comparing cultures. *“By constructing both their own and the foreign values, by organizing and extending the range of convenience of these constructs, students can find bridges to other cultures anticipate foreign events and discover alternatives to their own cultural patterns”*. Kramersch(1993:437).

Similar lines of thoughts have been drawn to highlight the importance of the intercultural education and the way it sensitizes learners to the existence of different cultural norms. Indeed, Paige' view perceives culture learning as any attempt to learn about oneself as a

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

cultural being in addition to the acquisition of an understanding of the relationship between culture and people's social identities. (1997)

### **4.2.2.1 Camilleri's Goals**

Providing a model of what should be taught in terms of cultural contents such as music, race origin, geography, architecture, customs, crafts, clothing and food is beneficial in different ways. In fact, Camilleri's words summarize the general aims in the following lines:

They learn (learners) different ways of responding to the environment, from very simple comportment such as expressing gratitude to a friend to more complex social interaction such as developing and maintaining an intimate relationship with a member of a different cultural and linguistic community  
Camilleri (2002:48)

Culture should be taught through explaining for learners the different patterns of living related to the English-speaking countries, their beliefs, behaviours, values, etc. In contrast to other scholars who see that teaching history or geography when teaching the target language is not helpful, since they do not describe or portray real-life contexts.

### **4.2.2.2 Seelye's Goals**

Seelye confirms that *"all students will develop the cultural understandings, attitudes, and performance skills needed to function appropriately within a segment of another society and to communicate with people socialized in that culture"*. (1994:25). She has proposed that teaching culture-based contents should draw six goals:

- ✓ Developing Interest among students in terms of developing their : eagerness with reference to not only non native cultures but also one's own culture
  
- ✓ Being aware of social variables that shape cultural identity such (age, social differences, classifications among classes, religious matters, racial origins, etc) and how all these components interfere in determining the way people use language and then behave.

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

- ✓ Making students aware of the utility of developing cultural knowledge and acceptance along with effective communicative skills while thinking, acting, and responding to cultural spheres.
- ✓ Inviting students to acquire knowledge of when and where things are happening in the native as well as foreign culture by pushing them to respond to questions on the standards that shape behaviours in similar and dissimilar ways.
- ✓ Enabling students to realize, synthesize and analyze the factors leading people to be the way they are. This can be done through relating patterns of behaviour to social requirements).
- ✓ Driving students to construct evaluations in cultural terms by being first equipped with the skills needed to situate cultural information without developing a sense of ethnocentric rejection.

### **4.2.2.3 Tomalin and Stempleski's Goals**

Language and culture are intertwined meaning that culture is the teachers' message to students and language is the medium through which they transmit those messages. For Tomalin and Stempleski (1993), culture-based courses should be based on the following aims:

- ✓ Raising an understanding of cultural diversity as a normal phenomenon.
- ✓ Developing a sense of awareness of the fact that social variables such as social categorizations, historical facts and ethnicity are responsible of the way people think and behave.
- ✓ Being responsive of the standardized patterns of behaviour in the native and foreign culture.
- ✓ Increasing knowledge of social connotations of words in the target language.
- ✓ Expanding the requisite skills to trace and systematize cultural data regarding the target culture.
- ✓ Inspiring students' interests about the target culture and eliminating apathy towards its people.

### **4.2.2.4 Nostrand's Goals**

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

The primary objective of teaching culture is to foster the understanding of the target culture from an empathetic perspective that allows student to positively interpret cultural differences between the native and the foreign cultures. Nostrand's theory (1967) puts forward a list of goals of culture teaching:

- ✓ The ability to behave suitably in social contexts.
- ✓ The tendency to be familiar with and reflect upon the social manners of the target population.
- ✓ The predisposition to demonstrate and clarify cultural patterns.
- ✓ The ability to elucidate behaviours of a foreign country. .
- ✓ The readiness to appraise cultural patterns.
- ✓ The willingness to experience socio-cultural elements.

### **4.2.2.5 Lafayette and Schulz's Goals**

As an attempt to enrich the previously drawn goals, Lafayette and Schulz (1989) propose the three relevant goals to pursue a culturally-oriented atmosphere for language instruction as follows:

- ✓ Knowledge: the ability to acquire information on cultural patterns of the foreign culture.
- ✓ Understanding: the ability to understand and manipulate the acquired cultural information in terms of interrelationships with other cultural contexts.
- ✓ Behaviour: the ability to use cultural information meaningfully and inoffensively in vivid situations.

Despite differences in classification and richness of ideas, the goals set by scholars remain only theoretical when not put into practice. Thus, one would assume that the aim of culture integration into classes is a task that needs to be designed by the teacher himself/herself, as he/she the most knowledgeable of students' skills, weaknesses and levels of cultural awareness towards otherness. This may be done via helping them to make comparisons of similar and distinct features amongst cultural backgrounds.

## **4.3 The Implication of Culture- related Contents in EFL Curricula: Models Suggested by Scholars**

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

Throughout the history of culture teaching, various approaches have been adopted as a reaction to the shift from theoretical perspectives to intercultural aims within foreign language instruction. Many views have been speculated on the mode that should be employed in classroom surroundings for building up positive cultural responsiveness in learners. In this respect, Byram (1997) calls attention to learner-centred approaches as they help learners exert their choices and wishes based on their needs and weaknesses. Learner-centeredness is considered to be awfully efficient in the way it creates native-like sceneries. This can be realized by supplying learners with expedient data needed to come across both cultures together without treating them as superior, mediocre or inferior as suggested by Byram who suggests a framework that provides a twofold model not for the aim of evaluating and determining which is better. (Ibid). This dual stance results from confronting the target culture secluded from negative evaluations in terms of the familiar and unfamiliar.

### **4.3.1 Moran's Model**

According to Moran (2001), five dimensions of culture may be included to raise cultural awareness among non-native speakers of a foreign language: products, practices, persons, communities, and perspectives.

#### **4.3.1.7 Products**

The first dimension is defined as belongings shared and created by the members of the target culture. This dimension is essential while learning the target language. *“Products, the visible dimension of culture, are at the gateway to the new culture, the new way of life. They are the first things that greet our senses when we enter the culture, and differences stand out”* (2001:48). A number of strategies have been proposed to explore that dimension including the way one can examine the existing relationships with other cultural products.

#### **4.3.1.8 Practices**

The second aspect comprises *“all the actions that members of the [foreign] culture carry out as part of their way of life, including language”* (2001:57). This dimension includes ways of verbal and non-verbal communication over shared actions. Cultural practices help students manipulate what they have learned in an appropriate context depending upon social situations that demand different practices for different purposes. As a dimension, it may be explored

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

through creating chances for students to compare their own cultural practices with those of the target culture. Thus, self-awareness is stimulated and enhanced in different ways.

### **4.3.1.9 Persons**

The third aspect of culture teaching encompasses any knowledge that enhances one's understanding of the principles that shape cultural identity and heritage. Moran asserts that individuals' identities and sense of belonging is a social product derived from experiences. Thus, it is recommended to enlarge one's understanding of his/her own identity comparing to foreign ones. *"There are also life histories of the people we meet as we enter another way of life. As we listen to them tell their stories, we build our relationships with these persons, and their lives illuminate our understanding"* (2001:103).

### **4.3.1.10 Community**

Moran refers to this dimension as *"a continuum of large groups such as a nation, a religion, and a shared language to more narrow concepts such as a sports team, a neighborhood and a family"* (2001:90). As one of the dimensions of culturally mediated instruction, it provides knowledge on differences within communities. *"Understanding national communities is the most accessible path to language learners, as smaller communities may be more challenging to explore in a foreign language-learning classroom"* (91- 92). Thus, it is essential to examine both communities from different perspectives.

### **4.3.1.11 Perspectives**

As a fifth dimension of Moran's model, perspectives are all that shape a community's practices, products, and identities. *"Based on an individual's perspective, a person carries out particular practices, creates particular products, and communicates to particular persons and communities"* (2001:74). This aspect can be explored either explicitly or implicitly through creating opportunities for tackling topics that describe beliefs, values, attitudes, and perceptions in an oral or written form.

One may categorize aspect into perspectives that concern the members of the native culture and those based on an explanation of the foreign ones. This can be reinforced within three main ways: functional, interpretative, and the conflict perspective. The Functional aspect refers to *"the broad view of culture"* (2001:84). The Interpretative one considers *"how*

## Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction

*insiders of the target culture define their products, practices, persons, and their communities”* (2001:86), while the conflict one emphasizes the way individuals view their relationships with reference to others. Moran believes that *“each perspective should be explored by language learners in order to have a more holistic understanding of the target culture”*. (2001:88). This multiple-perspective dimension increases students’ understanding of the fact that there exist many possible explanations, not only one right answer.

Each of the suggested cultural dimensions described by Moran should be included in syllabi to be explored in classrooms for the purpose of making learners eager to recognize and show respect to the target culture. Therefore, successful cross-cultural communication can occur and feelings of rejection can be minimized.

### 4.3.2 Culture-general Knowledge and Cross-cultural Learning

Paige visualizes a representation of language and culture teaching by referring to two concepts “culture-general knowledge” and “cross-cultural learning”. He states that *“culture learning is the process of acquiring the culture specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures”*. (2003:50). The ongoing process of exposure to culture may in turn improve students’ cognitive, behavioural, and attitudinal skills. Lee (2009) supports this view by suggesting a theory reflecting these three dimensions:



**Figure 4.1** A model for culture teaching (adapted from Lee, 2009)

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

### **4.3.3 Cultural Experiential Learning Cycle**

Along with the previously stated strategies, Moran (2001) suggests “the experiential learning cycle” or what he refers to as “the cultural experience.” The suggested constituent of culture teaching consists of any knowledge on native and foreign characteristics as well. This can be done through the use of materials that help discuss different issues on cultural experiences including four ways of knowing about oneself and otherness: knowing about, knowing how, knowing why, and knowing oneself. “*Learners go through an interactive cycle of acquiring cultural information, developing cultural behaviors, discovering cultural explanations, and articulating personal responses to what they are learning*” (2001:8).

Cultural knowledge often necessitates the gathering of information that describe one’s products, practices and perspectives. Therefore, it is highly recommended for teachers to perform different roles for the sake of widening students’ acquisition of knowledge on cultural experiences. “*Learners always bring their own interpretations and opinions of this information, and as arbiters, teachers need to point out differences*” (2001:146). Yet, the task is challenging for teachers as mediators between the both culture for it demands a high mastery of cultural knowledge to be able to transmit it in a correct and appropriate manner.

Through the cultural experiential learning model, students are asked to make comparative interpretations between the target culture and their own. This permits to understand new cultural phenomena in an authentic way following the direction of the teacher as a monitor of the learning cycle. After performing the tasks, learners are given the right explanations of the cultural issue for the aim of generating an understanding of what is foreign to them from the perspectives of their own frames of references. At this stage, an increasing self-awareness and understanding may appear among learners. However, a number of studies show that the overuse of this technique can lead to what we refer to as blocks or “cultural fatigue”. For instance, other scholars have asserted that teachers can help avoid psychological blocks and cultural fatigue with role-playing and other related techniques.

### **4.3.4 Content-Based Model**

Brinton, Snow and Wesche (1989: 2) label CBI as “*the integration of particular content with language teaching aims, or as the concurrent teaching of academic subject matter and second language skills.*” As an approach to foreign language instruction, its aim is to convey

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

meaning through a content that interests the learner, rather than simply offering an input. As Oxford (1990) maintains, language learning is, and should be, embedded with content-based learning whereby a number of skills are interrelated emphasizing the extent to which learners can establish solid underpinnings for successful communication rather than seeking solely for using the forms of language in an accurate way. Thus, EFL instructors can incorporate each of the five skills for a better retention of knowledge based on the application of integrated-skill approaches.

According to Eskey, every piece of information in CBI content should provide opportunities for analyzing, discussing and writing about the given content. As a result, the task of the knowledge giver is to acculturate students to a considerable extent. Empirical research in the field has shown an increasing interest towards CBI for it makes learning more concrete and practical. For instance, Genesee (1994) concludes that the integration of content-based courses facilitates the access to knowledge within a societal framework that calls for the use of authentic scenes. Thus, students are more likely to get involved in problem solving.

### **4.3.5 Goodenough's Model**

As people's total way of life, culture embodies all cues that reflect social norms on which individuals have to draw their actions. In view of this, it is inevitable to confirm that cultural awareness is an important constituent of successful communication that lead to the appropriateness of language use. Goodenough summarises the cultural contents that should be incorporated into FL courses of culture as follows:

The ways in which people have organized their experience of the real world...the ways in which people have organized their experience of their phenomenal world...the ways in which people have organized their experiences so as to structure their world in hierarchies of preferences...the ways in which people have organized their experience of their past efforts to accomplish recurring purposes into operational procedures for accomplishing these purposes in the future

Goodenough (1981: 62)

In order for culturally mediated instruction to achieve its goals, teachers should provide real-life contexts so that students visualize cultural information and communicate within a natural setting. Working on that aim can be done in the form of tasks that help contextualize language based on a number of culture-based models.

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

### **4.3.6 The 5 C's Model**

The American Council on the Teaching of Foreign Language (1996) suggested the 5 C's model of culture teaching (communications, cultures, connections, comparisons, and communities). Communication should be encouraged through organizing interactions among learners. "*Students can exchange information about different events by asking each other questions*" (1996:4). This can be done through the incorporation of contents that stimulate students' interests and motivational skills of interpretation and tolerance. Such activities contribute to the development of proficiency in communication skills.

The second dimension aims to enlarge students' understanding of cultural knowledge through practices that are produced as a result of attitudes that describe the target culture and society. For instance, this can be reinforced by demonstrating the way foreigners act and the reasons behind their actions through the use of documents that include knowledge on tangible or intangible products. Tangible ones are perceptible through the five senses: sight, smell, touch, taste, and hearing (ACTFL, 1996). Intangible products, on the other hand, are not perceived through the five senses as they include concepts and perceptions. The third component sheds light on learning through the acquisition of cultural competence and awareness. This may be done through creating interlinks with other disciplines such as art, history, geography and literature. Connection tasks help students acquire knowledge not only in the target language, but also in related disciplines.

Moreover, the aim of the fourth dimension is to develop comparative studies between the target culture and the native one by reflecting upon the similarities and differences among both communities. It is done in the form of tasks through which students perceive cultural features in terms of compared items that are different in meaning and purposes. In this way, students would develop further understanding of cultural systems as a whole in general. The fifth part, on the other hand, stresses the practicability of learned knowledge beyond the classroom setting. This would involve direct or distance communication with native speakers of the target language using direct or technological means. This could be done through bridging the classroom procedures with the English-speaking society and using a set of materials and activities that encourage students to reflect on their own culture and establish a sphere of interculturality. This can gradually increase their appreciation of distinctiveness.

### **4.3.7 The Intercultural Model**

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

The term “intercultural speaker” is coined to describe those who have the ability to see different cultures in terms of similarities and differences and to from an external perspective not from the centre. Acquiring any language involves grammar, the four skills, as well as the target culture. Maintaining a worldwide communication requires an ability to communicate interculturally and efficiently. Consequently, the way culture is taught should be done through focusing on the forms of address, greetings, and other related aspects.

Recently, there has been a growing interest in developing the cultural knowledge of foreign language learners which makes them aware of the customs, beliefs, social norms and all that concern other countries specifically the English-speaking ones. The importance of associating culture with language learning has been the concern of many teachers and researchers. In fact, two main viewpoints have influenced the teaching of culture. One pertains the implementation of the aspects of civilization, literature, arts, customs, habits, and social practices by emphasizing facts rather than meanings. On the other hand, other pedagogies concentrate on cross-cultural learning which entails comparison between one’s own and the target country in terms of cultural characteristics.

In fact, foreign language learning requires the acquisition of different components including grammatical rules, communication patterns, accuracy, fluency, vocabulary items as well as other dimensions. Liddicoat, et al declares that the intercultural approach to be implemented should place language, culture and learning into a single educative approach.

It begins with the idea that language, culture and learning are fundamentally interrelated and places this interrelationship at the centre of the learning process...The concepts of ‘language’, ‘culture’ and ‘learning’ are therefore central to the design of the Languages curriculum, and importantly, of the curriculum as a whole.

Liddicoat, et al (2003:43)

Kramersch (2001) stresses the idea that language is bound up with culture in different manners. In fact, it is inevitable to learn a certain language in isolation from its culture; thus, it is essential to rise teachers’ appreciation of culture in educational contexts through supporting the culture-language approach that emphasize cultural dimensions. Learners need to be exposed to intercultural training and not only on the cultures of the English-speaking countries but of the native one too. Therefore, it is vital to evaluate tolerably the target culture, interpret comparisons, and act successfully in both verbal and non-verbal communication.

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

*“Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing” (Kramersch 1993:1).*

### **4.4 Ways to Raise Cultural Awareness among EFL Students**

Teaching is a demanding profession which needs flexibility and the ability to deal with any situation in an appropriate manner. Instructors are supposed to be as familiar as possible with their learners' process of learning and the difficulties they encounter for the purpose of meeting their needs and introducing new techniques to better cope with emerging situations. Kramersch (1998) emphasizes that language use is tied with culture in various ways. He relates this close relationship to the fact that verbal communication embodies and symbolizes people's cultural life and non-verbal ways of manifesting ideas, thoughts and beliefs.

The nature of this inextricable link between language teaching and culture teaching has become the interest of many scholars and educators. Yet, the question which still continues to arise is then why and how to give the attention needed to culture along with language in educational settings? The teacher's function in this situation is critical as he/she can be responsible to a great deal in influencing learners' outlook with reference to culture learning, launching an atmosphere of affinity and being ready for versatility. Moran's words describe the different roles that teachers ought to play in the sense they should elicit cultural data, monitor the learning process, and outline cultural research, behaviour and analysis (2001).

It is possible that not all students will be interested in culture learning. Definitely, the task of the teacher is to persuade them that intercultural education is vital as it creates all-life encounters that encourage appropriate attitudes and reduce stereotyped views and prejudices that prevent students from being familiar with sets of behaviors, beliefs, and values. As Kramersch writes, *“breaking down stereotypes is not just realising that people are not the way one thought they were... It is understanding that we are irreducibly unique and different, and that I could have been you, you could have been me, given different circumstances”* (Kramersch, 1995a, 3). For instance, instructors are supposed to expose learners to cultural incidents that help penetrate the other culture, use multiple materials and create a realistic panorama for the purpose of lifting up learners' meta-cognitive cleverness.

#### **4.4.1 The Implementation of Culture-oriented Topics**

## Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction

Being exposed to a new culture with its different patterns and characteristics makes the learner conceptualize certain stereotypes, generalize negative ideas and form comparisons between the native and the foreign cultures. Therefore, it is recommended to raise awareness among students by introducing a variety of techniques to make them interculturally competent. Enlarging the amount of culture in classes can be done through games, discussions and any effective activities that promote culture learning. In this respect, Thanasoulas, (2010) confirms that foreign language learning is foreign culture learning, and that culture has, to be taught in the foreign language classroom at any rate. Oxford (1994) suggests the concept 'cultural texture' to describe the cultural aspects or topics that should be taught to encourage learners to become actively involved in experiences of cultural understanding and positive comparisons. Such experiences promote the discovery of what is familiar and what is unfamiliar i.e. similarities and differentiations.

In the 1960s, scholars made an attempt to encourage culture teaching through focusing on learners' perceptions and attitudes. Brooks (1960) has introduced a number of culture-based topics or what he refers to as "hors d' oeuvres" including a set of culture-related aspects that contributed to a shift of focus from teaching geography and history to the cross-cultural approach. As recommended by Brooks, teachers are supposed to allocate parts of their classes to cultural studies by implicating topics that widen students' attentiveness towards the target language from a cultural perspective. Brooks puts forward a list of topics and questions that enrich the classroom content in terms of culture. Some of these topics are listed in the table below; yet, the whole list of topics suggested by Brooks will be provided in the list of appendices:

Topics	Examples
Greeting	How do people greet one another? How to introduce oneself?
Levels of Speech	In what ways are social rules reflected in speech?
Forms of politeness	What are the common forms of politeness and how should they be used?
Discipline	What are the general rules of discipline?
Festivals	What are the official festivals?
Games	What are the most popular games?
Pets	What animals are considered to be pets?
Appointments	How do people make appointments?
Invitation	What are the general rules of invitations?
Meals	What are the popular meals?
Myths	Myths: What myths are generated among people?
Phone conversations	What expressions are conventional while using the telephone?

## Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction

Cleanliness	Cleanliness: What are the general standards of public hygiene?
Penmanship	What styles of handwriting are taught and used?
Letter writing and mailing	What are the conventions of writing and enveloping letters?

**Table 4.1** Culture-based Topics (Adapted from Brooks' *Hors d'oeuvres*, 1960)

In the 1970s, scholars started to concentrate on the sociolinguistic patterns as a key component in developing students' cultural knowledge about otherness. Consequently, the role of culture in the classroom was reinforced and the audio-lingual method was replaced by CLT that creates more integration of language and culture through communicative situations. As a result, scholars begin to explore the way culture should be taught in the foreign language classroom and its vital importance to successfully achieve the teaching objectives.

### 4.4.2 The Implementation of the Intercultural Dimension

Foreign language learning requires the acquisition of different components including grammatical rules, communication patterns, accuracy, fluency, vocabulary items as well as other dimensions. Recently, there has been a growing interest in developing the cultural knowledge of foreign language learners which makes them aware of the customs, beliefs, social norms and all that concern other countries specifically the English-speaking ones.

As one of the skills needed for better language learning achievements, intercultural competence is the ability to show successful communication with people from other cultural groupings in a way that enables one to grasp meaning and understand other people's ways of thinking and acting without the generation of prejudices of race, religion, social classifications and differentiation. In fact, language teaching is culture teaching, that is, '*by teaching a language...one is inevitably already teaching culture implicitly*'. (McLeod, 1976:212)

Fantini (2006:1) regards that competence as "*the complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself*". In Fantini's words, Effectiveness refers to one's own view of performance in the target language and culture, while appropriateness reflects how the non-native speaker's performance is perceived by the native one. The integration of this dimension calls for an increasing attention to a wide range of activities that enhance one's awareness of the existence of differences among cultures.

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

Following the same line of thoughts, Guilherme (2013:297) confirms that IC is as *"the ability to interact effectively with people from cultures that we recognize as being different from our own"*. Acting effectively across different cultures involves the negotiation of meaning in both cultures through the enlargement of both culture-specific and culture-general contents in a way that invites speakers to respect otherness. Thus, to learn a foreign language in a complete way is not merely a matter of developing the skills of communication, but also to discover how differentiation shapes cultural characteristics in a tolerant manner. According to Brooks (2001), ICC should be as practical as phonological accuracy, syntax and morphology in the way it exposes learners to the daily routines associated with the native speakers of the target language.

Babamova et al., (2004:77) claim that through civilization courses *'not only the general aim of teaching are realised but also universal human, national and ethical values are promoted'*. Therefore, it is recommended to implement topics that not only foster the language skills, but intercultural skills as well and to familiarize students with the people whose language is learn. The implication of the intercultural approach is a challenging and demanding task for the foreign language teacher who must first familiarize himself/herself with cultural knowledge that helps learners shape an understanding of the fact that populations' identities are different; yet, the difference should not be evaluated in terms of superiority or inferiority. Therefore, intercultural training is about raising tolerant perceptions and respect towards people from different origins.

### **4.4.3 The Implementation of Culture-oriented Activities**

In addition to teaching the linguistic knowledge, teachers should familiarize themselves and their students with the non-verbal communication and characteristics related to the target culture for the purpose of promoting intercultural awareness. The content of instruction may implicitly or explicitly reduce learners' cultural ambiguity; thus, courses should be based on culture-oriented topics that make the foreign language learner acquire knowledge about how other people are different, and how to compare and contrast cultural norms without constructing negative perceptions.

There exist varied techniques that lead to a successful implementation of culture into foreign language teaching. For instance, Stern's attempt (1992) calls for the use of authentic techniques including culture asides, culture capsules, culture clusters, culture assimilators in

## Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction

addition to a set of affective and cognitive techniques such as drama, research projects, literature and movies. Through these tools, one can symbolize the target culture with reference to the native one in different ways. Along with the same view, Chastain (1988) suggests a list of in-class and out-of-class situations that help create an authentic environment among learners.

Activity	Aims
Cultural island by Hughes (1986)	to portray the target culture through the use of materials that describe cultural phenomena to attract the learners' attention to discover foreign cultural patterns. To invite students to observe cultural phenomena, evoke comments
Culture capsule by Taylor (1961)	to outline one of the cultural aspects of the target culture to promote cultural awareness and understanding. To figure out similarities as well as differences through discussions and tasks
Reformulation and Prediction by Cullen (2000)	To ask students to retell a story or predict the missing parts of a half-told story To generate different cultural views through the establishment of socio-cultural contexts
TPR by Hughes (1986) and Pokrivčáková, (2013).	to respond to situations in which the learner is asked to act based on cultural experiences to activate responsiveness towards the meanings associated to different cultures.
Comparison (Robinson, 1985)	to maintain descriptions of not only the target culture, but also that of origins. To enlarge socio-cultural knowledge by comparing one's and the others' ways of behaviour.
Culture cluster by Meade and Morrain (1973)	increase the readiness and openness to discover and know about other cultures through the use of a combination of related capsules. To drive learners to form descriptive interpretations about specific aspects related to the target culture.
Culture assimilators by Fiedler (1971)	To give brief descriptions of a situation which leads to positive interaction between native speakers from the target culture and others. To give explanations and choose the appropriate interpretation.

## Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction

The Slice-of-Life Strategy by Taylor (1972) and Chastain (1988)	To portray one of the aspects from the other culture and presents it to learners. To boost learners' curiosity towards the provided input and stimulates their attention to discover about other related aspects.
The Audio-motor Strategy by Chastain (1988)	To authenticate listening comprehension through giving students a set of commands to which they have to respond by acting. To provide knowledge on behaviours through performed cultural experiences.
Drama and Minidrama by Chastain (1998)	To portray cross-cultural scenes and engage learners in role playing that help make cultural differences unforgettable. to present problem-solving situations that lead to the determination of the highlighted cultural phenomenon.
Critical Incidents Henrichsen (1998)	To expose students to cultural incidents and give them opportunities to see how their reasoning is similar to that of the native members of the target culture. To promote intellectual understanding and give learners more chances to get involved in the target culture.

**Table 4.2A** Compilation of Culture-oriented Activities

Considering language as a mere practice of grammar and vocabulary is a lack of awareness from the part of teachers who carry the responsibility of raising other skills among their learners. Thus, teaching culture along with language is linguistically and pedagogically beneficial in the sense that different implicit as well as explicit materials and contexts can be implemented to enrich cultural knowledge in classes.

### 4.4.4 Assessing Learners' Cultural Awareness

Intercultural sensitivity has been considered as a key element in the process of intercultural understanding. Thus, any attempt to raise it will help learners become more tolerant in terms of foreign cultural frames of differences. Numerous techniques have been proposed used to measure one's intercultural sensitivity, some of which are outlined in the following table:

<b>Tool of Measurement</b>	<b>Aims</b>
Intercultural Developmental Inventory	It was developed by Bennett & Hammer (1998) . It aims to measure one's cultural sensitivity depending on his/her degree of intercultural competence.
Multicultural Personality Questionnaire	It was introduced by Van der Zee et al (2000, 2003). It attempts to evaluate five perspectives: cultural empathy, emotional stability, open-mindedness, flexibility, and social initiative.
Social Distance Scale	It was developed by Bogardus in 1925. This scale attempts to measure one's reaction to foreign cultures by determining his/her level of acceptance and tolerance

## Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction

Culture Assimilator Model	It was designed in 1986 by a group of scholars along with Brislin. The scale attempts to incorporate real-life contexts by proposing a model that makes learners select the appropriate explanations
Intercultural Behavioural Assessment Indices	It was initiated by Ruben in 1976. This tool attempts to evaluate one's competence in terms of seven dimensions: tolerance of ambiguity, interaction management, display of respect, orientation to knowledge, relational role behaviour, interaction posture, and empathy
Intercultural Perspective-Taking Scale	It was developed by Steglitz (1993). It is a tool that attempts to propose a story and ask learners to write an essay to interpret one of the suggested cross-cultural situations. Evaluation depends on how much learners incorporate cultural elements in the interpretation.
What Shows that I am Interculturally Competent?	It is developed by the European Wergeland Center by a group of 30 European teachers (2012). It evaluates one's skills, attitudes and knowledge. The tool is based on research by the council of Europe and other international organizations. It enables anyone to measure his/her degree of intercultural competence.

**Table 4.3** Cultural Awareness Assessment Tools

Accompanying FL education with cultural elements is a key factor in improving learners' knowledge of people's ways of life, values, beliefs and practices. Thus, ethnocentric worldviews and stereotypes may be avoided. Prior research on culture teaching asks for increasing teachers' efforts to reconsider the contents they are including in their classes in a way that widens students' knowledge on and exposure to the different varieties of English most specifically the American and British ways of using language in social contexts.

### 4.5 The Researcher's Pedagogical Recommendations Regarding the Implication of Culturally Mediated Contents

In recent decades, researchers are attempting to best satisfy students' needs regarding the language system as a whole believing that teaching a foreign language is inaccurate and incomplete without the integration of the related culture. In the light of what has been mentioned before, the study attempts to provide standards for foreign language instruction that can be adopted in the university curriculum. It identifies a number of techniques that contribute to an effective English language instruction grounded on the development of intercultural communication and understanding.

Teaching a foreign language cannot be complete without the related culture. It would be similar to the acquisition of a body of symbols to which students generate inappropriate meanings. It is clearly seen that speakers interpret situations within cultural perspectives, and

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

this can frequently lead to misapprehension. It is important therefore to teach the target language with reference to the related culture. This need raises great controversial negotiations among scholars on how to define culture for learners through linking it with language courses and establishing parallel sequences by focusing on paralinguistic features, and intercultural competencies as well as linguistic or grammatical skills.

It is apparently seen that culture never remains constant and that it is under continuous change, which makes it quite difficult for language teachers to meet such changes. As a result, much greater importance should be dedicated to cultural aspects in FL education as an attempt to promote an ability to communicate appropriately across boundaries in multicultural contexts. Hence, teachers are confused as to implement the target culture in their classes through a varied instructional content, effective approaches and successful techniques. Thus, it is important to include cultural activities into the educational process to enrich learners' awareness, attitudes, knowledge and skills of interpretation concerning not only the target culture, but the culture of origin too. As mentioned in the aforesaid explanation, the first part of the last chapter is designed in a way which highlights some considerations that are set by scholars in the field regarding the problem under investigation. Yet, the second part is concerned with introducing the researcher's own ideas and inspiring propositions that may lead to better learning/teaching results regarding language learning in a cultural context. Various techniques for culture teaching are introduced in this part of the study with examples of activities that highlight identity, similarity and differences among comparable patterns of culture.

### **4.5.1 Teachers' Role**

Teachers have a significant impact on learners' academic achievements. For instance, effective language learning depends to a great extent on teaching methodologies and classroom procedures. In fact, the characteristics of successful teachers are universal, and others are domain-specific. However, the teacher himself/herself is the one who knows how to be successful in terms of achieving multiple aims at the same time.

It is obviously seen that culture is the mirror through which one can reflect social practices and behavioural norms. Accordingly, syllabus designers should create a multitude of opportunities for learners to be in contact with the target culture i.e. the one that is related to the English-speaking countries. This can be realized through reinforcing the intercultural activities and dimensions that make them intercultural ethnographers who seek to discover

## Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction

otherness in a number of ways. In fact, the emergence of the communicative approach has stressed the importance of cultural knowledge in the foreign language classroom by creating real-life contexts and exposing learners to different communicative situations that make them compare and contrast the similarities and differences between their own and foreign cultures.

Culture teaching labels the significance of cultural data along with the skills needed for proficiency and fluency. In fact, it has been widely recognized among specialists that the way language is used reflects the culture that defines the society in which that language is used as a mother tongue. Thus, it can never be efficiently taught if isolated from its cultural context. In other words, in order for communication to occur successfully, language must be integrated with its cultural elements.

### 4.5.1 Setting Goals of Cultural Concern

Setting teaching objectives is one of the steps that determine what students are expected to exhibit by the end of the exposure to teaching methodologies. To acculturate students, culture should not be disregarded, since it serves as the road map which shapes the skeleton for efficient language learning. Different views have been formulated on what cultural approach to choose; establishing a sphere of interculturality starts by discovering the foreign or target culture in multiple ways.

<b>EFL courses</b>	<b>Goals</b>	<b>Examples</b>
Culture-oriented Contents	Ensuring wider recognition of cultural phenomena regarding the target language and culture	Proposing cultural topics on the characteristics of the target language and its native speakers.
	Controlling one's ability to address cultural themes effectively and with no attitudinal tendency.	Asking students about their willingness to discover about foreign cultures.
	Making sense of patterns of behaviour and morals of the foreign culture.	Giving examples of ways of behaving and their meanings in people's culture.
	Helping students assert that factors such as age, social class, cultural background and race influence the way in which people act and behave.	Giving explanations and clarifications via story-telling or other tools that raise awareness among learners.
	Helping students be aware of others' conventions and social rules.	Listing some social rules of the foreign culture.
	Making students explore the cultural significance of words and phrases of the target language.	Giving examples regarding forms of politeness, expressions of greeting, apologizing, asking for help, requesting, etc
	Establishing an interconnection between one's cultural identity and that of foreigners.	Giving some examples of cultural aspects in the foreign community and their equivalent meanings in the native one

## Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction

	Drawing attention towards diversity and distinctiveness amongst cultures.	Implementing topics on the role of globalization and technology in raising one's knowledge of cultural diversity among nations
	Acquiring an ability to positively observe similarities and dissimilarities between one's own and foreign culture.	Explaining that what is strange for us regarding other people is at the same time representing something accepted and conventional for them and vice versa
	Developing an open-minded outlook towards cultural differentiation.	Organizing classroom debates on the significance of cultural distinction.
	Being able to immediately and with no prejudice respond to socio-cultural situations that demand appropriate language use.	Creating cross-cultural situations in the classroom and designing suitable ways to deal with them.
	Helping students develop a positive and tolerant understanding of the unfamiliar behaviours.	Performing role-plays written by students by asking them to imagine and reflect upon different cultural backgrounds and ideologies.
	Raising intellectual curiosity, tolerance and readiness to know about all that is strange.	Rewarding students 'attempts to make research on cultural themes (through preparing research papers, oral presentations, etc).

**Table 4.4** Goals of Culture-based Instruction in the EFL Classroom

Indeed, teaching in a multicultural context is one of the most significant topics discussed among pedagogues in the last few years. In fact, it is important to stress the utility and effectiveness of designing courses of cultural concern for the ultimate purpose of deepening students' knowledge of the aspects and traits defining the other culture as something different and strange to them. Through the table below, the researcher aims to design the general aims that may shape culture-based contents in EFL settings:

Unquestionably, teaching is not always about following the same course design. In fact, the teacher should adapt his/her classroom methodologies to the situation he/she is exposed to. This is due to the existence of intrinsic and extrinsic factors that influence the teaching/learning atmosphere such as students' levels of motivation, styles, self-esteem needs and interests. This requires an approach that is based on a clear diagnosis of the aforementioned issues, the availability of time and the selection of the adequate materials.

The obstacles that may face students' attempts to learn the foreign language they are exposed to may be reduced by following guidelines that are built upon previous theories and personal ideas developed by the teacher himself/herself as the controller and leader of his/her own classes. Yet, waiting for a step-by-step guide on how to teach culture in foreign language

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

contexts is meaningless and useless ,since the teacher is the one who can create his/her own plan including cultural courses that take into consideration his/her learners' needs, levels and cultural awareness. This may be done through following an eclectic approach, which combines what is suitable from each theory for the purpose of meeting the planned goals.

### **4.5.2 Planning Lessons of Cultural Contents**

Becoming a native-like speaker in terms of accent and richness in word selection should not be the most important aim for FL instruction. Yet, what is of primary importance is to develop learners' skills of understanding what is being heard either from native or non-native speakers of the target language and being able to express oneself in different situations and for different purposes. In fact, being a good listener, a competent interlocutor and a writer of correct language is what pushes many learners to follow instructional programmes aiming at enriching their way of using language in multifaceted contexts and organizing fruitful debates with natives and non natives as well.

Indeed, it is inevitable to learn a certain language in isolation from its culture; thus, it is essential to rise teachers' appreciation of culture in educational contexts through supporting culture-based approaches and any instructional methodologies that emphasize grammatical structures along with social or cultural dimensions. The integration of culture-based elements may be done via the exposure of learners' background information to big and small cultures as dimensions reflecting cultural knowledge of a specific community. Yet, it is worth mentioning that one should not neglect the native culture and its characteristics, for it is important in helping students create a bridge between the native and foreign cultures. This in turn develops their sense of cross-cultural understanding.

Creating an easy-to use and purposeful plan for teaching English to non-native speakers is the concern of instructors who are increasingly seeking for opportunities that help students practise language freely and with no barriers. Manipulating thoughts within the language system should go hand in hand with an input that functions students' minds in multiple contexts. By this, one may mean the increasing need of being in exposure to settings that create immediate contact with the foreign culture with its elements, characteristics, values and principles. The content of instruction may implicitly or explicitly reduce learners' cultural ambiguity; thus, courses should be based on culture-oriented topics that make the foreign language learner acquire knowledge about how other people are different, and how to compare and contrast without constructing negative perceptions.

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

It is acknowledged to enlarge the cultural knowledge of learners by including courses that provide a content that describes the characteristics of the people living in the English-speaking countries. To be able to reflect upon strange characteristics, one needs also to be familiar with what is part of his/her own culture, meaning that it is advantageous to choose the topics that push learners to be actively involved in experiences that lead to the development of intercultural competence and the establishment of comparisons between their native culture and that of the native speakers of the target language. Comparison in this sense is meant to be positive i.e. without perceiving differences in terms of superiority and inferiority.

### **4.5.3 Encouraging Cross-cultural Communication**

Cross-cultural learning has become advantageous to education due to the growing need of maintaining successful communication, which involves an understanding of how people from different cultures put meaning into words. Differences can create great barriers to communicators in terms of comprehension and appreciation of one another. The ability to communicate effectively is highly required for the foreign language learner. Undeniably, being a good listener is one of the important factors to be a good communicator. Thus, in order for learners to be competent in communication, they need first to be accustomed to listening to native and non-native users of the target language.

Furthermore, non-verbal ways are also vital to successful communication including the way learners use eye contact, gestures, and tone while aiming to transmit a message. It is obviously seen that all classroom procedures require communication; yet, one may question the debatable issue of how to devote the suitable time for students/teachers communication in order not to break the flow of instruction by receiving students' questions during the whole teaching time. Differentiation in cultural contexts brings about challenges in the transmission of the intended messages. In fact, successful communication across cultures begins first with the understanding that any difference among distinct cultures is to be perceived normal for speakers of different languages.

### **4.5.4 Raising Students' Cultural Awareness**

It has been noticed that many students are unaware of the unarguable connection between language and culture thinking that the full mastery of linguistic rules is sufficient for effective and successful communication in the target language. This results in an ignorance of culture

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

as a fifth skill. Therefore, teachers should implicitly and explicitly inform their learners about the way culture can shape their understanding of the language components.

The notion of cultural awareness has emerged in the last decades as a major ingredient of language teaching. It entails a number of skills that help shape communication in multicultural frames. Cultural awareness may be perceived as the first step towards the stages of intercultural instruction.

In fact, there are different effective strategies to raise students' cultural understanding and awareness. Language awareness consists of cognitive, affective and social skills that concern the students' attitudes and sensitivity towards the target language. It should create curiosity and therefore permit to act within different multicultural contexts. It refers to the meticulous understanding of ideologies, beliefs and behaviours that describe others. Students who are willing to act as intercultural speakers need to show a feeling of understanding and respect towards other cultural norms without losing one's own cultural identity.

This ability makes them ready to activate their communication skills within spoken and written discourses. In order to raise tolerance of differences and understanding, students need to answer questions like what makes others different and how languages are used in a way which affects social norms. As commonly noted, knowledge of the lexis, grammar, and phonetics is not sufficient for developing native-like skills among learners. This needs to be complemented by a considerable understandability of the socio-cultural aspects that affect communication. Thus, a tolerant treatment of the wide-ranging cultural contexts of the English-speaking communities is recommended.

### **4.5.5 Using Authentic Materials**

In order for communication to occur successfully, teaching tools should be implemented in a variety of ways and on the basis of students' needs, levels and interests. The techniques discussed in this chapter are all vital to effective language curricula. In fact, most students spend many years receiving courses in the English language. Yet, they still confront challenging experiences when it comes to the applicability of what they have learned in situations that demand fluency, accuracy and appropriateness of language use. This may be interpreted in the lack of exposure to authentic contexts that are similar to what can occur in natural settings including the way speakers of a given language manipulate their thoughts to form meaningful utterances based on what surrounds them.

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

This created an increasing need to incorporate culture-oriented elements into the target language classes with an emphasis on authentic materials that help students acquire language with its cultural components. The use of culturally oriented materials that encircle various themes, scripts, images, dialogues as well as social mannerisms is helpful to the extent that they can widen students' knowledge in terms of distinctiveness among cultural backgrounds. Using different materials is thought-provoking for teachers and learners as well who seek for daily opportunities to practise what they have comprehended in concrete situations.

### **4.5.6 Using Technology**

Considerable studies call for the implementation of technology to develop vocabulary, reading, writing, pronunciation, listening, speaking, and the fifth skill. Technology has brought significant changes to FL instruction for it makes learning experiences more enjoyable and engages students in active learning. Technology is characterized by accessibility and flexibility in the sense that it teaches not only the linguistic structure, but also the cultural one.

The incorporation of technology broadens students' skills, facilitates the access to information and broadens the understanding and accumulation of knowledge. Providing well-resourced classrooms in terms of technological tools ensures better learning opportunities and real-life situations for learners. For instance, they can learn through watching documentaries or listening to records. In that way, students can benefit from technology in a number of ways including interactive tasks that facilitate the access to cultural contents. As a result, they become less dependent on the printed form of language and more engaged in authentic situations. For instance, the use of numerous materials including technology allows teachers to make culture learning more accessible to all students as they can get access to any sort of cultural knowledge in an immediate way.

Technology is the tool through which one can create a learning environment based on interactive resources that provide real communication and enhance students' abilities of critical thinking and literacy skills. Such tool allows language learners to maximize the opportunities of being in contact with the target culture even beyond the classroom environment. This leads to direct and indirect enhancement of cultural knowledge. The usefulness of technology in the classroom, as with any learning tool, depends on the flexibility of the teacher who should look for appropriate and effective ways of implementing

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

such sources. Teachers must, therefore, be fully informed about what kinds of tools are available and whether they are appropriate for their classrooms.

### **4.5.7 Following Different Approaches**

Language is a social product, both shaping and shaped by society. It is considered as a prominent ingredient, which plays a major role as one of the practices that are wholly related to culture. Hence, one can draw the conclusion that language should be taught through culture. Integrating culture in language teaching is, undeniably, of primary importance. In fact, it is essential to teach language not in isolation from the related culture; otherwise, students would be taught only meaningless units. In other words, language teaching should be more than teaching grammar, vocabulary, and pronunciation. In essence, it should be aimed at developing the ability to communicate with people from other cultures.

In the history of teaching culture, different approaches emerged as a way to spread cultural awareness. Some of them still have prevailing positions while others have been proven to be less efficient. In broad terms, culture teaching can be divided into approaches depending on the teaching aims and the concern of courses. The first view focuses only or mostly on the foreign culture, whereas other methodologies are based on comparing the native and the target culture.

#### **4.5.7.1 The Mono-Cultural Approach**

As an approach, it gives more concern to the development of a native-like communication competencies. It does not consider learners' understanding of their native culture. Teachers who are willing to become successful moderators between the native and the English-speaking communities need to develop an understanding of cultural values other than their own. This ability refers to a readiness to operate successfully and with no prejudicial tendencies within spoken and written discourses. They are supposed to understand how language works in cultural environments, what important role it plays to differentiate social groupings and what meanings do people with different backgrounds intend to convey while conversations take place. In this approach, little attention is given to learners' culture of origin; thus, priority is given to the target culture.

#### **4.5.7.2 The Comparative Approach**

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

The comparative approach, on the other hand, considers that comparative observations should be made between the culture of origins and the foreign one. Learners are not supposed to evaluate which culture is better but rather learn that there are many ways of doing things and these are not the only possible ways for people. . In other words, this approach involves comparison but not in terms of superiority and inferiority, but in terms of improving one's knowledge on both cultures. As a model of language teaching, it is based on cross-cultural understanding through creating situations that help bridge the gap between the target and native cultures. This encourages any attempt of correlation among cultural features in a number of ways by being exposed to similarities and differences as well.

### **4.5.7.3 The Multicultural Approach**

This approach considered culture as the core element of foreign language education. It calls for the inclusion of intercultural situations based on enhancing one's skills of comparing and contrasting cultures. It is based on the idea that culture is best learned through intercultural thinking that involves comparison. It focuses on the target culture with an establishment of the existing relations between learners' own country and the countries whereby the target language is spoken as a mother tongue.

This is to be done through the development of learners' intercultural and communicative competence, which would enable them to act as mediators between both cultural frames of reference. The multicultural approach draws attention to several cultures whereby the engagement exists within one culture. It raises a focus on diversity of the foreign countries as well as the learners' own. As in the intercultural approach, comparison is highly important. Following a multicultural approach is helpful in the sense it creates continuous opportunities for the discovery of varied cultures through which one can develop tolerance, appreciation and readiness to know about otherness

### **4.5.7.4 The Problem -oriented Approach**

The aim of this method is to persuade learners to discover the target culture by themselves through engaging them in problem-solving tasks that broaden their knowledge on one of the dimensions that concern the target culture. It aims to encourage learners' to tackle cultural elements through research and tasks on particular topics by discussing and sharing what they have learned regarding the target culture. Learners work in groups or individually as to tackle topics on different aspects of the other culture. They share and discuss what they have

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

discovered and interpret the information with the help of their teacher who acts as a facilitator and a mediator between both cultures. Therefore, the role of the teacher is to determine the problem that interests learners and fits their needs, level and knowledge.

The aforementioned approaches supply learners with factual information because of their very rich sources and materials. All of which are centered on various aims for a better discovery of the characteristics of the target culture. Hence, it is the responsibility of the instructor to know when and how to implement the suitable approach.

### **4.5.2 Learners' Role**

Culture is not merely a reflection of experiences but rather a whole process in which one can use numerous sources to cover a number of topics that broaden students' understanding of strange cultures. Learners are likewise recommended to have the willingness to face the fear of getting in contact with a foreign culture; they should know that the only way to be proficient users of the language is to take risks and learn through the exposure to differentiation. They should be autonomous in the way they do not rely on the teacher as the only knowledge provider of cultural data by being active participants in multiple tasks and looking for continuous ways both inside and outside the classroom to assess what they have learned. They should be aware of the fact that the learning process is participatory and entails the communication of ideas, meaning and viewpoints.

#### **4.5.2.1 In-class Learning**

Strengthening students' sense of belonging to cultural settings can serve to further enlargement of open-mindedness and appreciation of distinctiveness. Accordingly, students are supposed to seek for the inclusion of culture with and without the assistance of their teachers. Looking for opportunities for cultural practice within the educational curriculum can be done in different ways. Learners are asked to develop the ability to respond to cultural encounters that broaden their worldviews and make them more flexible and ready to respect different perspectives.

In-class cultural learning allows students to seize opportunities to develop the skills of empathy and flexibility that help understand others and deal with a wide range of social situations. When it comes to the role of students in a culturally mediated context, it is important for students to take part in any attempt towards culture learning. With recent advances in teaching

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

approaches, the teacher is no more the dominant figure in the classroom. This creates a need to draw attention to the role of learners as active participants in the learning process; the cultural environment needs to be student-centered, and it does not depend on the teacher as the knower of all.

Instead of waiting for directions, correction, approval, evaluation and rewarding, learners are recommended to be active in multiple ways. For instance, they should cooperate and learn from one another as much as possible. Instead of asking questions directly to the teacher, they need first to seek for chances for knowing about puzzling issues. Only after they have tried to get the answer by themselves, they can check the relevance of what they have found with the assistance of their instructor. In that way, more chances for cultural practice are ensured.

The learner as a negotiator within the classroom procedures should not show complete dependability on the teacher as the only provider of cultural input. He/she must undertake communicative tasks in a milieu in which he/she can show his/her contributions and interpretations of information. In line with the views that encourage autonomy in culture learning, learners are also recommended to play a monitoring role, not only in receiving knowledge but also in activating their readiness to grasp cultural meaning. Furthermore, they can be providers of feedback to their teachers. As for the expression of meaning, students are likewise asked to inform their teacher about the extent to which they lack cultural data; they can even be a source of cultural information for their peers. This would allow both the teacher and the learner to be co-dependent in the process of learning and teaching.

Applying a culturally mediated approach to language instruction calls for the use of activities such as role playing, games, storytelling, information-gap tasks and other techniques that invite students to play different roles in the sense they encourage interaction and teamwork. Through participating in the learning process, learners not only strengthen their aptitude to communicate in the target language, but extend their knowledge in terms of the related culture and the culture of origins. All in all, the implementation of cultural contents into language education through interactive learning is not an easy task for learners who attempt to exchange information and maintain successful interaction with culturally mediated purposes. Thus, it needs guidance from the part of the teacher as the controller of in-class procedures that aim to facilitate learning and make it more enjoyable.

### **4.5.2.2 Outdoor Learning**

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

Successful language learners often devote much of their efforts to any opportunities for practising the target language beyond the classroom. For instance, in-class learning is insufficient as it is limited by time; for this reason, it is recommended to maximize the contact with the target language in natural settings, more precisely through out-of-class procedures. This can be done through reinforcing the chance of familiarity with and exposure to a variety of materials that can significantly enhance the language learning process.

In fact, establishing multicultural contexts for communication plays a vital role in maintaining successful contacts with representatives of diverse cultures. The more students develop contacts with native speakers of English, the more they acquire the language in a natural setting and raise their intercultural understanding. It is evidently seen that any attempt to know about cultures is a step towards the development of one's cultural awareness. This involves the ability of becoming aware of one's cultural traits and those of foreigners as well.

Indeed, what is appropriate in one culture may be inappropriate in another one.; thus, misunderstandings arise. For that reason, it is advisable to make attempts to acquire cultural knowledge on otherness. For instance, it is essential for learners to create frequent opportunities to explore cultural knowledge in the outdoor environment. Therefore, they should place emphasis on the value of outdoor experiences for non-native speakers. These contributory experiences may be encouraged through the use of any means that implicates overwhelming experiences beyond the indoor environment for the sake of creating contact with the natural world through sensory situations that support the integration of different resources.

### **4.6 The Researcher's Suggested Tasks**

In recent years, questions such as how to teach culture, whose culture to be taught, and what shapes culture arise as a result of globalization and the increasing demand to create multicultural contexts for language learners. This undeniable need creates an attention towards the improvement of the four skills through the integration of cultural contents that explore the vocabulary needed for a better explanation of behaviors, traditions, customs, rituals, identity and all that is unfamiliar. It can be seen then that culture and language should be closely connected to the extent that makes the foreign language learner recognize that what might appear to be an adequate behaviour in his/her culture may not necessarily be regarded as a proper one in the foreign one.

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

Since language is regarded as a social product, culture is, then and with no doubt, the core of language teaching. Thus, for lesson plans to be complete and purposeful, one should integrate the language skills within a context based on cultural learning. It is recommended to maintain an approach with integrated skills that enlarge learning within a culturally mediated framework. This can be done through providing an input that internalizes linguistic information through listening, reading, speaking and writing as major components of language teaching.

It is apparently seen that the classroom tasks are effective techniques that develop communication among students, which in turn promotes successful interaction based on appreciation of cultural norms. Through these tasks, students can cover a number of content-based themes that encourage fun and creative thinking and help them apply what they have learnt in concrete situations by choosing the appropriate body movements, mimicry, vocabulary, and cultural features. Communication within cultural frames is challenging for non-natives, as it engages them in experiences of enculturation. Therefore, it is beneficial to learn how native speakers of the target culture interact and behave. Indeed, the following activities are suggested by the researcher herself for the purpose of offering practical solutions and not only theoretical ones. Details on the multi-stage processes of the suggested tasks are better described in the list of appendices.

### **4.6.1 Oral Expression Tasks**

Oral tasks are a means through which themes of cultural concern can be tackled. They help increase the readiness to discover about other cultures, and enable to make interpretative descriptions that shape students' openness to be culturally involved in the process of accumulating knowledge about other people. For instance, Oral tasks may be used as a way to give brief descriptions of the cultural aspects in relation to the target culture for the purpose of pushing learners to compare and contrast different items. Thus, cultural awareness and understanding may be promoted. For instance, figuring out similarities as well as differences can be done through organizing oral discussions with the help and guidance of teachers. This in turn leads to situations of comparison between the native and foreign culture; thus, intercultural learning can occur in an implicit way.

#### **4.6.1.1 Task One**

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

One can ask students to listen to something that describes the English-speaking countries in terms of a certain cultural characteristic, and then they will be asked to express themselves by reflecting their understanding of the implemented material in an oral debate. At the end of the activity, students are invited to listen to the explanation of the teacher regarding the highlighted aspect by mentioning the cultural similarities and differences among both cultures. As a final task, students are recommended to enlarge the knowledge they receive by preparing oral presentations for the coming lectures.

### **4.6.1.2 Task Two**

The teacher may introduce group work tasks by dividing the class into groups and asking students to construct a list of features that distinguish the native and target cultures. To facilitate the task, learners may be given a list of aspects from which they can draw comparisons. In that way, the teacher can narrow down the scope of the task and guide learners on how to mention the appropriate features by referring to the given aspects.

### **4.6.1.3 Task Three**

Role-playing is one of the effective tools for teaching the target culture for it allows students to engage in natural settings that help them perform imaginary scenes to reinforce communication skills. For example, students will be asked to create a role play in which they have the opportunity to use the target language in a communicative way. The teacher is supposed to suggest a list consisting of cultural themes that reflect the cultures related to the English-speaking countries. Students are invited to work in groups in which they get invited to choose a cultural situation they would like to act out based on their preferences and the theme they want to explore. After choosing the themes, students may be given a period of one month to work on the story of the play. This pushes them to make research on how natives behave and think in the target culture.

When acquiring the required cultural knowledge, they can then use their imagination to draw the events and reorganize them in sequenced scenes. Meanwhile, they are engaged in the story by composing the required speech and tools for the performance of the play. The day of the evaluation, students will perform their plays in a setting similar to that of the target culture by bringing the needed tools and trying to act in cultural contexts. After finishing with this task and being evaluated, another role-play may be introduced by asking learners to draw a story

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

on the same cultural themes chosen in the first play; yet, for the second time, they will be asked to imagine the same social situation in their own culture i.e. they will be asked to write a play with the same plot in the native culture and not the foreign one.

### **4.6.1.4 Task Four**

The instructor may begin the course with a set of questions as a brainstorming activity. The questions encourage students to imagine how they would react in such circumstances and think about what is appropriate and what is not in the British culture. The suggested situations orient the students' attention towards the importance of knowing about the foreign culture before proceeding to a direct contact with it. Students are given 5 to 10 minutes to think about the appropriate behaviours and then they will be given small papers in which each student has to write down how he/she will act in the given situations. The papers are collected by the teacher and are read loudly to give the opportunity for students to discuss the appropriateness of what they have written. Through acquiring knowledge on the listed social manners, students can make interconnections with the native norms; thus, a high level of cultural understanding may occur in the classroom.

### **4.6.2 Written Comprehension Tasks**

Written tasks are vital in assessing students' understanding of the instructional input and determining the extent to which knowledge is transmitted through the lesson. A written assessment tool can be done in many forms depending on what the teacher wants to achieve. Thus, efforts should be allocated to design the suitable questions that are targeted to learners' needs

#### **4.6.2.1 Task One**

One can ask students to listen to a record that includes knowledge on the target culture in terms of a certain social behaviour, and then the topic is discussed briefly by offering chances for students' talk. As it is a written expression course, the following step of the activity is to ask learners to summarize what they have understood in a written composition. After devoting few minutes for writing something on the topic, they will be given opportunities to read what they have written and as a final step, they will be invited to speak, discuss and reflect upon similarities and differences between the native and foreign cultures.

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

At the end of the activity, the teacher may choose the best compositions and read them aloud to give feedback and stimulate competition among learners. In that way, a multi-skill approach is used to tackle cultural themes i.e. the four skills are all integrated along with the fifth one which is culture.

### **4.6.2.2 Task Two**

Another task is suggested by the researcher in a written comprehension course as an indirect way to widen students' understanding of the notion of "culture" and its importance in education. Learners are asked to paraphrase the given passage, read what they have written and give their viewpoints. At the end of the course, the best compositions have been chosen and read by the teacher.

### **4.6.2.3 Task Three**

Students are invited to write a dialog through which they can show empathy towards someone belonging to another culture. The imaginary dialog portrays a situation that needs communication. Each student is supposed to write a dialog in which he/she makes a discussion with a foreigner who is coming to visit the student's native land. More chances for creativity are then given to students as they can write about any idea for example the way one welcomes the arrival of a foreigner, the way one asks the foreigner about social norms and their equivalents in the native one, etc. As it is a written comprehension course, the written dialogs are corrected in details by the teacher in terms of writing mechanics then discussion is made to help students exchange ideas on the required knowledge for better cross-cultural communication.

### **4.6.2.4 Task Four**

Exposing learners to cultural data can be done in multiple ways. For example, the written comprehension instructor may write on the board a number of characteristics regarding the British social manners. This can be presented in the form of listed characteristics entitled "Things you need to know about the British people".

The following step is about to ask learners to reword the provided input in the form of an essay. Afterwards, the teacher reads the essays written by the students; then, a sample essay may be dictated for further illustration. It is worth remembering that written comprehension

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

courses are taught to third year students of English at DLU for one hour and a half per week in which evaluation should be done on a weekly basis i.e. the whole mark is done through assessing students' continuous attempts to work in the class. This way of assessment gives more opportunities to implement activities that shape cultural tolerance among students.

The integration of culture through the writing skill is efficient as it makes students acquire knowledge of a particular culture with its social underpinnings. What is worth mentioning, then, is that culture should be considered as a fifth skill that should be taught with speaking, listening, reading and writing. Neglecting the fifth skill results in an inability to function tolerably in multicultural contexts. Therefore, it is desirable to put into practice effective strategies that create better opportunities for the development of communication skills.

### **4.6.3 Literature Tasks**

Literature is the key for teachers to portray the behaviours, thoughts, attitudes, traditions, and linguistic rules related to the target language. It is the mirror through which one can provide opportunities for learners to discover what is strange and what generally defines otherness. Literature may be a valuable supply of contexts that implicitly get in touch with culture. Integrating culture in the language classroom processes through culture-embedded literature is recognized to be vital to culture teaching in different ways. That kind of tasks encourages teaching literature as a way to promote language as well as culture acquisition, since literary texts are rich in terms of details that reflect the social life and values of another community. Multicultural literature can be thought of as a strategy that enhances comprehension and discussions on topics and meanings through the literary work.

#### **4.6.3.1 Task One**

The teacher can provide students with a title of a literary work that describes one of the cultural aspects in relation to the English-speaking societies. They will be given an idea of the main events and theme of the work and will be asked to write a summary of the plot in the class. The following step is then devoted to the discussion of the intended meaning of the given piece of literature. This can be done through introducing a number of questions to activate learners' readiness to negotiate the meaning of the story and reflect upon what they have written and understood.

After responding to the given questions in an oral discussion, students may be invited to write down a story that is crafted in another context reflecting their own way of thinking,

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

traditions and style of living. In other words, they are invited to tell the same story in their own culture. Indeed, the role of the teacher as a facilitator and a prompter is to supply a variety of creative tasks including writing assignments that give learners an opportunity not only to read literary works, but also to produce a piece of literature that widens their understanding of the native as well as target culture. To be able to do that, they should first be introduced to knowledge about the different literary genres. Consequently, their imaginative abilities may be awakened and they will be able to write their own short stories or parts of stories.

### **4.6.3.2 Task Two**

Students are provided with a list including a number of literary works from which they have to choose the preferable one. In that way they are given opportunities to be decision makers by choosing the works that attracted their attention. After choosing the preferable work, they will be asked to make research at home in order to get an idea about the main events, characters and plot of the story. The following step is then done in the class by asking learners to summarize what they have understood in a short essay. As a result, the teacher can assess students' understanding by reading their written compositions and dictating the appropriate summary written by the teacher as a way to enhance their understanding of the cultural aspects explored in the given literary work.

The last step may be done at home by asking learners to read the whole work. Certainly, it is insufficient to rely on the classroom content. In other words, they may even be given homework activities that push them to reflect upon what they have read by writing about the given text and discovering about other cultural frames. In that way, students will be able to grasp meaning from literary texts. Thus, an intercultural interaction between the text and the reader can occur in a successful way.

### **4.6.3.3 Task Three**

A task may be implemented after listening to a recorded version that summarizes the story of a novel that portrays the cultural characteristics of the American society. The teacher provides students with a list of unfamiliar expressions from the novel and asks them to guess their meanings from the context and their prior knowledge. Making debates through guided questions is, then, appreciated to raise students' understanding of the highlighted characteristics. It may be said that students' responses and participation in the debate reflect a sense of comparison between the native and target culture.

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

### **4.6.3.4 Task Four**

In the first session, students are asked to watch a movie that summarizes the story of a popular literary work. The chosen work is supposed to raise students' cultural awareness of the differences between the native and American culture. In the second session, a presentation with summaries of selected scenes and photographs has been introduced by the teacher to foster comprehension. Learners are, then, asked whether they share the same cultural characteristics. At this level, a debate is held to reflect upon what they have noticed. Discussion may center on only three or four scenes that highlight cultural characteristics and may pave the way for the establishment of comparison. Discussion is done on the basis of a number of questions.

1. Is what you have seen similar to what occurs in your own culture?
2. What are the main features that shape the personalities of characters?
3. What would be the reaction of characters in a similar situation in your own culture?
4. What was your experience like in case you are one of the characters?

After responding to the questions in the form of a classroom debate, students are asked to write an essay in which they respond to the same given questions, each from his/her own point of view. At the end of the session, the written essays are gathered to be read by the teacher who can use them as an evaluative tool to assess students' levels of responsiveness to culturally mediated contents. Thus, more chances to test their cultural awareness can be reached.

### **4.6.4 Civilization Tasks**

The involvedness of students in what it means to be exposed to a foreign culture can be done through a variety of tasks. For instance, it seems valuable to explore the characteristics of a given culture in terms of attitudes, values, customs, celebrations, rituals, conventions of politeness and body language. In fact, teachers should emphasize the necessity of creating authentic situations that stimulate learners' interests, motivation and curiosity towards culture learning. Civilization courses are indeed important for the improvement of students' cultural repertoire as they are directly concerned with courses of cultural concern.

#### **4.6.4.1 Task One**

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

There are countless examples of cross-cultural encounters that may be depicted through civilization lessons as they are supposed to implement explicit ways of teaching culture in multiple contexts. For that and other reasons, it is of great importance to create classroom scenes on the basis of cross-cultural communication that informs learners about cultural facts. The teacher can bring a video that describes social, political and economic factors that affected the American society throughout history.

Such activities will make the lesson more interesting and with less boredom for they create authentic experiences. The given explanations provide better descriptions in terms of highlighting social aspects regarding the English-speaking communities, and help recognize cultural norms in a concrete manner. This leads to discuss similarities and differences compared to the native culture. By determining social events of representatives of the target culture, learners will be more active in the way they respond to distinct cultural backgrounds and develop a tolerance towards patterns that are different from their own.

### **4.6.4.2 Task Two**

Some of the cultural aspects reflect the hidden part of the cultural iceberg; thus, they should be internalized within learners' minds in different manners. For example, the teacher can start with a very brief introduction that describes the British people in terms of social etiquette by explaining that they are famous for politeness and self-discipline. Then, an activity may be implemented at this level by giving a list of items and asking learners to guess how the British people behave in this case. The items to be described may be greeting, invitations, eating and other related aspects. Students are given some minutes to think about the answers, and then each student is supposed to guess an answer. Afterwards, the correct responses are written by the teacher on the board.

### **4.6.4.3 Task Three**

In this activity, the instructor is supposed to draw a table on the board consisting of the do's and don'ts in Britain. The table is given empty and is supposed to be constructed by learners. The teacher can activate learners' attention by asking a number of questions that help students find out the do's and don'ts. It is worth noting that the teacher's mastery of the topic needs to be extreme to be able to guess whether students' responses are correct. After the table is constructed from students' responses, the teacher can add another list of the appreciated behaviours to enrich the input.

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

### **4.6.4.4 Task Four**

The teacher writes a word that describes one of the cultural aspects regarding the target culture to brainstorm the different meanings that can be expressed by students regarding the word. All ideas mentioned by students are written and an in-class discussion of the different cultural dimensions associated with the suggested cultural aspect is maintained. Next, students are asked to work in collaboration as to describe their native culture in terms of the same cultural aspect. Each group is asked to form a mind map on a big sheet of paper including the points of similarity and distinction among both cultures.

The following step is concerned with asking the groups to compare their maps from their own perspectives. The teacher acts as a prompter who checks students' work, guides them on how to respond to the questions, and makes sure that all group members are participating in the given task. This step is followed again by discussion during which all groups reflect upon what they have found out.

Recent approaches of foreign language teaching encourage learner-centered tasks that seek to engage students in the learning process by being active members who take part in decision-making and choices. Research projects are among the most useful techniques that can successfully fit the purposes of culturally mediated instruction through pushing students to discover various facts about the culture of origins and the foreign one. It is also advisable to prompt students to make projects from which they find information using various sources.

On that basis, they can synthesize the collected information and, very often, prepare oral presentations. This can be beneficial to the whole class by giving learners an opportunity to act as representatives of the highlighted cultural phenomenon. As a follow-up task, an in-class discussion is needed to correct or extend the content presented by students. Thus, problem solving, creativity, research skills, and critical thinking may be reached.

### **4.7 Assessing Students' Cultural Knowledge**

Assessing students' knowledge on the aspects related to the target language and culture makes teachers able to judge learners' weaknesses and background information. For instance, using a variety of tasks that mix the classroom content with other details that were not explored in courses helps get an insight into what students lack to become successful users of the target language and creates a native-like environment via multicultural contexts.

## Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction

Envisaging a number of tools that measure the fulfillment of teaching objectives helps in acquiring a deep understanding of the surrounding circumstances. Thus, it is recommended to test students' cultural knowledge in a number of ways. The test below is prepared by the researcher herself. It is entitled "Students' Cultural Knowledge on the English-Speaking Countries". As a way of measuring students' knowledge of culture in terms of social characteristics, the tool encompasses a number of questions organized in the form of two sections, all of which attempt to gather background knowledge on learners' repertoire regarding the countries whose mother tongue is English mainly the UK and USA.

The first section comprises 8 questions that describe what students know about the American culture whereas, the second part aims to measure students' degree of exposure to the British culture by proposing the same questions. In each question, Details on the content of the test are given in the table below:

<b>Parts</b>	<b>Examples</b>
Knowledge on the American culture	How would you describe the American culture?
	What are the main social principles that govern the life of the American people?
	How would you rate your familiarity with the American culture?
	What are the main similarities and distinguishing features among your culture of origin and the American culture?
	How do the American people behave in ceremonies?
Knowledge on the British culture	How would you describe the British culture?
	What are the main social principles that govern the life of the British people?
	How would you rate your familiarity with the British culture?
	What are the main similarities and distinguishing features among your culture of origin and the British culture?
	How do the British people behave in ceremonies?

**Table4.9** Cultural knowledge Test

That kind of activities enables learners to determine the correct responses in relation to the target culture. This can make them test their personal data regarding the given data. Thus,

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

they start to be engaged in individual and group discussions as well as critical comparisons to discover the correct answers. The complete version of the proposed test is then provided in the list of appendices.

For instance, students are invited to put their ideas into papers whereby the assignments are corrected and checked by the instructor. In other words, there are numerous ways to test students' cultural repertoire by asking them to write something about the target culture. The following questions may be proposed to direct learners towards culture-oriented aims by testing their repertoire in terms of the target language and the related cultures:

It is worth mentioning that the suggested techniques and activities are designed by the researcher herself and are mostly meant to be used in classes to help spread culturally mediated instruction in an appropriate and successful way.

### **4.8 Concluding Thoughts**

Culture is not merely a reflection of facts and experiences but rather a process of acquiring the skills needed for a better understanding of the target language through the associated culture. In the line of what has been examined throughout this study, it is highly recommended to call for, if already acquired, the enlargement of the intercultural communicative competence as a core element in the development of the ability to interact effectively across distinct cultures in a way that helps negotiate both culture-specific and culture-general features based on respect and tolerance. Therefore, to learn a foreign language is not merely a matter of proficiency and accuracy.

It was confirmed that the time allocated to civilization courses is not sufficient to raise cultural awareness among learners. Thus, culture learning should be implicitly and explicitly included in all courses through which teachers can focus on other aspects in addition to the historical part tackled in civilization classes. In other words, the content would be divided in a way that sheds light on different cultural aspects and engages learners in investigative tasks that develop their curiosity towards otherness in a tolerant manner. Furthermore, it was suggested to benefit from various teaching materials such as visual aids that enhance learners' motivation.

Exploring themes that introduce cultural information requires the implication of different ways of responding to students' learning behaviours; this can reinforce motivation and impact short as well as long-term outcomes. Thus, any implicit or explicit attempt to raise the amount of teachers' comments on learners' achievements is recommended. The implementation of such contents has been considered as one of the ways to increase learners' motivation and interest in the instructional content. When given appropriately, it guides learners towards better achievements

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

When teaching cultural contents, several variables must be considered including timing, students' degree of cultural awareness and the way of raising their interests towards the provided material. Such contents may be introduced in an oral or written form to enable the students to be an active learner rather than a passive receiver of information. For instance, one needs to develop his/her students' skills of interpreting and thinking critically by addressing questions on what they received as knowledge, how it was fruitful and why things are the way they are. In that way, they will identify any piece of information and attempt to analyze it systematically rather than simply receiving it.

Furthermore, grouping students for the aim of accomplishing certain tasks may be beneficial to teach cultural contents. It is through group work that the cultural data can be learned in a way which increases motivation on the given tasks and encourages collaborative learning that provides students with the opportunities needed to exchange ideas, make discussions with their peers and come up with answers. For instance, students can be given a task that involves cooperation for the completion of the assignment in an effective and collaborative manner.

It is worth noting that there are different works of cultural contents in terms of describing the English-speaking countries. The teacher can take benefit from these books as they provide a direct access to cultural data from the part of learners. For instance, one may propose the following works:

1. "The Making of the English Working Class" by E.P. Thompson in 1963 which describes the English social history ( the English artisan and working class in from 1780 to 1832)
2. "The Age of Innocence" by Edith Wharton in 1920 which describes the upper-class of New York in the late 19th century.
3. "The Great Gatsby" by F. Scott Fitzgerald in 1925 which portrays the American dream, materialism and social classes
4. "Oxford History of Britain" by Kenneth O, Morgan in 2010 which tells the story of Britain and its people over two thousand years, from the coming of the Romans to the present day.
5. "Making America: The Society and Culture of the United States" by Luther S. Luedtke in 1992 which offers a comprehensive exploration of the American society and culture from multiple perspectives.

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

6. “Illustrated American Idioms” by Dean Curry in 1982 which draws attention to American idioms.
7. “Britain: The Country and its People: An Introduction to Learners of English” in 2009 by James O’driscoll which highlights the British culture and civilization

It should be noted that what is suggested is not the only way to be successful in terms of culturally mediated instruction; however, each teacher can adapt the strategies that can best suit the existing learning conditions and atmosphere. As to provide insightful guidelines on how to incorporate culturally mediated contents into the EFL classroom, one may summarize teachers’ role as follows:

- ✓ To incorporate culture-based methodologies that not only focus on accuracy and fluency but on the fifth skill too.
- ✓ To establish theoretical and practical experiences that help recognize similarities and differences across cultures.
- ✓ To adapt the materials and strategies that fit intercultural needs.
- ✓ To encourage autonomy among learners to the extent that makes them seek for opportunities to acquire cultural knowledge with and without the assistance of their teachers.
- ✓ To develop an atmosphere suitable for learning in terms of the opportunities offered to take part in communication.
- ✓ To be aware of the fact that the exposure to a foreign language demands an exposure to the related culture.
- ✓ To know how to use the appropriate techniques for raising cultural awareness based on the classroom setting, the learning needs and levels of interests.
- ✓ To know how to select appropriate cultural information from trustworthy sources.
- ✓ To design culture-oriented courses that take into account the desired objectives and the expected outcomes.

Encouraging any teaching step towards the implication of culturally mediated contents is beneficial in terms of boosting students’ attention and readiness to cope with all that is foreign. Hence, students themselves need also to make attempts to be familiar with the target language with its related culture. Thus, the following set of guidelines may summarize the role of students in this respect:

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

- ✓ To be aware of the fact that a learner cannot be entirely competent in the foreign language without a deep understanding of the culture of origin and those of the foreign communities.
- ✓ To seek for opportunities to create authentic experiences and practise the target language such as communication with natives and research papers on cultural topics.
- ✓ Expanding one's attempts of outdoor learning.
- ✓ To ask for the help of teachers when needed in order to facilitate the access to cultural knowledge.
- ✓ To find their own way to learn cultural knowledge.
- ✓ To reorganize the provided cultural information.
- ✓ To be creative in presenting cultural themes.
- ✓ To create opportunities by themselves to practise language in a cultural context
- ✓ To seek for strategies to recall what has been learned.
- ✓ To learn language as a whole (vocabulary with the related culture)..
- ✓ To be ready to discover about the foreign culture
- ✓ To use self-assessment regarding one's cultural repertoire.
- ✓ To reflect a high level of respect and tolerance towards differences.
- ✓ To ask for the assistance of teachers when needed.
- ✓ To show good intercultural behaviours.

Teaching is undoubtedly more than a mere act of teaching. It instead requires expectations about the outcomes of the applicable methodologies; it also demands a careful vision of the aims that are to be designed. Making plans has a substantial influence on the educational outcomes especially that university teachers are given a certain freedom to design the syllabus, use the suitable tools and hence apply the methods that are of paramount importance for successful and fruitful culture teaching.

As knowledge providers, teachers have a direct impact on students' assimilation of the teaching input. They may have some characteristics in common; yet, certain qualities differ among them depending on the subject matter, the setting and the teaching goals. In the light of what has been examined earlier, it could be claimed that teachers have a considerable impact on the learning process. Therefore, effective teaching does not entail solely helping good students to be better, but mainly assisting low-achievers to cope with difficulties and challenging experiences.

## **Chapter Four: Recommendations on the Implication of Culturally Mediated Instruction**

It is worth noting that the aforementioned tips are set to meet the objectives related to teaching English as a foreign language with reference to culture-related settings as an attempt to create a need to work on the competencies enabling students to function their minds and tongues in multicultural ways.

### **4.9 Conclusion**

In this chapter, an attempt was made by the researcher in terms of providing some practical teaching techniques that were established by experts and scholars in the field of Didactics. Moreover, it puts forward a number of guidelines proposed by the writer of the work for the aim of raising interests among teachers and learners as well regarding the implementation of contexts that are relevant to the intercultural dimension of foreign language learning. All in all, it is worth mentioning that effective teaching is not restricted only to proficiency and fluency. It rather requires the establishment of a sphere in which intercultural communication and understanding can occur efficiently and with no prejudicial attitudes. Thus, it is obviously seen from various perspectives that it is unfeasible to teach the foreign language without referring to a cultural context.

# **General Conclusion**

# General Conclusion

In the past, teaching foreign languages was concerned solely with grammar and vocabulary. Thus, assessment was in terms of linguistic knowledge including translation tasks, vocabulary lists, and grammatical rules. Yet, with the increasing shifts in aims within language instruction, other dimensions started to gain popularity. Meanwhile, the importance of assessing culture learning has become of great necessity.

Culture, as it is viewed by many scholars, is that multifaceted whole combining features that define a population's set of interests, practices, views, beliefs, morals and guiding principles. Indeed, the lack of familiarity with the cultures related to the target language may negatively impact the process of accumulating the knowledge needed to become successful speakers. Consequently, researchers are attempting to best satisfy students' needs regarding the language system as a whole believing that teaching a foreign language is inaccurate and incomplete without the integration of the related culture.

Language and culture are interrelated since language is the means through which people's beliefs, ideas and traditions are reflected. Linguistic instruction should be targeted at shaping cultural awareness; therefore, what we are concerned with in this study is highlighting the role of foreign language teachers in promoting such awareness through including culturally mediated elements that shape an understanding of the target language with the related culture among learners. In other words, language instruction should not be concerned merely with the rules of grammar and vocabulary, but it should provide students with different opportunities to reflect upon sociocultural aspects along with linguistic ones.

Over the history of EFL teaching, different methods have been introduced for the purpose of improving the teaching/learning process. Yet, some aspects were de-emphasized including any attempts to implement culture-based topics and this may be one of the foremost reasons why language teaching is still ineffective. Indeed, culture is that set of verbal and non-verbal patterns that have as a purpose to form the social identity of populations. Recently, the integration of culture into language teaching has come to its forefront. Thus, educational schedules have come to emphasize the effectiveness of cultural aspects as part of the EFL curriculum.

As explained in early phases of the research work, the researcher attempted to highlight the conditions under which culture-based contents are incorporated in EFL classes and examine students and teachers' attitudes towards the necessity of such contents in the development of one's awareness and readiness to learn the foreign language along with the related culture. For instance, the contact learners have with the target language and the related cultural elements can lead to stereotypes and prejudicial ideas that in turn lead to feelings of intolerance and refusal to learn about otherness. Therefore, this investigative study attempted to explore students' responsiveness to the cultures related to the English language. It also examined their degree to which the selected participants are exposed to the target culture as a key to enhance effective communication.

To investigate the aforementioned problematic, both quantitative and qualitative data collection methods had been used to clarify the problem being investigated in a detailed and trustworthy way. For instance, semi-structured questionnaires were administered with both learners and teachers to quantify the extent to which the selected participants are familiar with the related culture and aware of its necessity if FL instruction. Furthermore, quantitative tools had been used to obtain more reliable results; for instance, an interview was used with teachers, a focus group with learners in addition to classroom observation. Therefore, triangulation was achieved to have more reliability and validity.

In fact, investigating learners and teachers' expectations and views helped clarify the problematic in an understandable way. Based on evidence generated from the collected data, it could be concluded that the hypotheses proposed in the early phases of the research were confirmed. In other words, it could be seen that students' unfamiliarity with the related culture is mostly related to the lack of exposure to culturally mediated contents that foster one's understanding of differences across cultures.

The findings revealed that such difficulties originated from the related factors including the way students get exposed to the target culture as a whole. Furthermore, the lack of exposure to authentic encounters may be the major cause behind these experiences. This may in turn impact their abilities to be successful mediators who can participate in multiple intercultural discussions. Indeed, any lack of contact with the target culture leads to what one may refer to as culture shock which is one of the difficulties that face learners of foreign languages while attempting to discover a strange culture with its distinguishing features and within its social contexts.

Having interpreted the results related to the exposure to culture inside the classroom makes one confirm that the classroom practices were insufficient to explore cultural data as a result of the aims related to the completion of the designed syllabuses in addition to the scope of the different subject matters in the sense that the aim of some courses is to not to tackle cultural knowledge. Nonetheless, it is recommended to implicitly include the fifth skill even when being concerned with the enlargement of other skills. It is worth mentioning that the participants involved in this study are taught by the researcher. Hence, more opportunities are created in terms of observing them, amassing the required data and drawing conclusions that may help improve the situation under investigation.

As it can be observed, the content of civilization courses was mainly historical. It aimed to make students discover the main historical events that the United States of America passed through from the discovery of the continent to the establishment of the colonies, independence, immigration in addition to other events such as the great depression. The investigative steps revealed that what is covered in the first year is also tackled in the third year with details. In the LMD system, only the British culture is taught to second year students and only the American one is taught to third year students while they are both taught to first year students in contrast to the classical system in which each module either British or American culture stands by itself as a session throughout the learning process. One should further mention that the allotted time to culture teaching is insufficient. Therefore, teachers may find themselves unenthusiastically obliged to exclude some themes for the sake of the completion of the syllabus.

Based on the observational notes constructed by the researcher, it could be seen, then, that students' levels of cultural awareness differed. Some of them were eager to know about all that is foreign while the majority showed no readiness to know about otherness. For instance, the views and attitudes towards different cultures vary from one student to another. Some participants were eager to deal with cultural experiences by showing enthusiasm and competitiveness to discover about other cultures. Yet, many students were complaining of the culture-based input they were receiving thinking that it is unessential for language learning. This means that they were unaware of the necessity of culture in the learning process as being the core element of FL learning. In fact, being uninterested in the cultures of others may hinder the process of language learning and limit the amount of culture learning. This may

lead to misinterpretations of encounters and create barriers that impede the acquisition of cultural awareness along with the development of the four language skills.

Based on the interpretative explanations and on evidence generated from the research procedures followed to accomplish this study, one could find answers to the formulated questions suggested in the early stages of the research process. Thus, it had been concluded that the hypotheses proposed by the researcher were confirmed. In other words, it could be seen that some students are not familiar enough with the target culture. For instance, the lack of intercultural training, limited time devoted to the teaching of the target culture, lack of authentic materials, and fear of controversy when dealing with foreign cultural norms have been recognized as the main impediments to culture learning.

Indeed, teachers confronted a large number of students with different levels of competence, attitudes and interests. Some of them lacked cultural knowledge while many of them lacked motivation towards the acquisition of such content and they often abstain to make efforts for improving their cultural awareness. In fact, one's cultural awareness is dependent upon the level of exposure to cultural themes in and outside the classroom. In fact, being exposed to a new culture with its different patterns and characteristics makes the learner conceptualize certain stereotypes, generalize negative ideas and form comparisons between the native and the foreign cultures. Therefore, it is recommended not to exclude contents about the English-speaking cultures from courses since language cannot be taught apart from the related culture.

Students with low levels of cultural awareness showed more prejudicial views and racial bias that may greatly impact the way they interact with and perceive all that is foreign. Thus, it is recommended to help them overcome the outcomes that result from social categorization and stereotyping. Thus, learning a non-native language without being in contact with the related culture is deficient. In other words, it is essential to support culturally mediated approaches and any instructional methods that emphasize linguistic aspects along with social-cultural ones. Any lack of motivation to discover the characteristics of other peoples particularly those of the English-speaking countries leads to lower levels of responsiveness to cultural contents among learners. This may be the result of the lack of intercultural experiences that enlarge their cultural repertoire along with the linguistic one.

Having a mastery of the target language is not sufficient to maintain successful communication. Accordingly, teachers are recommended to keep in touch with current researches and are supposed to create a set of intercultural experiences that engage learners in

different classroom practices that are built upon the exposure to the aspects that reflect other cultural identities. Having knowledge about the target culture is what makes language learners competent in terms of communication. Thus, it becomes fundamental to make EFL courses evolve towards an intercultural direction.

Cultural understanding is very important in today's global world, for it helps to overcome any kind of prejudice, intolerance and misunderstandings among people with dissimilar cultural backgrounds. It is the key through which learners can proceed to a better understanding of representatives of the target language and culture. For instance, recent pedagogy stresses the importance of such dimension for learners compared to traditional ones that teach language in a systematized manner through a focus on the language skills with limited chances for the establishment of real-world scenarios. By the same token, this work offers guidelines to teachers on how to develop such competence in English language lessons, with examples of how to present various cultural aspects regarding the target language and the related culture.

The lack of awareness regarding the necessity of exposure to the target culture inside and outside the educational institution seems to be the main reason behind the problems encountered by learners in terms of the way they deal with all that is foreign and how they respond to intercultural situations. This deficiency necessitates the implication of a number of strategies starting with the implementation of materials and the organization of seminars on intercultural learning and teaching. Moreover, it will be beneficial to make trips and linguistic stay to the English-speaking countries to give more opportunities to learners to be in a direct contact with the target culture.

Being a successful EFL learner entails more than the improvement of the basic skills in terms of one's abilities to speak fluently and write the language in a correct manner. In fact, learners with a high level of familiarity with the target culture are more likely to achieve better results in terms of the ability to deal with culture shock in an appropriate manner. However, any lack of cultural awareness may push learners to feel insecure and avoid communication with native speakers. Therefore, it is recommended to create a secure atmosphere based on cultural understanding and appreciation.

Any lack of knowledge regarding the English-speaking communities and their cultures will lead to the use of inappropriate utterances and therefore create breakdowns in communication among foreign language learners. Through cultural contents, linguistic patterns are more

likely to be applied in social contexts. Hence, culturally mediated contents are fundamental as they make learners aware of the factors underlying successful communication. In addition to the linguistic rules, teachers should familiarize their students with the paralinguistic features and traits that characterize people whose mother tongue is English. In other words, the in-class content should be based on culture-oriented topics that make the foreign language learner exposed to knowledge about how other people are different, and how to compare and contrast without constructing negative perceptions.

In line with these views, recent pedagogies call for the inclusion of intercultural experiences through the implementation of a wide range of activities that are based on culturally mediated aims. In other words, it is recommended to shift from historical contents to a deeper understanding of social practices that describe the English-speaking societies. Familiarity with the foreign culture is a process of crucial importance and a fundamental requirement for successful FL learning. Therefore, syllabus makers and educators are supposed to deeply think about the thoughtful measurements that facilitate the inclusion of cultural contents in the curriculum. As previously explained, the study is basically aimed at finding the strategies that may help language teachers improve the situation under investigation.

Though the undeniable link between language teaching and culture teaching, culturally mediated instruction has not yet got gained the same position as the other language skills due to a number of reasons that were investigated in this study and can be more questionable in further research. In accordance with the findings that reflected students' difficulties and teachers' practices vis-à-vis culture-based learning and teaching, it could be possible for the researcher to draw some pedagogical recommendations including techniques and activities in terms of the implementation of culture-based teaching. Thus, it could be concluded that foreign culture teaching should be taught both explicitly and implicitly in EFL classes for the aim of encouraging tolerance and spreading positive attitudes towards foreign cultures among learners.

Culturally mediated contents help to engage students in the learning process by developing communication abilities. They are of crucial importance for successful foreign language learning. Therefore, syllabus makers and educators are supposed to think about any dimension that facilitates the implication of cultural contents in the curriculum. Reviewing prior research in this respect demonstrates that FL education is successful when based on culture learning. Thus, it is of foremost necessity to address the inhibitors and barriers that impede culture teaching and learning. Further research is also required to investigate culture-

based approaches and any strategies that help create multicultural contexts for learners to raise their cultural awareness and readiness to deal with otherness. Moreover, it is necessary to search for ways of assessing students' amount of exposure to the target culture, levels of cultural awareness and intercultural communication competence. Further research is also needed to examine the link between language learning and culture learning and their impact on one's educational achievements.

Based on the idea that culture learning is as important as language learning, it could be concluded that there should be an integration of culture-specific subjects in relation with the cultures associated with the English language, mainly the British and the American ones as to stimulate cross-cultural understanding and intercultural communication skills. The suggested solutions are set to meet the objectives related to culture-based settings as an attempt to create a need to work on the competencies enabling students to function their minds and tongues in a multicultural way.

In line with the views that supported the integration of culture-based models, cultural input should be depicted in a nonjudgmental way in the EFL classroom i.e. in a way that does not show any evaluation or judgment on distinctions between learners' culture of origins and the foreign one. Furthermore, studies have shown that students need to be given clues on what is specific to the cultures related to the target language. This could be done through the use of authentic sources and materials that engage students in cultural experiences.

It could be said that the problems that the selected students seemed to face are mostly related to their unfamiliarity with the target cultures, lack of awareness of the necessity of culture-based learning, lack of in-class exposure to such contents and other related reasons. Based on the aforementioned explanations and on evidence generated from the trustworthy procedures, one could find answers to the formulated questions suggested in the early stages of the study.

The obtained results helped gain insights into the relationship between culture learning and language learning. It could be concluded that most of the severe obstructions that destructed learners' comprehension abilities were caused by the lack of knowledge on the related culture. For instance, even if they understand the meaning of each word in the given input, they sometimes show an inability to grasp the general meaning due to their unfamiliarity with the related culture and unwillingness to discover about otherness.

# References

# List of References

## Books

- Apte, M.** (1994). Language in Sociocultural Context: In Asher R.E. (Ed). *The Encyclopaedia of Language and Linguistics*. Vol. 4 ( pp. 2000-2010).Oxford: Pergamon Press
- Avruch, K.** (1998). *Culture and Conflict Resolution*. Washington D.C.: United States Institute of Peace Press.
- Babamova, E., Grosman, M., Licari, A. &Pervan, A.** (2004). Cultural Awareness in Curricula and Learning Materials. In G. Zarate, A. Gohard-Radenkovic, Lussier. D, Penz. D. (Eds.), *Cultural Mediation in Language Learning and Teaching*. (pp. 59-100).Kamfeberg: Council of Europe Publishing.
- Bagby, Ph.** (1963). *Culture and History: Prolegomena to the Comparative Study of Civilizations*. Berkeley: University of California Press.
- Baugh, A, C.** (2002). *A History of the English Language*. London: Routledge.
- Bennett, J. M.** (1993). Cultural marginality: Identity issues in intercultural training. In R. M. Paige (Ed.), *Education for the intercultural experience* (pp. 109–135). Yarmouth, ME: Intercultural Press.
- Bennett, Janet M., & Bennett, Milton J.** (2004). Developing intercultural sensitivity: An integrative approach to global and domestic diversity. In D. Landis, J. Bennett & M. Bennett (Eds.), *Handbook of intercultural training* (3rd ed, pp. 147–165). Thousand Oaks: Sage.
- Benrabah, M.** (2013). *LanguageConflict in Algeria: From Colonialism to Post-Independence*. Clevedon: Multilingual Matters.
- Bourdieu, P.** (1990). *The Logic of Practice*. Stanford: Stanford University Press.
- Braudel, F.** (1994). *A History of Civilizations* (translated from the French by Richard Mayne). London: Penguin Books.
- Brinton, D. M., Snow, M. A. &Wesche, M. B.** (1989). *Content-Based Second Language Instruction*. New York: Newbury House.
- Brooks, N.** (1960). *Language and Language Learning: Theory and Practice*. New York: Harcourt, Brace and Company.

- Brooks, N.** (1975). The Analysis of Foreign and Familiar Cultures. In R. Lafayette (ed.). *The Culture Revolution in Foreign Language Teaching* (pp. 104-118). Skokie, Illinois: National Textbook Company.
- Brown, H. D.** (1994). *Principles of Language Learning and Teaching*. New Jersey: Prentice-Hall, inc.
- Brown, H. D.** (2000). *Principles of Language Learning and Teaching*. Englewood Cliffs: Prentice – Hall.
- Brown, H. D.** (2007). *Principles of Language Learning and Teaching*. New York, NY: Pearson Education.
- Burchfield, R.** (1986). *The English Language*. Oxford: Oxford University Press.
- Burchfield, R.** (1986). *The English Language*. Oxford: Oxford University Press.
- Byram, M. &Guilherme, M.** (2010). *Intercultural Education and Intercultural Communication: Tracing the Relationship*. In Y. Tsai & S. Houghton (eds.) *Becoming Intercultural: Inside and Outside the Classroom*, (pp 2-22), UK: Cambridge Scholars Publishing.
- Byram, M. &Flemming, M. (Eds.)** 1998. *Language Learning from an Intercultural Perspective*. Cambridge: Cambridge University Press.
- Byram, M. & Morgan, C.** (1994). *Teaching and Learning Language and Culture*. Clevedon: Multilingual Matters.
- Byram, M. & Morgan, C.** (1994). *Teaching and Learning Language and Culture*. Clevedon: Multilingual Matters.
- Byram, M.** (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.
- Byram, M.**(1989).*Cultural Studies in Foreign Language Education*. England: Clevedon.
- Byram, M., Barrett, M., Lázár, L., Mompoin-Gaillard, P., &Philippou, S.** (2013). *Developing Intercultural Competence through Education*. Strasbourg: Council of Europe Publishing.
- Camilleri, A.** (2002). *How Strange! The Use of Anecdotes in the Development of Intercultural Competence*.Strasbourg :Council of Europe Publishing.
- Chambers, A.** (2001). *Intercultural Communication: The Role of Virtual Mobility*. In M. Kelly, I. Elliott &Fant, L. (Eds.). *Third Level, Third Space. Intercultural Communication and Language in European Higher Education* (pp. 47-61). Bern: Peter Lang.

- Chastain, K.** (1988). *Developing Second Language Skills: Theory and Practice*. Orlando, Florida: Harcourt Brace Janovich Publishing.
- Chomsky, N.** (1957). *Syntactic Structures*. The Hague: Mouton.
- Chomsky, N.** (2002). *On Nature and Language*. Cambridge: Cambridge University Press.
- Cope, C.** (1980). *Supervision in ESL*. Paper Presented at the 14th Annual TESOLconference, San Francisco, Cal.
- Croft, K.** (1980). *Readings on English as a Second Language*. Massachusetts: Winthrop Publishers, Inc.
- Crystal, D.** (1988). *The English Language*. Harmondsworth: Penguin.
- Crystal, D.** (2003). *English as a Global Language* (2nd ed). New York: Cambridge university press.
- Damen, D.** (1987). *Culture learning: The Fifth Dimension in Language Classroom*. Boston: Addison Wesley.
- De Saussure, F.** (1959). *Course in General Linguistics*. New York: the Philosophical Library, Inc.
- Deardorff, D. K.** (2011). Intercultural Competence in Foreign Language Classrooms: A Framework and Implications of Educators. In A. Witte & T. Harden (Eds.), *Intercultural Competence: Concepts, Challenges, Evaluations* (10th ed.). Oxford: Peter Lang.
- Didane, M.** (2013). *Textes du Systeme LMD*. Alger: Maison des Registres.
- Douglas, M.** (1989). A typology of cultures. In M. Haller, H.-J. Hoffmann-Nowotny, & W. Zapf (Eds.), *Kultur und Gesellschaft: Verhandlungen des 24. Deutschen Soziologentags, des 11. Österreichischen Soziologentags und des 8. Kongresses der Schweizerischen Gesellschaft für Soziologie in Zürich 1988* (pp. 85-97). Frankfurt am Main: Campus Verl.
- Doyé, P.** (1999). *The Intercultural Dimension. Foreign Language Education in the Primary School*. Berlin: Cornelsen Verlag.
- Duranti, A.** (1997). *Linguistic Anthropology*. Cambridge: Cambridge University Press.
- Eastman, C. M.** (1980). *Aspects of Language and Culture*. Novato, CA: Chandler & Sharp.
- Fantini, A. & Tirmizi, A.** (2006). *Exploring and Assessing Intercultural Competence*. Missouri: World Learning Publications.
- Fantini, B.C. y Fantini, A. (1997). Artifacts, sociofacts, mentifacts: A sociocultural framework". In A.E. Fantini (Ed.). *New Ways in Teaching Culture* (pp. 57-61). Alexandria: TESOL.

- Ferraro, G.** (1998) *The Cultural Dimension of International Business* (3rd ed). New Jersey: Prentice Hall.
- Genesee, F.** (1994). *Integrating Language and Content: Lessons from Immersion. Educational Practice Reports*. No 11. National Center for Research on Cultural Diversity and Second Language Learning. Washington, DC: Center for Applied Linguistics.
- Goodenough, W. H.** (1981). *Culture, Language, and Society*. London: The Benjamin Cummings Publishing Company.
- Halliday, M. A. K.** (1978). *Language as Social Semiotic*. London: Edward Arnold.
- Harris, M.** (1968). *The Rise of Cultural Theory*. New York: Crowell
- Haviland, W.A., Prins, H., McBride, B. & Walrath, D.** (2010). *Anthropology: The Human Challenge* (13th ed). Wadsworth: Belmont.
- Herskovits, M. J.** (1955). *Cultural Anthropology: An Abridged Revision of Man and His Works*. New York: Knopf.
- Hofstede, G.** (1991) *Cultures and Organizations: Software of the Mind*. London: McGRAW-HILL Book Company
- Hofstede, G. H.** (2001). *Culture's Consequences: Comparing Values, Behaviours, Institutions and Organizations across Nations* (2nd ed.). Thousand Oaks: Sage Publications.
- Hymes, D.** (1971). On Communicative Competence. In C.J. Brumfit & K. Johnson (Eds.), *The Communicative Approach to Language Teaching* (pp. 5-26). Oxford: Oxford University Press.
- Ibn Khaldoun.** (1984). *Elmukadimah*. Tunisia: Dar el Madina Publishing.
- Kant, I.** (1977). *Kant's Political Writings, ed. With an Introduction and Notes by Hans Reiss*, (Translated by H. B. Nisbet). Cambridge: Cambridge University Press.
- Keesing, R. M., & Keesing, F. M.** (1971). *New Perspectives in Cultural Anthropology*. New York: Holt Rinehart and Winston.
- Kim, Y. Y.** (1988). *Communication and Cross-cultural Adaptation: An Integrative Theory*. Clevedon, UK: Multilingual Matters.
- Kothari, C, R.** (1990). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers.
- Kramsch, C.** (1993). *Context and Culture in Language Teaching*. Oxford: Oxford University Press.
- Kramsch, C.** (1998). *Language and culture*. Oxford, England: Oxford University Press.
- Kramsch, C.** (2001). *Intercultural communication*. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.

- Kramsch, C.** (2002). *The Privilege of the Intercultural Speaker*. In Byram & Fleming, *Language Learning in Intercultural perspective. Approaches through drama and ethnography*. UK. Cambridge university press.
- Kramsch, C.** (2006). *Culture in Language Learning*. In H, L. Andersen, K. Lund, & K, Risager. Aarhus: Aarhus Universitetsforlag.
- Kramsch, C.** (2015). *Language and Culture in Second Language Learning*. In F. Sharifian (Ed.), *The Routledge Handbook of language and culture*, pp. 403-416. London and New York: Taylor & Francis Group
- Krashen, S.** (1982). *Principles and Practice in Second Language Acquisition*. Oxford: PergamonPress .
- Kroeber, A. L & Kluckhohn, E.C.** (1952). *Culture: A Critical Review of Concepts and Definitions*. Massachussets, U.S.A :Peabody Museum of American Archeology and Ethnology.
- Lado, R.** (1957) *Linguistics across Cultures: Applied Linguistics and Language Teachers*. Ann Arbor : University of Michigan Press.
- Lange, D.L. & R.M. Paige** (Eds.) (2003). *Culture as the Core: Perspectives on Culture in Second Language Learning* (pp. 173–236). USA: Information Age Publishing.
- Larson, D, N & Smalley, W, A.** (1972). *Becoming Bilingual: A Guide to Language Learning*. New Canaan, C.N: Practical Anthropology.
- Laufer, B.** (1992). How much lexis is necessary for reading comprehension? In P. J. L. Arnaud, & H. Bejoing (Eds.), *Vocabulary and Applied Linguistics* (pp. 126-132). London: Macmillan.
- Lázár, L., Huber-Kriegler, M., Lussier, D., Matei, G.S. & Peck, C.** (Eds). (2007). *Developing and Assessing Intercultural Communicative Competence*. Strasbourg: Council of Europe.
- Leedy, P. D. & Ormrod, J. E.** (2001). *Practical Research: Planning and Design*. 7 th Edition. New Jersey: Prentice-Hall.
- Liddicoat, A. J. & Scarino, A.** (2013). *Intercultural Language Teaching and Learning*. New York: Wiley and Sons.
- Liddicoat, A. J. , Papademetre, L. , Scarino, A. & Kohler, M.** (2003). *Report on Intercultural Language Learning*. Canberra, AU: Department of Education, Science and Training.
- Lochtman, K & Kappel, J.** (2008). *The World a Global Village: Intercultural Competence in English Foreign Language Teaching*. Brussel: Vubpress

- Marett ,R . R.** (1928). *Man in the Making*. Garden City, New York. Doubleday, Doran & Company, inc.
- Matsumoto, D.** (1996) *Culture and Psychology*. Pacific Grove, CA: Brooks/Cole.
- McCarthy, M. & Carter, R.** (1994) *Language as Discourse: Perspectives for Language Teaching*. London: Longman.
- Monde, J.**(2005): *Cultural Competence. A Primer for Educators*. (2<sup>nd</sup>ed). USA: Wadsworth Cengage Learning
- Moran, P, R.** (2001). *Teaching Culture: Perspectives in Practice*. Boston: Heinle&Heinle.
- National Standards in Foreign Language Education Project** (1999, 2006). *Standards for Foreign Language Learning in the 21st Century (SFFLL)* (2nd & 3rd edns.). Lawrence, KS: Allen Press.
- Neuliep, J. W.** (2006). *Intercultural Communication. A Contextual Approach. 3<sup>rd</sup> edition*. California: Sage Publications, Inc.
- Nieto, S.** (2002). *Language, Culture, and Teaching Critical Perspectives for a New Century*. Mahwah, NY: Lawrence Erlbaum.
- Nostrand, H. L.** (1967). *A Second Culture: New Imperative for American Education*. In Michel, J. (ed.), *Foreign Language Teaching. An Anthology*. London: Collier-MacMillan.
- Nunan, D.** (1992). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press
- Oxford, R.** (1990). *Language Learning Strategies: What Every Teacher Should Know*. Boston: Wadsworth Publishing Company.
- Oxford, R. L.** (1994). Teaching Culture in the Language Classroom: Towards a new philosophy. In J. Alatis (ed), *Georgetown University Round Table on Language and Linguistics 1994* (pp. 26-45). Washington DC: Georgetown University Press.
- Oxford, R. L.**(1994). *Teaching Culture in the Language Classroom: Towards a New Philosophy*. Georgetown University Round Table on Language and Linguistics, Washington, D.C: Georgetown University Press.
- Paige, R. M. & Stringer, D.** (1997). *Training Design for International and Multicultural Programs*. Portland, Oregon: Intercultural Communication Institute.
- Paige, R.M., Jorstad, H., Siaya, L., Klein, F. & Colby, J.**(2003). Culture learning in language education: A review of the literature. In D.L. Lange & R.M. Paige (Eds.), *Culture as the core: Perspectives on culture in second language learning* (pp. 173–236). USA: Information Age Publishing.
- Peck, D.** (1998). *Teaching Culture: Beyond Language*. Yale: New Haven Teachers Institute.

- Pedersen, P.** (1995). *The Five Stages of Culture Shock: Critical Incidents Around the World*. Westport, Connecticut: Greenwood Press.
- Politzer, R.** (1954). Developing Cultural Understanding through Foreign Language Study. In H. J. MUELLER (ed). *Report of the Fifth Annual Round Table Meeting on Linguistics and Language Teaching* (pp. 99-105). Washington, D.C.: Georgetown University Press.
- Pretceille, A. M.** (2001). Intercultural Communication: Elements for a Curricular Approach. In M. Kelly, I. Elliott & L. Fant (Eds.). *Third Level, Third Space. Intercultural Communication and Language in European Higher Education* (pp. 131-143). New York, Peter Lang
- Rathje , S.** (2007) *Intercultural Competence: The Status And Future of a Controversial Concept*. Germany: University of Jena.
- Richards, J, C &Renandya, W, A.** (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Risager, K.** (2007). *Language and Culture Pedagogy: From a National to a Transnational Paradigm*. Clevedon, Multilingual Matters.
- Rivers, W. M.** (1968). *Teaching Foreign-Language Skills*. Chicago: The University of Chicago Press.
- Robinson, G, L.** (1981). *Issues in Second Language and Cross-cultural Education: The Forest through the Trees*. Boston: Heinle&Heinle
- Robinson, G, L.** (1985). *Cross-cultural Understanding. Processes and Approaches for Foreign Language, English as a Second Language and Bilingual Educators*. New York: Pergamon Press. Robinson, G. L. N. (1988) *Crosscultural Understanding*. Hertfordshire, UK Prentice Hall International Ltd.
- Samovar, L, Porter, R & Jain, N.** (1981). *Understanding Intercultural Communication*. Belmont, CA: Wadsworth.
- Sapir, E.** (1968). Language defined. In P. Gleeson & N. Wakefield (Eds.), *Language and culture* (pp. 3- 19). Columbus, OH: Charles E. Merrill.
- Sapir, E.** (1970). *Language. An Introduction to the Study of Speech*. London: Rupert Hart-Davis.
- Savignon, S.** (1972). *Communicative Competence: An Experiment in Foreign Language Testing*. Philadelphia: Centre for Curriculum Development.
- Seelye, H. N.** (1994). *Teaching Culture: Strategies for Intercultural Communication* (3<sup>rd</sup>ed). Lincolnwood, IL: National Textbook Company.

- Seelye, H.N.** (1974). *Teaching Culture: Strategies for Foreign Language Educators*. Skokie, Ill: National Textbook Company.
- Shaul, D. L., & Furbee, N. L.** (1998). *Language and Culture*. Prospect Heights, IL: Waveland.
- Spencer-Oatey, H.** (2008) *Culturally Speaking. Culture, Communication and Politeness Theory*. (2<sup>nd</sup>ed). London: Continuum.
- Stern, H. H.** (1992). *Issues and Options in Language Teaching*. Oxford: Oxford University Press.
- Thompson, J.** (1990). *Ideology and Modern Culture*. Stanford: Stanford University Press.
- Tomalin, B. & Stempleski, S.**(1993): *Cultural Awareness*. Oxford: Oxford University Press.
- Tylor, E. B.** (1958b). *Religion in Primitive Culture*. New York: Harper & Brothers.
- Valdes, J, M.** (1986). *Culture Bound: Bridging the Cultural Gap in Language Teaching*. Cambridge: Cambridge University Press.
- Wardhaugh, R.** (2010). *An Introduction to Sociolinguistics*. Malden, MA: Wiley-Blackwell.
- Wharton, S. & Race, P.** (1999). *500 Tips for TESOL*. London: Kogan Page.
- Williams, R.** (1981). *Culture*. Cambridge: Fontana Paperbacks.
- Zimmerman, M. A., Ramirez-Valles, J., Washienko, K. M., Walter, B., & Dyer, S.** (1998). Enculturation hypothesis: Exploring direct and protective effects among Native American youth. In H. I. McCubbin, E. A. Thompson, A. I. Thompson, & J. E. Fromer (Eds.), *Resiliency in Native American and immigrant families* (pp. 199–220). Thousand Oaks, CA: Sage.

## Articles

- Adaskou, K., Britten, D. & Fahsi, B.** (1990). Design decisions on the cultural content of a secondary English course for Morocco. *ELT Journal*, V. 44, pp.3-10.
- Adler, P.** (1975). The transitional experience: An alternative view of culture shock. *Journal of Humanistic Psychology*, V. 15 (4), pp. 13–23.
- ASOCOPI's fiftieth anniversary. *HOW Journal*, V. 23(2), pp. 148-169.
- Baker, W.** (2003). Should culture be an overt component of EFL instruction outside of English speaking countries? The Thai context. *Asian EFL Journal*, V. 5(4), pp.1-3.
- Benadla, L.** (2013). The Competency Based language teaching in the Algerian middle school: from EFL acquisition planning to its practical teaching/learning. *Arab World English Journal*, V. 4 (1), pp.144-151.
- Brooks, N.** (1968). Teaching culture in the foreign language classroom. *Foreign Language Annals*. V. 1(3), pp. 204-217.
- Byram, M.** (2013). *Teaching* communicative and intercultural competence. *Lend. Lingua EnouvaDidattica*, V. 42 (2), pp. 34-43.
- Canale, M. & Swain, M.** (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, V. 1(1), pp 1-47.
- Kramsch, C.** (1995a). The Cultural Component of language teaching. *Language, Culture and Curriculum*, V. 8 (1), pp.83-92.
- Kramsch, C.** (2013). *Culture in Foreign Language Teaching*. Iranian Journal of Language Teaching Research V.1 (1), pp. 57-78.
- Kuang, J. F.** (2007). Developing students' cultural awareness through foreign language teaching. *Sino-US English Teaching*, V. 4 (12), pp 74-81.
- Lee, K-Y.** (2009). Treating Culture: What 11 High School EFL Conversation Textbooks in South. *English Teaching: Practice and Critique*, V. 8 (1), pp 76-96.
- Locke, E. A., & Latham, G. P.** (2002). Building a Practically Useful Theory of Goal Setting and Task Motivation. *American Psychologist*, V. 57 (9), pp705-717.
- McLeod, B.** (1976). The Relevance of Anthropology to Language Teaching. *TESOL Quarterly*, V. 10 (2), pp. 211-20.
- Mead, M.** (1963). *Papers in Honor of Melville J. Herskovits: Socialization and Enculturation*. *Current Anthropology*, V.4 (2), pp. 184-188.
- Meade, B. Morain, G.**(1973).*The Culture Clusters*.*Foreign Language Annals*, V. 6 (3), pp. 331–338.

- Meadows, B.** (2016). Culture teaching in historical review: On the occasion of
- Miliani, M.** (2000). *Teaching English in a Multilingual Context: The Algerian Case.* Mediterranean Journal of Educational Studies, V.6 (1), pp.13-29.
- Nemni, M.** (1992). Méfiez-vous du Discours Interculturel! *Canadian Modern Language Review*, V.49 (1), pp 10-36.
- Oberg, K.** (1960). Cultural Shock: Adjustment to New Cultural Environment. *Practical Anthropology*, 7 (4), pp 177-182.
- Purba, H.** (2011). *The Importance of Including Culture in EFL Teaching.* Journal of English Teaching, V. 1 (1), pp 44-56.
- Schäfer, W.** (2001). Global civilization and local cultures — A crude look at the whole. *International Sociology*, V. 16 (3), pp. 301-319.
- Shimahara, N.** (1970). *Enculturation - A reconsideration.* Current Anthropology, V. 11 (2), pp. 143-154.
- Sowden, C.** (2007). Culture and the good teachers in the English language classroom. *ELT Journal*, 61 (4), 304-310.
- Tang, Y.** (2006). *Beyond behavior: Goals of cultural learning in the second language classroom.* The Modern Language Journal, V. 90 (1), pp. 86-99.
- Turkan, S. & Servet, Ç.** (2007). Integrating culture into EFL texts and classroom: suggested lesson plans. *Novitas-ROYAL (Research on Youth and Language)*, V. 1 (1), pp. 18-33.

## Webliography

- Alptekin, C.** (2005). *Dual language instruction: Multiculturalism through a Lingua Franca. TESOL Symposium on Dual Language Education: Teaching and Learning Two Languages in the EFL Setting*. Bogaziçi University, Istanbul, Turkey. Retrieved on: 7/9/2018, from: <https://www.tesol.org/docs/default-source/new-resource-library/symposium-on-dual-language-education-4.pdf?sfvrsn=0&sfvrsn=0>
- Benmoussat, I.** (2003). *Mediating Language and Culture: An Investigative Analysis of the Cultural Dimension in The Algerian Newly Designed ELT Textbooks*. Doctorate Thesis, University of AbouBakrBelkaid, Tlemcen. Retrieved on: 7/9/2018, from: <http://dspace.univ-tlemcen.dz/handle/112/4481>
- Hymes, D. H.** (1971). On communicative competence. In J. Pride and J. Holmes (Eds.), *Sociolinguistics*. Penguin, 1972. (Excerpt from the paper published 1971, Philadelphia, University of Pennsylvania Press. Retrieved on 08/03/2018 from <https://documents.pub/document/hymes-dh-1972-on-communicative-competence-harmondsworth-penguin-pp-269-293part.html>
- Hymes, D.H.** (1972) On Communicative Competence” In: J.B. Pride and J. Holmes (eds) *Sociolinguistics. Selected Readings*. Harmondsworth: Penguin, pp. 269-293.(Part 2). Retrieved on 20/03/2018 from <http://wwwhomes.uni-bielefeld.de/sgramley/Hymes-2.pdf>
- Thanasoulas, D.** (2010). *The Importance Of Teaching Culture In The Foreign Language Classroom*. RadicalPedagogy : CCAP. Retrieved on 15/06/2020 from <http://media.startalk.umd.edu/workshops/2009/SeattlePS/sites/default/files/files/The%20Importance%20Of%20Teaching%20Culture%20In%20The%20Foreign%20Language%20Classroom.pdf>

# Appendices

## Appendix 1

### Students' Questionnaire: Viewpoints on the Efficacy of Courses of Culture-based Aims and Exposure to Culturally Mediated Contents

Dear students,

The present study attempts to draw attention to the problematic related to the implementation of culture-based instruction in classes where English is taught to non-native speakers. Furthermore, it offers a rationale for the teaching of culture in EFL contexts and the possible solutions that aim to increase students' cultural awareness. You are kindly requested to present your supportive answers by ticking the corresponding boxes and supplying statements and comments when needed. The findings you provide may possibly create a need to look for suitable ways of including culture-based contents into the curriculum. It is worth mentioning that your personal information will not be published and will remain confidential throughout the whole work.

#### Part One: Demographics and General Information

Gender: .....

Age group  18-20

21-25

+25

1) Do you wish to know more about foreign people and cultures?

Yes

No

2) Have you ever visited a foreign country?

Yes

No

If yes, specify

.....

3) What are your free-time activities?

.....

.....

4) What learning objectives do you aim to achieve?

.....  
 .....

5) What are the constraints that impede you from achieving good results when dealing with lessons of cultural content?

.....  
 .....

6) Have you attended or participated in any study days, conferences or workshops?

Yes

No

Explain

.....  
 .

## Part Two: Students' knowledge and perceptions towards Culture and Culture-oriented Contents

Questions	Not at all Important	Not Very Important	Somehow Important	Important	Very Important
1) Do you think that culture learning is as important as foreign language learning?					
2) Do you think that your classmates are interested in culture learning?					
3) Do you think that your teachers are interested in culture teaching?					

4) How can you describe your cultural knowledge?

Native culture			Foreign cultures		
Rich	Intermediate	Poor	Rich	Intermediate	Poor

5) Do you feel motivated to learn about the English-speaking countries and their cultures?

Extremely motivated

Moderately motivated

Not at all motivated

6) How much are you knowledgeable in terms of differences among your culture of origin and the target one?

Very much

To some extent

Not at all

### Part Three: Occurrence of Culture-oriented Learning inside the Classroom

Questions	Never	Rarely	Sometimes	Often	Always
1) How often do you feel encouraged to prepare research projects on cultural themes?					
2) How often are you invited to make oral presentations on cultural topics?					
3) How often do you tackle cultural themes in the classroom assignments?	Debates				
	Research papers				
	Classroom activities				
	Exams				
4) How often do you use group work when exploring cultural themes?					
5) Do you receive feedback from your teachers when dealing with cultural themes?					

6) In what ways do you learn about the following aspects inside the classroom?

Major aspects	Key features	Teaching time per week
Attitudinal aspects (knowledge about beliefs and attitudes)		
Behavioural aspects ( knowledge about social practices)		

7) In what ways are you exposed to the following activities when exploring cultural topics?

Activities	Teaching time/ description
Listening to records	
Watching videos	
Reading texts	
Role-playing	

#### Part Four: Occurrence of Culture-oriented Learning outside the Classroom

Questions		Answers and Comments
1) Is the library of the department in which you study rich and varied in terms of the references needed for enriching one's cultural knowledge?	Extremely varied	
	Moderately varied	
	Unvaried	
2) What are the titles that attracted your attention in this library?		
3) Do these books help you achieve better results in terms of enriching your cultural knowledge?	Extremely helpful	
	Moderately Helpful	
	Unhelpful	
4) Have you ever attempted to visit other libraries?	Yes	
	No	

5) Do you make attempts to acquire cultural knowledge outside the classroom context?

Yes

No

If yes, then how?

.....  
.....

.How often do you get exposed to the following activities outside the classroom?

Never rarely moderately often always

Listening to English songs

Watching movies and documentaries

Reading short stories and novels

Seeking for conversation with native speakers

7) For you, is it sufficient to entirely depend on the classroom content for a better acquisition of cultural knowledge?

Yes

No

***Thank you for your cooperative responses***

## Appendix 2

### Teachers' Questionnaire: Viewpoints on Teaching Objectives and Inclusion of Culture-oriented Contents

Dear teachers,

You are compassionately invited to take part in this investigative study by ticking the boxes that best describe your preferences among the given choices. You may also write full statements that reflect your viewpoints regarding the highlighted issue when needed. Your supportive participation will be of great importance for the study which attempts to shed light on the efficacy of courses of culture-oriented aims in EFL contexts. It is worth remembering that the information you provide will be used for investigative purposes only and will not be published throughout the research process; thus, confidentiality is highly ensured.

#### Part One: Introductory Information

Age:

Specialty:

Gender:

Teaching experience:

Professional title:

1) What subject matters have you taught throughout your teaching experience?

.....  
.....

2) Have you attended any programme, training courses, conferences or workshops on intercultural teaching?

Yes

No

3) What types of difficulties do your students encounter while attempting to learn the target language?

Limited linguistic repertoire

Limited cultural knowledge

Lack of fluency

Problems in writing mechanics (spelling/ punctuation/ word structure)\$

4) Have you ever visited a foreign country?

Yes

No

If yes, explain

.....

## Part Two: Teaching Objectives

1) What are your teaching objectives? (order them following the order of priority)

Fluency

Grammar

Cultural awareness

2) How important is to implement culture-oriented contents in your classes?

Unimportant

Neutral

Important

3) To what extent do you agree or disagree with the following statements: (strongly disagree/disagree/neutral/strongly agree/agree)

SD      DI      N      A      SA

1° It is necessary to make in-class discussions on culture-related themes

2° It is necessary to create real-life situations to describe the target culture

3° It is necessary to make conferences and study days that raise cultural awareness among learners

4) How do you assess yourself as a teacher in terms of achieving culturally mediated objectives?

Unsuccessful

Uncertain

Successful

5) Which skills seem to be the most important for you as a teacher?

Skills	Order of importance	Why
Speaking		
Writing		
Listening		
Reading		
The fifth skill		

6) What are your preferences among the following subject matters?( number them following the order of priority)

Subject matters	Order of priority
Civilization	
Phonetics	
Linguistics	
Grammar	
Oral expression	
Written comprehension	
Research methodology	
T.E.F.I	
Literature	
ESP	
Other	

7) Do you feel enthusiastic to know about foreign cultures?(Choose the degree that defines your level of enthusiasm)

Highly enthusiastic      to some extent      not at all enthusiastic Degree of enthusiasm

### Part Three: Institutional Atmosphere

1) Is the department where you teach well resourced in terms of ICTS and the equipments needed for the inclusion of culture-based contents?

Not at all equipped

Quite equipped

Very equipped

2) Do you think that students are encouraged to improve their cultural knowledge and awareness?

Strongly engaged

To some extent

Not at all engaged

3) How do you rate the availability of books in the faculty's library in terms of knowledge on the cultures related to the English-speaking countries?

Rich

Adequate

Poor

4) Do you work in collaboration as teachers to maximize students' opportunities to be exposed to culturally mediated contents?

Yes

No

Explain.....  
.....

### Part Four: Instructional Content

1) Do you attempt to include culture-related themes in your classes?

Yes

No

Explain

.....  
.....

2) Which cultural aspect do you mostly aim to refer to when teaching the target language?

Aspects	Justification
History	
Social rules	

3) In what ways would you attempt to include culture-based themes in lessons?

Techniques	Justification
Records, music and videos	
Reading	
Role-playing	
Projects and oral presentations	

4) How is your one-course teaching time distributed between language teaching and culture teaching?

Language teaching

Culture teaching

Explain

.....  
 .....

5) Which country do you mostly aim to describe in your classes? (order them according to the level of importance)

<b>USA</b>	
<b>UK</b>	
<b>Other countries</b>	

6) To what extent are culturally mediated themes included in your courses?

0%

1-30%

30-60%

Above 60%

7) How do you intend to help learners who lack cultural knowledge regarding the English-speaking countries?

.....  
.....

*Thank you for your cooperative answers*

## Appendix 3

### Sample Answers of the Students' Questionnaire

#### Students' Questionnaire: Viewpoints on the efficacy of Courses of Culture-based Aims and Exposure to Culturally Mediated Contents

Dear students,

The present study attempts to draw attention to the problematic related to the implementation of culture-based instruction in classes where English is taught to non-native speakers. Furthermore, it offers a rationale for the teaching of culture in EFL contexts and the possible solutions that aim to increase students' cultural awareness. You are kindly requested to present your supportive answers by ticking the corresponding boxes and supplying statements and comments when needed. The findings you provide may possibly create a need to look for suitable ways of including culture-based contents into the curriculum. It is worth mentioning that your personal information will not be published and will remain confidential throughout the whole work.

#### Part One: Demographics and General Information

Gender: *female*

Age group  18-20

21-25

+25

1) Do you wish to know more about foreign people and cultures?

Yes

No

2) Have you ever visited a foreign country?

Yes

No

If yes, specify

3) What are your free-time activities?

*Reading and watching documentaries and films*

4) What learning objectives do you aim to achieve?

*becoming knowledgeable and skillful in terms of language knowledge and proper use, by taking into consideration the cultural aspects of the target language.*

5) What are the constraints that impede you from achieving good results when dealing with lessons of cultural content?

*The overwhelming amount of information and lack of the exposure to "real" and authentic materials (use of illustrations and videos)*

6) Have you attended or participated in any study days, conferences or workshops?

Yes

No

Explain

*During my learning career so far, no study days were held unfortunately.*

**Part Two: Students' knowledge and Perceptions towards Culture and Culture-oriented Contents**

Questions	Not at all Important	Not Very Important	Somehow Important	Important	Very Important
1) Do you think that culture learning is as important as foreign language learning?				✓	
2) Do you think that your classmates are interested in culture learning?			✓		
3) Do you think that your teachers are interested in culture teaching?				✓	

4) How can you describe your cultural knowledge?

Native Culture			Foreign Cultures		
Rich	Intermediate	Poor	Rich	Intermediate	Poor
	✓			✓	

5) Do you feel motivated to learn about the English-speaking countries and their cultures?

Extremely motivated

Moderately motivated

Not at all motivated

6) How much are you knowledgeable in terms of differences among your culture of origin and the target one?

- Very much  
 To some extent  
 Not at all

**Part Three: Occurrence of Culture-oriented Learning inside the Classroom**

Questions	Never	Rarely	Sometimes	Often	Always
1) How often do you feel encouraged to prepare research projects on cultural themes?		✓			
2) How often are you invited to make oral presentations on cultural topics?			✓		
3) How often do you tackle cultural themes in debates, classroom activities, tests and exams?	Debates	✓			
	Research papers			✓	
	Classroom activities		✓		
	Exams			✓	
4) How often do you use group work when exploring cultural themes?			✓		
5) Do you receive feedback from your teachers when dealing with cultural themes?			✓		

6) In what ways do you learn about the following aspects inside the classroom?

Major aspects	Key features	Teaching time per week
Attitudinal aspects (knowledge about beliefs and attitudes)	-In the module of ethics and deontology	once a week.
Behavioural aspects (knowledge about social practices)	-In the module of communication and cultural practices (social etiquettes)	once a week.

7) In what ways are you exposed to the following activities when exploring cultural topics?

Activities	Teaching time/ description
Listening to records	No listening activities
Watching videos	never
Reading texts	The teacher reads the text to inform learners
Role-playing	never

**Part Four: Occurrence of Culture-oriented Learning outside the Classroom**

Questions		Answers and Comments
1) Is the library of the department in which you study rich and varied in terms of the references needed for enriching one's cultural knowledge?	Extremely varied	It is moderately varied
	Moderately varied	
	Unvaried	
2) What are the titles that attracted your attention in this library?		I cannot remember a specific title.
3) Do these books help you achieve better results in terms of enriching your cultural knowledge?	Extremely helpful	X
	Moderately Helpful	
	Unhelpful	
4) Have you ever attempted to visit other libraries?	Yes	Yes, especially when some titles are missing.
	No	

5) Do you make attempts to acquire cultural knowledge outside the classroom context?

Yes

No

If yes, then how?

Reading historical books and watching films which contain... stories from a specific era in history; in addition to observing their manners and lifestyles.

6) How often do you get exposed to the following activities outside the classroom?

Never rarely moderately often always

Listening to English songs

X

Watching movies and documentaries

X

Reading short stories and novels

X

Seeking for conversation with native speakers

Activities	Teaching time/ description
Listening to records	No listening activities
Watching videos	never
Reading texts	The teacher reads the text to inform learners
Role-playing	never

#### Part Four: Occurrence of Culture-oriented Learning outside the Classroom

Questions		Answers and Comments
1) Is the library of the department in which you study rich and varied in terms of the references needed for enriching one's cultural knowledge?	Extremely varied	It is moderately varied
	Moderately varied	
	Unvaried	
2) What are the titles that attracted your attention in this library?		I cannot remember a specific title.
3) Do these books help you achieve better results in terms of enriching your cultural knowledge?	Extremely helpful	X
	Moderately Helpful	
	Unhelpful	
4) Have you ever attempted to visit other libraries?	Yes	Yes, especially when some titles are missing.
	No	

5) Do you make attempts to acquire cultural knowledge outside the classroom context?

Yes

No

If yes, then how?

Reading historical books and watching films which contain... stories from a specific era in history; in addition to observing their manners and lifestyles.

6) How often do you get exposed to the following activities outside the classroom?

Never rarely moderately often always

Listening to English songs

X

Watching movies and documentaries

X

Reading short stories and novels

X

Seeking for conversation with native speakers

## Appendix 4:

### Sample Answers of the Teachers' Questionnaire

#### Teachers' Questionnaire: Viewpoints on Teaching Objectives and Inclusion of Culture-oriented Contents

Dear teachers,

You are compassionately invited to take part in this investigative study by ticking the boxes that best describe your preferences among the given choices. You may also write full statements that reflect your viewpoints regarding the highlighted issue when needed. Your supportive participation will be of great importance for the study which attempts to shed light on the efficacy of courses of culture-oriented aims in EFL contexts. It is worth remembering that the information you provide will be used for investigative purposes only and will not be published throughout the research process; thus, confidentiality is highly ensured

#### Part One: Introductory Information

Age: 50 y.o.

Specialty: Didactics

Gender: female

Teaching experience: 5 years at the university + 10 years at the secondary school.

Professional title: MAA

1) What subject matters have you taught throughout your teaching experience?

1) - culture and civilisation of the English speaking countries  
2) - Linguistics

2) Have you attended any programme, training courses, conferences or workshops on intercultural teaching?

Yes

No

3) What types of difficulties do your students encounter while attempting to learn the target language?

Limited linguistic repertoire

Limited cultural knowledge

Lack of fluency

Problems in writing mechanics (spelling/ punctuation/ word structure)

4) Have you ever visited a foreign country?

Yes

No

If yes, explain

I visited Turkey and Morocco as part of my short-term training

### Part Two: Teaching Objectives

1) What are your teaching objectives? (order them following the order of priority)

- 1 Fluency
- 3 Grammar
- 2 Cultural awareness

2) How important is to implement culture-oriented contents in your classes?

- Unimportant
- Neutral
- Important

3) To what extent do you agree or disagree with the following statements: (strongly disagree/disagree/neutral/strongly agree/agree)

	SD	DI	N	A	SA
1° It is necessary to make in-class discussions on culture-related themes					✓
2° It is necessary to create real-life situations to describe the target culture					✓
3° It is necessary to make conferences and study days that raise cultural awareness among learners					✓

4) How do you assess yourself as a teacher in terms of achieving culturally mediated objectives?

- Unsuccessful
- Uncertain
- Successful

5) Which skills seem to be the most important for you as a teacher?

Skills	Order of importance	Why
Speaking	1	communication is mainly oral and it is based on interactions between a sender and a receiver.
Writing	2	very important in academic formal context.
Listening	1	
Reading	3	the main source of knowledge
The fifth skill	5	support tolerance and language learning

6) What are your preferences among the following subject matters? ( number them following the order of priority)

Subject matters	Order of priority
Civilization	5
Phonetics	4
Linguistics	6
Grammar	3
Oral expression	1
Written comprehension	2
Research methodology	9
T.E.F.I	7
Literature	8
ESP	10
Other	✓

7) Do you feel enthusiastic to know about foreign cultures? (Choose the degree that defines your level of enthusiasm)

Highly enthusiastic      to some extent      not at all enthusiastic

Degree of enthusiasm      ✓

### Part Three: Institutional Atmosphere

1) Is the department where you teach well resourced in terms of the equipments needed for a better inclusion of culture-based contents?

- Not at all equipped
- Quite equipped
- Very equipped

2) Do you think that students are encouraged to improve their cultural knowledge and awareness?

Strongly engaged

To some extent

Not at all engaged

3) How do you rate the availability of books in the faculty's library in terms of knowledge on the cultures related to the English-speaking countries?

Rich

Adequate

Poor

4) Do you work in collaboration as teachers to maximize students' opportunities to be exposed to culturally mediated contents?

Yes

No

Explain. Honestly, most of the discussions with my colleagues are on the basic working conditions.

#### Part Four: Instructional Content

1) Do you attempt to include culture-related themes in your classes?

Yes

No

Explain

I am in charge of the module of Culture & civilisation, as part of my programme. I teach students the history, the symbols, the educational & political systems.

2) Which cultural aspect do you mostly aim to refer to when teaching the target language? of the ESC

Aspects	Why?
History	the history of a country traces its evolution over time & helps to understand the events that shape the society.
Social rules	the social rules help to understand the behavioural patterns of the society.

3) In what ways would you attempt to include culture-based themes in lessons?

Techniques	Why?
Records, music and videos	
Reading	through reading learners discover by themselves the target C.
Role-playing	
Projects and oral presentations	by sharing their information with their friends in class or through discussion, students understand better the cultural norms

4) How is your one-course teaching time distributed between language teaching and culture teaching?

30 Language teaching

70 Culture teaching

Explain

As I am in charge of the module of C.L.C., I focus more on the content of my subject, but there are also some terms related to the content that must be explained

5) Which country do you mostly aim to describe in your classes? (order them according to the level of importance)

USA	2
UK	1
Other countries	3

6) To what extent are culturally mediated themes included in your courses?

0%

1-30%

30-60%

Above 60%

7) How do you intend to help learners who lack cultural knowledge regarding the English-speaking countries?

I think that drawing a comparison with our own culture makes the learner grasp the differences & similarities between the two cultures and raise his awareness about the English-speaking culture, as well as his own C.

Thank you for your cooperative answers

5

## Appendix5

### Focus Group for Students: Cultural Awareness

As you noticed from the questionnaire you filled out, the study we are working on is intentionally aimed at drawing attention to the value that culture has in foreign language instruction. You are kindly invited to participate in this work; thus, your responses will be recorded for the sake of collecting data and finding solutions to the problematic discussed; yet, your names and personal information are not going to be published. The focus group discussion will take approximately 90 minutes.

Q1: How important is culture for you?

Q2: Mention the major cultural features that characterize the British and American cultures?

Q3: How can you react in case a foreigner shows a misconception towards your culture and in case one of your friends shows a misconception towards foreign cultures?

Q4: Do you think that knowledge about other cultures is needed for better learning achievements?

Q5: Do you think that what others believe, say and do have to be respected among social groups?

Q6: Do you perceive cultural differences as normal aspects for diversity and equilibrium?

Q7: What do you think is positive and negative about your culture?

Q8: What do you think is positive and negative about the British and American cultures?

Q9: Do you enjoy talking with foreigners?

Q10: Have you ever felt angry when dealing with people from different cultural backgrounds?

Q11: Does travelling to other parts of the world interest you?

Q12: Do you wish to learn foreign languages?

Q13: Do you usually intend to judge any culture?

Q14: For you, what should be changed and what should be included as cultural norms in other cultures as well as your own?

Q15: In what ways would you try to convince your classmates and friends who refuse to learn about foreign cultures?

Q16: Is it necessary to break cross-cultural barriers among cultures for better learning results?

Q17: For you, what can be done to be comfortable in conversations with foreign people?

Q18: How much had you benefited from culture learning?

Q19: For you, what are the first steps towards cultural understanding?

Q20: What is challenging in learning about foreign cultures?

## Appendix 6

### Teachers' Interview: Cultural Awareness

#### Part One: Knowledge and Opinions on Culture –oriented Teaching

- 4) What does the word culture mean for you?
- 5) Are you knowledgeable of the cultures related to the English-speaking countries?
- 6) What are the major similarities between your native culture and those of the English-speaking countries?
- 7) What are the major distinctive features that distinguish both cultures?
- 8) Are you interested in knowing about other cultures?
- 9) Is culture teaching as important as foreign language teaching?
- 10) Do you believe that all cultures should be equally evaluated?
- 11) Do you think that teaching culture may hinder students' improvements of linguistic skills?
- 12) Do you think that learning about other cultures changes negative stereotyping towards otherness?
- 13) How often do you describe cultural aspects in your classes?
- 14) Do you provide information about the shared characteristics among cultures?
- 15) What will be your reaction in case one of your students shows negative judgments on foreign cultures?
- 16) How do you perceive the following teaching objectives?
  - a) Providing data about the historical background and geographical characteristics of the target culture.
  - b) Portraying the different social norms that govern people's behaviours and beliefs.
  - c) Describing the political rules and systems that shape order within societies.
  - d) Designing real-life experiences and native-like situations to describe cultural characteristics
  - e) Widening students' attitudes of tolerance and acceptance of otherness.
  - f) Explaining how diversity exists among cultures.
  - g) Developing students' intercultural awareness.

#### Part Two: Self-evaluation

- 1) Do you think that the materials you use create a multicultural context for learning the target language?
- 2) How satisfied are you with the way you are introducing culture-based topics?
- 3) How would you rate your students' familiarity with other cultures?
- 4) How much are you achieving the following in your classes?
  - a) Helping students to show mutual respect for otherness
  - b) Reflecting cultural patterns of living.
  - c) Providing knowledge about the native culture

- d) Providing knowledge about foreign cultures
  - e) Using materials that reflect cultural features
  - f) Driving students to create and respond to intercultural experiences
  - g) Coping with students' culture shock
  - h) Raising cultural understanding of similarities and differences
  - i) Raising acceptance, tolerance and communication among students
- 5) Do you give the chance for you students to express their attitudes regarding cultural traits?
  - 6) Do you motivate your students to experience intercultural situations?

### **Part Three: Suggestions on the Implication of Culturally Mediated Contents**

- 1) What definitions would you suggest to define culturally mediated teaching in an EFL context?
- 2) What solutions would you suggest for better levels of cultural awareness among learners?
- 3) In your opinion, what is the importance of homework activities of cultural concern for students' academic achievements?
- 4) What culture-related themes would you suggest for attaining a high level of cultural awareness?
- 5) For you, what aspects should be enlarged when teaching culture?
- 6) For you, what are the general objectives that need to be designed regarding culturally mediated teaching?

## Appendix 7

### Observation Checklist

Date \_\_\_\_\_ Time \_\_\_\_\_

Subject Matter: \_\_\_\_\_

Items to be Observed	Degree of Occurrence				Comments
	Not Present	Minimal	Satisfactory	Extremely Present	
Culturally mediated contents					
Visual aids that represent culture-oriented themes					
Collaboration among learners to grasp culture-related knowledge					
Discussions on similarities and differences among the native and target cultures					
Real-life situation that depict cultural scenes					
Appropriate frames of tolerance, awareness					
Examples of behaviours of the native speakers of the target language					
Oral and writing assignment of culturally mediated aims					
Students' interests in culture learning					
Teachers vs students' feedbacks on cultural contents					
Students' levels of cultural awareness					
Assessment of students' levels of cultural competence					

## Appendix 8

### Research Methodology Assignment: Paraphrases on Culture

#### Paraphrase 1

Paraphrase the Passage:

- Culture is purely hereditary, It is passed down through generations and taught by the old to the young. When it comes to Implementing culture as a ~~part~~ branch or a field in foreign language studies the majority of experts agree that language and culture are two sides ~~of~~ of the same coin, They see that a foreign language can only be fully grasped and apprehended if it's taught with ~~the~~ the culture in accordance

## Paraphrase2

to it, Because In order to learn a nation's language, The learner needs to Understand the appropriate way to voice that language, and the most effective way of doing that is through learning that nation's traditions and culture, It assists in achieving a better state of Interpreting and receiving Implied messages, certain behaviours and actions that are hard to distinguish without knowing the

### Paraphrase3

Culture can be defined as a set of actions and interactions and communications passed on through generations. Teaching it as a subject on its own is still debated in foreign language education. It is strongly believed that language and culture are codependent as a part of language learning due to the major importance of teaching culture. This study explores the importance of culture in foreign language education. It also defines culture and the various ways in which it can be taught. At last, some problematics about (the introduct) introducing culture in language classrooms will be discussed. Culture and communication are codependent since culture establishes the subjects, theme and tools of communication, as well as what messages are, their purpose and how they are used. Communication is based on culture. It comprehends all the characteristics of a society. It is the common patterns of human behaviour, it is that part of life acquired from who humans are, and how they interact with each other.

## Paraphrase4

Culture is clarified as a matter to be learnt and transferred from one generation to the ulterior, via human activities, in form of face-to-face interaction, through linguistic communication. If culture should be educated as a disconnected subject is a debatable issue in the domain of foreign language education. Respecting the importance of teaching culture in language classrooms, scientist have faith in culture and language to be disconnected, and that culture learning must be the complete part of language learning. Studies gives an account of the significance that culture holds in foreign language education. It moreover explains the sense of culture and the different approaches to teaching it there is some issues concerning integrating culture into language classrooms will be addressed. Communication and culture are indivisible, because culture convey the communication proceeds, more than that it convert a message into code, and the conditions and circumstances under which different messages may or may not be transmit, or interpreted. Therefore, culture is the institution of communication. It contain all the social activities. It is all the agreed ways of behaviour of a given people, it is that a part of learned conduct divided and shared with others.

## Paraphrase5

Culture is known as something inherited from one generation to another through many different ways of linguistics and communication; and it's an issue in language education whether culture should be integral or separated in teaching any language; but today many scholars see it as a platform of that; some times this theory faces some practical issues concerning integrating them together but any way they will stay inseparable because of different relations as coding; understanding the meaning and other few things that made it a facet of human life, a social identity and a shared behaviour.

## Paraphrase6

Culture is the heritage that is passed from a father to his son, from a mother to her daughter and so on. This process is based or built upon human behaviors, social interaction through language. The teaching of culture has always been considered as an issue in the field of foreign language education. Therefore, because of the importance of teaching such a subject in language classrooms, many scholars these days think that culture and language are related to each other in a way that makes it impossible to separate them. Therefore, culture learning is one of the basics of language learning. Moreover, the present study shows the high state that culture play in foreign language education. It also explained the actual meaning of culture and the different ways to teaching it. Finally, the issues about combining culture and language together in the classrooms will be taking in the matter of discussion. Culture and communication walk in the same line. Since, culture reflect the two sides of the conversation, the topic, the development of this conversation, It also provide us with the basis to understand each other as well as, understanding the way that words are used according to the condition and circumstances, under what these messages are accured and received. All in All, culture is the medium of communication that set all the rules

## Appendix9

### Written Comprehension Assignment: Determining the Cultural Similarities and Differences among Algeria and the English-speaking Countries

#### Essay1

- The world's 1st international language is the English it represent the other language for many countries while the others it is the second language.
- Firstly, in Algeria English language it's not like and different to the American English but thought it is the second language, because movies and music especially, Algerian people spend most of their free time in watching American movies and listening to music, so it develops their English skills. Algerian people share a little bit the same style of American English, because of many reasons especially the Algerian people love the way of living in America. so that motivate them to learn and try to imitate their way of speaking.
- In conclusion, despite that English is the international language, but each country has his own mother language and their way to speak and each one of them have similarities and differences.

## Essay2

Every language is rooted in the culture of its speaking community which makes learning a foreign language especially challenging if the culture of the native language and the target language are too distant such as the case of English for Algerian learners. Indeed The historical and geographical distances between Algeria and the English speaking countries result in many cultural differences. This fact may hinder effective English learning for Algerian pupils and students as the different ways of thinking and behaving socially.

Since Arabic and English belong to different language families there are a lot of differences between the grammars of these two languages leading to many difficulties for Arab learners. Such difficulties appeared clearly in the corpus in the use of: Word order, Auxiliaries, Articles, Pronouns, Prepositions. Today's reality with the globalization process requires from the 21<sup>st</sup> century foreign language learner to be able to communicate effectively and appropriately with people of other cultures.

### Essay 3

The world is full of countries and languages that differ depending on the area, however, we may also find some similarities that are somehow rare yet exist. For instance, ~~the~~ essay below will be dealing with the differences between Algeria and the English speaking countries.

Algeria, an African country has its own social characteristics that may not be found in English speaking countries. For example, in the schooling system, it's for free unless someone wants to go to a private school. However, in America, people have to pay to attend university.

Furthermore, in Algeria, there has to be a marriage so that a man and a woman could live in one house, but, in America it's a normal social aspect that occurs in their society.

Indeed, if discussing the similarities, both Algeria and America had some historical events like colonisation, that made a huge change in both ~~society~~ societies.

Each country has its own characteristics and culture that build its identity and nationality. Those aspects make its people proud to be in such society; I well approved.

## Essay4

The difference between Algeria  
(culture, history, <sup>and America</sup> social characteristics).

The differences in culture largely stem from the fact that Algeria is an Islamic country; more than 90% of Algerians are Sunni Muslims. There are minority Christian and Jewish groups, but these form only ~2% of the Algerian population.

Algerian societal interactions are divided along gender lines. Meanwhile, affusive displays of emotion between men and women are largely frowned upon.

In American culture, members of both genders may openly show displays of affection, especially in an informal setting. In business settings, however, public displays of affection

## Essay5

In the last decade with the Globalization effect; the English language became a priority in teaching and a way of communication in different countries, even in the 3rd world and the Societies that use French as a second language; all these factors create a huge differences in the way of speech, that's involve code-switching as a way to transmit the message.

- So what are the similarities and differences between the native Speakers of English and the Foreign Communities?

- It's known that the American English has been changed with the first movement of Italian farmers that came to New York (Giambino) and starting with that area the American Accent faced a huge change based on borrowing from the others Communities (e.g. Italian and Latino); and these factors make it different from the British English or the Academic one. With the spread of the American movies and Music through the Entertainment industry; it became more harder for foreign student to learn the Academic English; Today a lot of student and sometimes even teachers use Code-switching and Code-mixing (English, French and Arabic) to transmit a message.

## Appendix 10

### Written Comprehension Assignment: Students' Essays on the Importance of Culture in EFL Learning

#### Essay 1

##### Essay 1

- Language and culture are intertwined. A particular language usually points out to a specific group of people, when you interact with another language, it means that you are also interacting with the culture that speaks the language. You cannot understand one's culture without accessing its language directly. When you learn a new language, it doesn't only mean learning its alphabet, the words' arrangement and the grammatical rules, but also learning about the specific society's customs and behavior. When learning or teaching a language, it is important that the culture where the language belongs be referenced, because language is very much ingrained in the culture.

- Language is learned, which means it can be culturally transmitted. Pre-school children are taking on their first language from their exposure to random words they encounter in and out of their homes. When they reach school age, they are taught either their first language or another language. If it is the first language, the children are taught writing and reading, the correct ways to construct sentences and how to use formal grammar. However the initial knowledge of the child about the essential structure and vocabulary of the first language was naturally learned before the child went to school.

- And when learning another language, teachers must instruct their students on the cultural background of the language usage. If one teaches language without teaching about the culture in which it operates, the students are learning empty or meaningless.

## Essay2

### How important is culture when learning a language?

While learning a new language, it doesn't take long for cultural differences to pop up. But how important to learn the culture that goes with the language you are studying? Is it even necessary?

Culture and language are inseparable. They go hand in hand. And learning about a foreign culture is one of the more enjoyable aspects of language learning. It takes you out of your mental comfort zone and opens your mind to new ways of experiencing life.

Nevertheless, some learners neglect culture while learning a language, consequently, they only gain a robotic ability to parrot the words and grammar, but, that is not the same thing as truly speaking the language.

Learning the culture along with the language is almost unavoidable. For example, discovering that Algerians address strangers from the older generation as "El-Hadj" for uncle and "El-Hadja" for auntie, as a reference to respect for elders

## Essay3

### The importance of learning the Culture in the acquisition of a Language

In every civilization, past and present, the language is closely connected to the culture of the people. If you remove the language or culture from the people, the other will also be lost.

When it comes to learning English as a foreign language knowing about British and American culture and history is crucial since these two concepts are closely tied. An American anthropologist, Sapir (1921), argues that culture and thought are language dependent on account of conveying the implicit meaning and inherited patterns of life. The acquired knowledge on such patterns reveals one's identity through the ways of thinking, feeling, acting, and behaving in a cultural context.

A number of language instructed programmes focus on the development of skills, i.e. (listening, speaking, reading and writing), but the teaching of cultural contexts has not been introduced in any of the language learning programmes.

## Essay4

It is known that language and culture are inseparable. The language cannot be used outside the cultural setting, otherwise, it will make no sense to the native hearer. In other words, they are intricately interwoven with each other. (Gardner (1985) states: "Language is not only the product of culture but also is the symbol of culture", so EFL (English as a Foreign Language) teachers should pay more attention to culture as well as linguistic knowledge.

Byram (1989): "as learners learn about language, they learn about the culture and as they learn to use a new language, they learn to communicate with other individuals from a new culture". The problem is that the mastery of vocabulary and structures does not necessarily assure a person's communicative competence.

The knowledge of culture has a great impact on learners' language use and sometimes directly influences the outcome of communication with native speakers. Most language teachers would agree that in order to apply language skills fruitfully and effectively, the knowledge of the cultural environment is essential. So it is not difficult to understand why the culture component is so crucial in foreign language teaching.

## Essay 5

### Culture in Language Learning

Learning a language is understanding the behaviour of a foreign society and its cultural customs which is one of the more enjoyable aspects of language learning that brings a sense to the language itself.

English became an international commodity, a language of universal communication, commerce and trade due to its standardization, facility of use and its cultural context which makes it more memorable. In the teaching and learning process, teachers make sure that the task of reaching a dramatic level in grammar and vocabulary is covered, however, stepping to some interesting facts about English speaking countries and their cultures as aesthetics (art, literature, theatre, music, ...) or as social customs (family, home life, traditions and interpersonal relations) will highly increase the ability of students to introspect conversations using the target language, in this case the possessed background of culture serves the language learning by putting rules into practice.

According to Krashen (1998), language and culture are bound in three ways: language expresses, embodies, and symbolizes cultural reality. For, the learner cannot perfectly master a language without fulfilling the cultural gaps.

To conclude, it is said by Marcan (2001) that language and culture are two sides of the same coin, each measuring and depending on the other, the reason why teachers have to emphasize on the relevancy between the two in their course without neglecting the importance and the impact of both aspects.

## Appendix 11

### Tests and Exams

1E M D. Sociolinguistics

Answer the following questions:

Question one.

Discuss,

- what is sociolinguistics?
- what is its scope?
- and, what are its main approaches to the study of language use?

Question two:

Explain in a thorough way, how the concept of diglossia was defined by (three) distinct linguists who pioneered this subject!

**First Term Written expression and comprehension exam**

**Question:** Rewrite, on the double sheet paper, the whole essay by providing the missing parts and by correcting every kind of mistakes.

\_\_\_\_\_

Americans have always devoted time, money and technology to develop this important aspect of their cultural life. \_\_\_\_\_, in fact, there exist many US entertaining specialities.

First, \_\_\_\_\_

American movies are broadcast in the United States in the American continent and in almost every area in the world. Hollywood actors are well-known and they all contribute to this legendary fame. Besides this sector represents an important source of finance and guarantees an outstanding economic failure.

Besides, US segment is another music of vital entertainment. Trueout history, American singers will be the idols of millions of music-loving fans. This country gave birth to many musical styles, which also reflect the famous \_\_\_\_\_diversity of the American society. In addition, \_\_\_\_\_

\_\_\_\_\_

Finally, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

As a conclusion, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Explain the importance of standard  
-assessment in the competency - Based  
Approach.

Respond to the following questions in a coherent manner:

1) What is meant by qualitative research? (5pts)

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

2) Objectivity is one of the characteristics of research. In few lines, explain how can researchers show a high level of objectivity in their research papers? (3pts)

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

3) Propose a problematic that reflects one of the difficulties that most students encounter while attempting to speak in English. (08pts)

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

**Question:** Answer in a paragraph each of the following questions separately

1. What do you think is Mark Twain's view to the issue of racism in *Huckleberry Finn*?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. In *Huckleberry Finn* most of the crucial events take place along the Mississippi River. What symbol does the river serve?

.....

.....

.....

.....

.....

.....

.....

3. In *Huckleberry Finn* why does Twain give the leading role to a young boy?

4. Discuss how Huck grows as a person; what life lessons does he learn from his encounters on the river?

FIRST TERM TD EXAM

TOPIC 1

The life of every individual is strictly connected with relationships. Everyone has a personal memories of family, friends, and beloved people. Your story about them will always have a private character.

Question One:

So if you are asked to write a narrative paragraph what are you going to say?

Question Two:

Underline the Topic Sentence.

N.B: Use your proper Style and each mistake (- 0.25)

## **First-Term Examination in Cognitive Psychology**

**Answer the following questions:**

1. Define "explanatory style" and give an example.
2. Who is the father of positive psychology?
3. Thinking positively requires taking action, how?

**Good Luck**

1<sup>st</sup> Sem: Examination

On June, 16<sup>th</sup>, 1858, Abraham Lincoln stated:

« A House divided against itself cannot stand. I believe this government cannot endure permanently, half slave and half free. I do not expect the union to be dissolved, I do not expect the house to fall, but I do expect it will cease to be divided. »

Explain the quotation focusing on Lincoln's goals and the major factors that stimulated the war between ~~the~~ American brothers.

Explain the importance of standard  
assessment in the competency-based  
Approach

### Questions :

**A/ Answer the following questions.**

- 1- The translator is the second writer. Explain.
- 2- As a translator , what is the best method to translate a text from one language into another?
- 3- The translator can be free and creative when he translates. How?
- 4- In your opinion , what are the main ethics of a good translator?

**B/ Translate the following text into Arabic or into French.**

To be a human rights defender , a person can act to address any human right or rights on behalf of individuals or groups. Human rights defenders address any human rights concerns , which can be as varied as , for example , summary executions , torture , arbitrary arrest and detention , employment issues , forced eviction , and access to health care.

Many human rights defenders have been the victims of killings as a direct response to their human rights work. They have been abducted by unidentified persons and sometimes by confirmed members of security forces and later been found dead or made to disappear completely. Death threats are used widely as a means of threatening and intimidating human rights defenders into stopping their work. Threats are often anonymous made by telephone or letter. So death threats creates a climate of impunity that encourages and perpetuates these violations. Harassment of human rights defenders is commonplace and often goes unreported. It is almost always committed by authorities and can involve a wide variety of circumstances. Human rights defenders are kept under surveillance and have their telephone lines cut or trapped. All the above violations of the rights of human rights defenders have been compounded by a culture of impunity which exists in many countries in relation to acts committed against human rights defenders.

## AMERICAN CIVILIZATION

### Choose one topic:

**Topic one:** Colonial American Society is sometimes wrongly presented as a mirror of the British Society.

- **Discuss how life in colonial America was different to life in Britain.**

**Topic two:** The revolutionary war (1775-1783) began as conflict between Great Britain and North American colonies. In the end, the American colonies gained their independence, rulling themselves under the « firm leage of friendship » known as the Articles of Confederation.

- **Write an essay explaining the following points:**

**A-** The **causes** of the American Revolution.

**B-** To what **extent** did the American Revolution transform the American **society?**

Nom :

Année universitaire: 2018/2019

Prénom :

Groupe :

Examen : Semestre 1/L3

-Que pensez-vous de l'éducation des enfants ?

Répondez en respectant ce qui suit.

**1)-Une introduction**

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

**2)-Une problématique**

.....  
.....

**3)-(o2) deux hypothèses**

**a.**.....  
.....  
.....

**b.**.....  
.....  
.....

**4)-Une conclusion**

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

Bonne chance

---

There are 18 questions: Read each **question** and choose ONE best answer.

- 1/ Soliloquies were popular in: (1p)  
a- Novels  
b- Theatres  
c- Speeches
- 2/ Soliloquy is: (1p)  
a- A device used in drama  
b- A literary genre  
c- A stylistic device
- 3/ Soliloquy was introduced in: (1p)  
a- 19th century novels  
b- Modern plays  
c- Renaissance and Shakespeare's plays
- 4/ In a soliloquy: (1p)  
a- The character speaks on the stage with other actors keeping silent  
b- The character speaks aloud and discusses with other characters
- 5/ The prologue is: (1p)  
a- A conclusion of a piece of work  
b- An introduction to a piece of work  
c- A dialogue in theatre
- 6/ Soliloquy is a type of: (1p)  
a- Monologue  
b- Dialogue  
c- Prologue
- 7/ Portia is a character in: (2p)  
a- *The Merchant of Venice*  
b- *Macbeth*  
c- *Romeo and Juliet*
- 8/ Portia's speech in the play discusses: (1p)  
a- The quality of mercy  
b- The qualities of Antonio  
c- Death and life

- 9/ Portia in the play entered disguised as: (1p)  
 a- Bassanio  
 b- The judge  
 c- The lawyer
- 10/ *The Merchant of Venice* is: (1p)  
 a- A play  
 b- A novel  
 c- A long speech
- 11/ There are..... types of points of view in narration: (2p)  
 a- Five  
 b- Three  
 c- Four
- 12/ Who is the writer of the novel *The picture of Dorian Grey*: (1p)  
 a- George Eliot  
 b- Shakespeare  
 c- Oscar Wilde
- 13/ Who painted the portrait of Dorian: (1p)  
 a- Lord Henry  
 b- Portia  
 c- Basil
- 14/ Dorian is someone who is: (1p)  
 a- Narcissistic  
 b- Narcistic  
 c- Narcissistic
- 15/ Two....., both alike in dignity in fair Verona, where we lay our scene (*Romeo and Juliet*): (1p)  
 a- Lovers  
 b- Families  
 c- Households
- 17/ *Mirror* is a poem written by: (1p)  
 a- Sylvia Plath  
 b- Jane Austen  
 c- Shakespeare
- 18/ In the first verse of the poem "Mirror": the poet says: "I am silver and exact, I have no..." (1p)  
 a- Lamentation  
 b- Sensations  
 c- Preconceptions

**1- What do you think about translation ?**

**2-Translate the following passages into Arabic or into French.**

1- Coronavirus (COVID 19) is an infectious disease caused by a virus that can spread from person to person. Most people infected with the virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people , and those with underlying medical problems like cardiovascular disease , diabetes and chronic respiratory disease are more likely to develop serious illness.

2- Martin Luther King said in his famous speech : I have a dream that one day this nation will rise up and live out the true meaning of its creed : "We hold these truths to be self-evident , that all men are created equal".

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their characters.

3- Tourism is vital for the success of many economies around the world. There are several benefits of tourism on host destinations. Tourism boosts the revenue of the economy , creates thousands of jobs , develops the infrastructures of a country , and plants a sense of cultural exchange between foreigners and citizens.

4- Greater self-confidence allows you to experience freedom from self-doubt and negative thoughts about yourself. Greater confidence makes you more willing to take smart risks and more able to move outside your comfort zone.

5- Depression is a common mental disorder affecting more than 264 million people worldwide. It is characterized by persistent sadness and a lack of interest or pleasure in previously rewarding or enjoyable activities. It can also disturb sleep and appetite; tiredness and poor concentration are common.

6- Every one has the right to freedom of expression. This right includes the freedom to hold opinions and to receive and impart information and ideas without interference by a public authority and regardless of frontiers.

## Appendix 12

### Topics Chosen by Students

The influence of oral presentation on English students

- The positive effect of communication for learners
- Now days, many students are avoiding classical reading so what are the reasons and how can we deal with it?
- Learning a foreign language is all about having a perfect grammar, so how we can learn a grammar of a foreign language?

The positive effect of reading for learners.

- Reading can help student - to improve their knowledge, why reading is important for student?

- what is the importance of learning for the people? and what are the potentialities which may be taken to learn?

- How should college instructors handle attendance in class?

Macro and Micro skills in second language.  
Teaching English in practical way.

Language development of "Deaf children"  
effect of social media on language

The development of the learners' Speaking Skill

The role of interaction in classroom.

student's self confidence as a way to improve oral prod.

Noise in classroom, Respect between classmates

~~Enthusiasm (Money killing)~~

- How the languages affect the perspective of individuals?
- The Constructivist Theory
- Technology in classroom
- Boosting students' attention at the classroom
- How to motivate people to read.
- how can solve our problems?
- How TO ~~Learn~~ Teach pronunciation.
- The effect of anxiety on social behaviour.

Q. - The Difference between quantitative and qualitative ?

What can we do with research.  
stress during presentations

- How can we involve our methods in teaching?

- How to develop our skills?

- How to get rid of shyness during presentation.

- How to develop your listening skills?

- How to be a good speaker?

- Classroom management.

- Learning <sup>and</sup> attention issues.

- What is the impact of stress during exam?

- What should students do to overcome the fear of making presentations?

- What is the difference between methods research and Methodology research?

- Stress in preparing a presentation.
- interaction of students with teachers
- How can we make students motivated in Oral expression?
- How the teacher deals with demotivated student?
- Managing time during exams.
- how to manage stress during the oral presentation.
- The impact of motivation on the student's performance.

- fear of public speech & speaking.
- Class management.
- Problems of writing that can face student
- How to make Students more motivated.
- Over crowded time table with not important modules instead of focusing on practicing the language.
- Managing time between preparing presentation and studying

The problem of pronunciation among students in the Algerian university: A phonetic view.

The age range effect on language acquisition.

'The effect students' reading on improving their writing skills'

- The impact of students' self-esteem on their academic performance.

- The importance of learning style for the learners.

- The benefit of "The Art of Listening" inside the classroom.

- The dealing of the teachers with different learning style of students.

What are the major problems that  
leave us in order to write a research  
and how can we solve it?

What is the difference between  
Quantitative and Qualitative research?

The impact ~~of~~ of the teacher on the learners.

Q What are the skills that should be required  
in order to write an essay without mistakes

- What Impact does ICT have on the classroom  
and how does it boost students' apprehension  
for the course?

How can we make student interested  
in lesson?

What's the importance of reading skill?

How to develop your basic skills

- the use of different methods in teaching.

- Style of writing

- what is the difference between dialect and Accent in linguistics.

- How can academic writing serves and meets student's needs?

- Why the writing style of the men is different from the women's style?

- What the difference <sup>between</sup> American and British accent?

What is the difference between American and British Civilization?

The Four skills of a TEFL students

How to reading and taking notes  
importance of teaching.

The modern way of teaching  
The effects (positively and negatively)  
of different methods of teaching

: Teachers accents in English departments

- The benefits of studying  
Research Methodology

- How you can motivate your skills.

How can we enrich our vocabulary skills

The effect of Technology in teaching  
creativity and imagination?

What we have ~~to do~~ to do to  
to make confident to people.

How can students pay more attention  
in class for better learning

students needs to fix a theme  
at the end of education.

1. how can teacher motivate the  
student to become a good writers?

• reading skill is very important in enhancing  
our studies so how we can develop  
this competence using a set of assessments?

• writing is regarded as an important skill  
among the four skills, so what's its  
characteristics?

The effect of writing skill in written  
expression module.

- Oral skills very important way to motivate  
learner for facilitate acquiring foreign language  
So, how we can push student to speak orally?

What are the obstacles that face English students in their research  
How students could include technology in their presentations

Anxiety in learning English as a foreign language.

Teacher's problems to make the lectures understandable in classes

How students can be creative and find new ~~research~~ resources for their research?  
How to make teaching and learning more effective.

- How to Study English as a foreign Language.

- Does technological advancements affect learning?
  - student problem in reading
  - feeling obliged to study modules that I don't interest in.
  - How can a student be motivated in learning?
  - Does Teacher's method motivate students?
  - how can we be more practical than just listen and write?
  - what can you do to boost self confidence?
- Dropping out of night school has long been viewed as a serious educational and social problem, what are ~~the~~ reasons and how is it effect on society? <sup>its</sup>

How teacher deals with bad behavior of a student.

- How students can defeat the fear of speaking in public?
- the important of discipline in university and how we can deals with?
- Are this tests measured the student's level?
- The Impact of teacher on students in learning the language

teachers problems That occur in Crowded Classes:  
The Case of Secondary high Schools.

over coming stress during presentation

The Consequences of the negative

Thinking

how to share knowledge among our peers  
Motivation how to motivate students.

The importance of E.S.P learning  
The importance of E.S.P Teaching  
- how to interact in culture of other  
countries and sharing it with the Arabic  
countries.

- The importance of positive thinking  
in universities.

- The effect of oral expression in public speaking.

▷ The effect of reading on the writing skill  
Reasons behind the wide use of the Competency based approach for teaching English in Algerian schools.

## Appendix 13

**Brooks' Hors d'œuvres of Culture** (Language and Language Learning, 1964, by Nelson Brooks)

**1. Greetings, Friendly Exchange, Farewells**

How do friends meet, converse briefly, take their leave? What are the perennial topics of small talk? How are strangers introduced?

**2. The Morphology of Personal Exchange**

How are interpersonal relationships such as differences in age, degree of intimacy, social position, and emotional tension reflected in the choice of appropriate forms of pronouns and verbs?

**3. Levels of Speech**

In what ways are age, provenance, social status, academic achievement, degree of formality, interpersonal relations, aesthetic concern and personality reflected in the standard or traditional speech?

**4. Patterns of Politeness**

What are the commonest formulae of politeness and when should they be used?

**5. Respect**

Apart from overt expressions of deference and discipline, what personages and what cultural themes, both past and contemporary, are characteristically held in sincere respect?

**6. Intonation Patterns**

Apart from the selection, order, and form of words themselves, what overtones of cadence, interrogation, command, surprise, deference, and the like are borne exclusively by the dynamics of pronunciation? (For example, the French "*Vous nous en allezce soir*" may be pronounced in such a way that it is clearly either a statement, a rejoinder, a question, an order, or a sentence read by a child from a book.)

**7. Contractions and Omission**

What words or sound are normally telescoped into contractions (for example, can't) or frequently dropped altogether (for example, the French *ne* in spoken speech)?

**8. Expletives**

What words and intonation patterns are commonly used to enliven one's speech by way of commentary upon one's own feelings or actions, those of the person addressed, or the nature or behaviour of other elements in the immediate situation?

**9. Types of Error in Speech and Their Importance**

What error is the speaker of English likely to make in the new language? What is the relative seriousness of these errors in the sex culture? (For example, in French, a mistake in the gender of a noun is deeply disturbing, but the failure to make a past participle agree if noticed at all, is readily condoned.)

**10. Verbal Taboos**

What common words or expressions in English have direct equivalents that are not tolerated in the new culture, and vice versa?

**11. Written and Spoken Language**

Aside from richness of vocabulary and complexity of structure, what are the commonest areas of difference between spoken language and writing?

**12. Numbers**

How are numbers pronounced, spelled, represented in arithmetical notation, written by hand, and formally printed in ways that are peculiar to the new culture?

**13. Folklore**

What myths, stories, traditions, legends, customs and beliefs are universally found among the common people?

**14. Childhood literature**

What lyrics, rhymes, songs and jingles of distinct aesthetic merit are learned by all young children?

**15. Discipline**

What are the norms of discipline in the home, in school, in public places, in the military, in pastimes and in ceremonies?

**16. Festivals**

What days of the calendar year are officially designated as national festivals? What are the central themes of these occasions and what is the manner of their celebration?

**17. Holidays**

What is the usual rhythm of work days and days off? What do young people do with their days off?

**18. Observance of Sunday**

How does Sunday differ from weekdays with regard to what an individual does or does not do, may or may not do?

**19. Games**

What are the most popular games that are played outdoors, indoors, by the young, by adults?

**20. Music**

What opportunities are offered the individual for training and practice in vocal and instrumental music?

**21. Errands**

What are typical errands that a young person is likely to be asked to do, either at home or in school?

**22. Pets**

What animals are habitually received into the home as pets? What is their role in the household?

**23. Telephone**

What phrases and procedures are conventional in the use of the telephone? What is the role of the private telephone in the home? Where are public telephones to be found and how is the service paid for?

**24. Comradeship**

How are friendships and personal attachments likely to be formed and what provisions are made for fostering comradeship through clubs, societies, and other group organisations?

**25. Personal Possession**

What objects are often found decorating the bureau and walls of a young person's bedroom? What articles are likely to be discovered in a boy's pocket or a girl's handbag?

**26. Keeping Warm and Cool**

What changes in clothing, heating ventilation, food and drink are made because of variations in temperature?

**27. Cleanliness**

What is the relation between plumbing and personal cleanliness? What standards of public hygiene and sanitation are generally observed?

**28. Cosmetics**

What are the special conditions of age, sex, activity, and situation under which make-up is permitted, encouraged, or required?

**29. Tobacco and Smoking**

Who smokes, what, and under what circumstances? What are the prevailing attitudes towards smoking? Where are tobacco products obtained?

**30. Medicine and Doctors**

What are the common home remedies for minor ailments? What is the equivalent of the American drugstore? How does one obtain the services of a physician?

**31. Competitions**

In what fields of activity are prizes awarded for success in open competition? How important is competition in schools, in the business world, in the professions?

**32. Appointments**

How are appointments for business and pleasure made? What are the usual meeting places? How important is punctuality?

**33. Invitations and Dates**

What invitations are young people likely to extend and receive? What formalities are involved? What is the counterpart of "dating" in the United States?

**34. Traffic**

How does vehicular traffic affect the pedestrian? What are the equivalents of traffic lights, road signs, crosswalks, safety islands, parking meters, hitchhiking?

**35. Owning, Repairing and Driving Cars**

Are young people interested in gasoline motors? Are they knowledgeable about them? What is the role of the car in family life? What are the requirements for obtaining a licence to drive?

**36. Science**

How does modern science affected daily living inner thought, conversation, reading matter?

**37. Gadgets**

What mechanical devices are commonly found in personal use, in the home, in stores and in travel?

**38. Sports**

What organised and professional sports are the most popular and the most generally presented for the public?

**39. Radio and Television Programs**

How general is the use of radio and television and what types of programs are offered, especially for young people?

**40. Books**

What are the facts of special interest concerning the printing punctuation, binding, selling and popularity of books?

**41. Other Reading Matter**

In addition to books, what types of reading matter, such as newspapers, weeklies, magazines and reviews, are generally available and where can they be bought or consulted?

**42. Hobbies**

In what individual hobbies are young people likely to engage?

**43. Learning in School**

What course of study is usual for an individual of a given age and academic orientation when compared with that of a student in similar circumstances in the United States?

**44. Homework and Learning in the Home**

What is the importance of homework in formal education? What is taught at home by older members of the family?

**45. Penmanship**

What styles of handwriting are generally taught and used? What kinds of writing tools are available at home, in school, in public places? What are the conventions concerning the writing of dates, the use of margins, the signing of names.

**46. Letter Writing and Mailing**

How do letters customarily begin and end? How are envelopes addressed? Are there typical kinds of personal stationary? Where are stamps bought? Where are mailboxes found?

**47. Family Meals**

What meals are usually served in families? What is the special character of each meal, the food eaten, the seating arrangement, the method of serving dishes, the general conversation?

**48. Meals away from Home**

Where does one eat when not at home? What are the equivalents of our lunchrooms, cafeterias, dining halls, lunch counters, wayside inns, restaurants?

**49. Soft Drinks and Alcohol**

What types of non-alcoholic beverages are usually consumed by young people and adults? What is the attitude towards the use of beer, wine, and spirits? What alcoholic drinks are in frequent use at home and in public?

**50. Snacks and Between-meal Eating**

Apart from the normal trio of daily meals, what pauses for eating or drinking are generally observed? What is the customary hour and usual fare?

**51. Cafes, Bars and Restaurants**

What types of cafes, bars and restaurants are found and how do they vary in respectability?

**52. Yards, Lawns and Sidewalks**

What are the equivalents of American backyards, front lawns and sidewalks in residential and business areas? What is their importance in the activities of young people?

**53. Parks and Playgrounds**

Where are parks and playgrounds located and with that special features or equipment are they likely to be provided?

**54. Flowers and Gardens**

Of what interest and importance are flower shops, house plants, gardens for flowers and vegetables in town and in the country?

**55. Movies and Theatres**

Where are moving picture houses and theatres to be found? What procedures are involved in securing tickets and being seated? What can be said of the quality and popular appeal of the entertainment?

**56. Races, Circus, Rodeo**

What outdoor events are in vogue that correspond to our auto or horse races, circuses and similar spectacles?

**57. Museums, Exhibitions and Zoos**

What types of museums, exhibitions and animal displays are generally provided and what is their role in the education of the young and the recreation and enjoyment of adults?

**58. Getting from Place to Place**

What facilities for travel are provided for short distances about town or from one city or part of the country to another, by bus, rail or airplane?

**59. Contrasts in Town and Country Life**

What are some of the notable differences in dwellings, clothing, manners, shopping facilities, public utilities, when life in town is compared with life in the country?

**60. Vacation and Resort Areas**

What areas have special climate, scenery or other natural features that make them attractive for vacation?

**61. Camping and Hiking**

How popular are summer camps, camping, hiking and cycling trips and what organisations are especially interested in their promotion?

**62. Savings Accounts and Thrift**

In what ways do banks or other organisations provide for the deposit of small amounts of money by individuals? To what extent and in what ways are young people encouraged to practise thrift?

**63. Odd Jobs and Earning Power**

What kinds of chores and odd jobs are young people expected or permitted to do? If these are paid for, how is the individual reimbursed? To what extent are regular paying jobs made available to young persons?

**64. Careers**

What careers have strong appeal for the young? How important is parental example and advice in the choice of a career? What financial help is likely to be forthcoming for those who choose a career demanding long preparation?

## **Appendix14**

### **The Researcher's Suggested Oral Expression Tasks**

#### **Task One**

**Step1:** Students are asked to watch a video on one of the aspects that are related to the target culture.

**Step2:** Students are asked to reflect upon what they have heard by responding to a set of questions provided by the teacher.

**Step3:** Students are invited to listen to the conclusion made by the teacher in terms of explaining the similarities and differences between the native and foreign culture.

**Step4:** Students are supposed to enlarge what they have learnt by preparing oral presentations in the coming lecture.

#### **Instructions**

1. Listen to the following passage
2. What ideas would you get from the passage you have listened to?
3. What are the main listed similarities and differences among both cultures?
4. Prepare oral presentations on the same topic for the coming lecture.

#### **Task Two**

**Step1:** The whole class is divided into groups

**Step2:** Students are given a list of aspects from which they choose one aspect

**Step3:** Students are asked to construct a list of features that distinguish the native and target cultures.

**Step4:** Students are engaged in oral debates in which they can discuss what they have formulated in terms of similarities and differences

## **Instructions**

1. Choose one of the given aspects and make a comparison between your native and British culture in terms of that aspect: religion, traditions, ceremonies, educational system, historical heritage, stereotypes
2. In your opinion, how does your native culture differ from the British one in terms of the above listed aspects.

## **Task Three**

**Step 1:** Students are asked to choose partners among classmates for the performance of a role-play.

**Step2:** Students are provided with a list of cultural themes from which they have to choose a topic for a role-play.

**Step3:** Students are asked to use their imagination to compose a role-play by crafting a story that reflects the chosen cultural theme.

**Step4:** Students will perform their plays in a cultural setting that describes the target culture and are evaluated on that basis.

**Step5:** After finishing with evaluation of the first play , another role-play is implemented by asking learners to craft a story on the same theme chosen in the first play but in their own culture and not in the foreign one.

**Step6:** The whole groups are asked to reflect upon both tasks to compare and contrast both cultures.

## **Instructions**

1. Choose one of the following themes: celebrating the new year, inviting a guest, preparing for a wedding party
2. Work in groups to make a role-play on one of the aforementioned themes to describe the American culture.

3. Work in groups to make a role-play on the same chosen theme to describe your native culture.
4. What conclusions would you draw from what you have performed ?

### **Task Four**

**Step1:** Students are given a number of questions that help them imagine how they are supposed to act to some situations when being in contact with the British culture.

**Step2:** Students are given few minutes to think about the questions and the appropriate behaviours.

**Step3:** Students' responses are collected and read by the teacher.

**Step4:** Discussion is made on the appropriateness of students' responses.

**Step5:** The teacher provides his/her own answers to the given situations.

**Step6:** Through the teacher's answers, students can deduce the appropriate behaviours in the British culture.

**Step7:** Students compare the listed behaviours with their equivalents in the native culture.

### **Instructions**

1. How would you act in the following situations :
  - a. In case an American person criticizes your culture?
  - b. In case you want to visit your British friend ?
  - c. In case you invite your American friends ?
2. Do you see that your reactions are appropriate ?
3. Read these sample answers :
  - a. I explain to the foreigner politely and with arguments that there should be no judgments in terms of the existence of differences among cultures and that such differences create cultural diversity.
  - b. I call first to inform my friend and ask whether he/she will have free time to accept my invitation.  
I call few days before to inform my friends about the invitation and I ask them about the appropriate time and meals they wish to eat.
4. Would you act in the same in such situations when you deal with someone from your country ?

## **Appendix 15**

### **The Researcher's Suggested Written Comprehension Tasks**

#### **Task One**

**Step1:** Students are invited to listen to a record that defines one of the social behaviours that reflect the target culture.

**Step2:** The meaning of the material is discussed briefly by offering chances for students to comment on what they have heard

**Step3:** learners are asked to summarize what they have understood in a written composition.

**Step4:** Students are supposed to read what they have written and exchange ideas with their peers.

**Step5:** The best compositions are read aloud to give feedback and foster competition among learners.

#### **Instructions**

1. Listen to this record.
2. What ideas did you get from the record ?
3. Summarize what you have understood in a short essay.

#### **Task Two**

**Step1:** The passage is dictated to be written by one of the volunteers on the board.

**Step2:** The spelling mistakes are corrected by the teacher on the board and learners are asked to write the corrected version of the passage on their copybooks

**Step3:**The teachers asks students whether there are some unfamiliar words to be explained

**Step4:** Students are given half an hour to paraphrase the given passage

**Step5:**Students are invited to read what they have written. At this level, participation can occur to discuss the meaning of what students have written.

**Step6:** The paragraphs written by learners are corrected by the teacher and the meaning of the text is negotiated and the intended message is transmitted

**Step7:** The best compositions are chosen to be read by the teacher.

**Step8:**A sample paraphrase is given by the teacher. Thus, learners get an understanding of the meaning of culture and its importance in language learning

## **Instructions**

1. Read the following passage :

*Generally, the British and American people share some features in terms of culture and language. Yet, there exist noticeable differences between the two cultures. Americans believe that everyone is entitled to equal rights ; they are extremely informal and call most people by their first name or nickname. They don't like to be asked direct questions about their religion,age, money, salary and weight and when being invited to a party, Americans do not bring their children, friends, or family members without first asking for the permission of the host. American men work equally with their wives in terms of parenting and housework. On the other hand, the british people are reserved in manners, dress and speech. They are generally famous for their politeness and self-discipline.They often apologize and value those who are well-mannered and view their religion as part of their national identity. They show respect for traditional customs and values and for their queen and country*

2. Paraphrase the passage in your own words by keeping the same ideas.
3. What ideas could you get from the passage in terms of differences between the American and British social manners ?

## **Task Three**

**Step1:** Students are invited to write a dialog in which they imagine a scene with a foreigner (Each student is supposed to write a dialog in which he/she makes a discussion with a foreigner)

**Step2:** The written dialogues are collected and corrected by the teacher in terms of grammar and writing abilities

**Step3:** Discussion is made on how appropriate is the attempt of each student to deal with the foreigner and the requirements of successful cross-cultural communication.

## **Instructions**

1. Imagine a situation in which you have met a foreigner.
2. Write a dialog by your own to craft a story that describes what happened when dealing with the foreigner.
3. Read what you have written.
4. To what extent are your classmates' actions appropriate ?

## **Task Four**

**Step1:**A list of characteristics that describe the British culture are written on the board by the teacher.

**Step2:** Students are recommended to rephrase the provided characteristics in the form of an essay.

**Step3:**Students' essays are read by the teacher and mistakes are corrected.

**Step4:**A sample essay is given by the teacher as a kind of illustration.

## **Instructions**

1. Read these phrases "Things you need to know about the British people":
  - a. The British people are punctual.
  - b. For the British people, the forms of politeness are parts of daily conversations.
  - c. The British people express full respect for older people and the disabled ones.
  - d. The British people see that the extended eye contact in public places is uncomfortable and intimidating.
  - e. The British people bring gifts such as chocolate or flowers when being invited.
2. Reword the provided input in an essay.
3. Read the sample essay.

## **Appendix 16**

### **The Researcher's Suggested Literature Tasks**

#### **Task One**

**Step1:** The pre-reading phase introduces the title of the literary work, and the required task; it serves as an introductory step which activates learners' background knowledge and prepares them to have an idea about the topic.

**Step2:** In the while-reading phase, learners are provided with a summary of the plot as they have not enough time to read the whole work in the class. At this level, learners are in a direct contact with the story. At the same time, they are given a number of questions from which the teacher can assess their understanding of the story.

**Step3:** In the post-reading phase, interpretation and analysis of the provided meaning usually takes place.

**Step4:** Learners are invited to tell the same story in their own culture.

#### **Instructions**

1. What do you think the book is about based on the title?
2. What information would you think will be in the book?
3. What do you know about this topic?
4. What happened in the story?
5. In what ways do you think that the characters' behaviours will affect the circumstances of the story?
6. What were the main messages of the story?
7. In what ways can you drive the story towards a better ending in your native culture?

#### **Task Two**

**Step1:** Learners are provided with a number of titles from which they have to choose the preferable literary work.

**Step2:** Learners are asked to make research at home and get an idea about the plot of the story.

**Step3:** Learners are asked to summarize what they have understood in a short essay.

**Step4:** Learners are provided with sample summaries written by the teacher as a way to provide them with an understanding of the cultural aspects explored in the given literary works.

**Step4:** Directions are given to learners to read the whole work at home for further understanding of the meaning and content of the work.

### **Instructions**

1. Choose one of the following literary works
2. Make research at home about the main events, characters and plot of the story in relation to the work that you have chosen
3. Summarize the story in a short essay.

### **Task Three**

**Step1:** Students are invited to listen to a record that summarizes the story of one of the novels that describes the American society.

**Step2:** The teacher writes the unfamiliar expressions of the novel on the board.

**Step3:** The teacher asks students to guess the meanings of unfamiliar expressions from the context and their prior knowledge.

**Step4:** The teacher organizes a debate through which students can discuss the main characteristics of the American society based on the given expressions and what they have heard.

### **Instructions**

1. Listen to this record
2. What are the main characteristics of the American society based on what you have heard?

## **Task Four**

**Step1:** A movie is displayed in the class to narrate a story of a popular literary work that includes cultural information.

**Step2:** A summary of selected scenes and photographs is presented to foster students' comprehension of the story.

**Step3:** Students are asked to determine whether they share the same cultural characteristics depicted in the movie

**Step4:** Students are recommended to write an essay in which they respond to some questions and give their opinions regarding the highlighted cultural phenomena.

**Step5:**Students' essays are read by the teacher as a way to assess their cultural apprehension.

## **Instructions**

1. Read this summary.
2. Write an essay in which you respond to the following questions:
  - a. Is what you have seen similar to what occurs in your own culture?
  - b. What are the main features that shape the personalities of characters?
  - c. What would be the reaction of characters in a similar situation in your own culture?
  - d. What was your experience like in case you are one of the characters?

## **Appendix 17**

### **The Researcher's Suggested Civilization Tasks**

#### **Task One**

**Step1:** Learners are supposed to watch a video that describes the different social, political and economic changes that affected the American society.

**Step2:** A discussion is made with the guidance of the teacher on the provided input for the purpose of listing similar points and differences among the target and native cultures.

**Step3:** Learners are recommended to reflect upon what they have heard and understood in a written composition

**Step4:** Students' written compositions are evaluated by the teacher and feedback is given on their attempts to reflect upon similar and distinct cultural features.

#### **Instructions**

1. Watch this video
2. What are the major distinguishing features of the American society compared to your native culture?
3. Summarize what you have understood in a written composition.

#### **Task Two**

**Step1:** A brief introduction is provided by the teacher to describe the British people in terms of social manners.

**Step2:** A list of items is given to students to be able to guess the appropriate social behaviours.

**Step3:** Students are asked to guess how the British people behave in such cases.

**Step4:** The correct responses are written by the teacher on the board.

#### **Instructions**

1. How do the English people behave in greeting, invitations and eating
2. For you, to which extent are their behaviours similar to your own?

## **Task Three**

**Step1:** A table is drawn on the board to mention the do's and don'ts in Britain.

**Step2:** Students are invited to give answers and fill in the table.

**Step3:** The teacher asks a number of questions to prompt students to find out the do's and don'ts.

**Step4:** Learners are asked to find out the equivalents of the British set of behaviours in their own culture

**Step5:** The teacher constructs the final version of the table by correcting students' responses and adding other items to the table.

## **Instructions**

1. What are the do's and don'ts in the English culture?
2. Read the following list of behaviours and find out the equivalents in your native culture?
  - a. The British people form orderly queues, stand in line and wait uncomplainingly for their turn to come.
  - b. The British people take the hat off when going indoors.
  - c. It is very common for the British people to say "please" and "thank you".
  - d. The British people shake hands when being first introduced to someone.
  - e. For the British people, a smiling face is a welcoming face.
  - f. English men and women both open the door for one another. It depends on who goes through the door first.
  - g. The British people do not talk loudly in public places.
  - h. Privacy is highly appreciated for the English people so it is impolite to stare at anyone in public places.
  - i. The British people do not spit in the street, because it is considered to be very bad mannered.

## **Task Four**

**Step1:** The teacher writes a word that describes a cultural aspect regarding the British culture such as punctuality and politeness.

**Step2:** Students' ideas are written on the board and a discussion on the topic is made.

**Step3:** Students are invited to work in groups as to form a mind map to describe the native culture in terms of the same cultural aspect and make distinctions among both cultures.

**Step4:** Groups are asked to compare their maps.

**Step5:** Discussion is made again to reflect upon what students have discovered.

## **Instructions**

1. Form a mind map to make a distinction between the British and Algerian people in terms of punctuality
2. What ideas would you get from your classmates' mind maps?

## **Appendix 18**

### **Test: Students' Cultural Knowledge Test on the English-Speaking Countries**

#### **Part One: Knowledge on the American Culture**

1. How would you describe the American culture?
2. What are the main social practices in the USA?
3. What are the main social principles that govern the life of Americans?
4. What are the main cultural traits that characterize the American society?
5. How do the American people behave in ceremonies?
6. How do the American people deal with foreigners?
7. How would you rate your familiarity with the American culture?
8. What are the main similarities and distinguishing features among your culture of origin and the American culture?

#### **Part Two: Knowledge on the British Culture?**

1. How would you describe the British culture?
2. What are the main social practices in the UK?
3. What are the main social principles that govern the life of the British people?
4. What are the main cultural traits that characterize the British society?
5. How do the British people behave in ceremonies?
6. How do the British people deal with foreigners?
7. How would you rate your familiarity with the British culture?
8. What are the main similarities and distinguishing features among your culture of origin and the British culture?

## Abstract

This study aims to shed light on the effect of culture-based courses on the learning process in classes where English is taught as a foreign language. Moreover, it aims to suggest a number of strategies that may lead to the implication of culture-related contents through highlighting the apparent connection between culture and language and examining students' degree of responsiveness to such contents. While collecting data for this research work, both quantitative and qualitative means were of great importance for the researcher in the way they provide her with detailed knowledge on students' awareness of the significance of culture as a constituent of crucial importance in the way it provides knowledge on all that is related to the foreign language. The findings reflected the extent to which such contents are implemented in courses. It could be noticed that most of the cultural input available for students is merely and mainly historical. Moreover, the difficulties encountered by the selected participants when attempting to learn the target language are mostly related to their lack of cultural awareness that in turn leads to a failure to absorb the required linguistic knowledge.

**Key words:** *culture; cultural awareness; culture-related contents*

## ملخص

يهدف هذا البحث الى تسليط الضوء على تأثير الدروس ذات المحتوى الثقافي على تعلم اللغة في الأقسام التي تدرس فيها اللغة الانجليزية كلغة أجنبية كما يهدف الى تحديد الاستراتيجيات التي تصبو الى دمج المواضيع ذات المحتويات الثقافية وذلك من خلال البحث في مدى العلاقة بين اللغة والثقافة و تحديد مدى استجابة الطلبة مع هذا النوع من المواضيع. تم جمع المعلومات اللازمة عن طريق وسائل البحث الكمية و النوعية لرصد درجة اهتمام و وعي الطلبة بمدى أهمية الثقافة كعنصر فعال في إثراء رصيدهم حول كل ما يتعلق باللغة الأجنبية. اظهرت النتائج أن اغلب ما يدرس للطلبة كمحتوى ثقافي يتمحور حول كل ما هو تاريخي. خلصت نتائج البحث أيضا إلى أن اغلب الصعوبات التي يواجهها الطلبة خلال تعلم اللغة الانجليزية متعلقة بقللة الوعي الثقافي و التي بدورها تؤدي إلى صعوبات في تنمية المعارف اللغوية.

الكلمات المفتاحية: الثقافة , الوعي الثقافي , المواضيع ذات المحتويات الثقافية

## Résumé

Cette recherche vise à examiner l'impact des cours à contenu culturels sur l'apprentissage de la langue dans les classes où la langue Anglaise est enseignée en tant que langue étrangère. La recherche vise également à identifier les stratégies qui permettent d'intégrer les thèmes à contenu culturels et ce par la recherche de la relation qui existe entre la langue et la culture et le niveau d'intéressement des étudiants à ce type de sujets. Pour ce faire, il a été procédé à la collecte des informations nécessaires à travers des outils de recherche d'ordre quantitatif et qualitatif afin d'examiner le degré d'intéressement et de la sensibilisation des étudiants à l'importance de la culture comme étant un élément efficace pour enrichir leur acquis dans tout ce qui concerne la langue étrangère. Les résultats ont montré que la plupart des connaissances données aux étudiants sous forme de contenu culturel s'articule autour de tout ce qui est historique. Les résultats ont conclu aussi que la plupart des difficultés que rencontrent les étudiants lors de l'apprentissage de la langue Anglaise est liée à l'insuffisance de l'élément culturel, ce qui engendre par conséquent des difficultés à développer et accroître leurs connaissances linguistiques.

**Mots clés :** culture, conscience culturelle, sujets à contenus culturels.

