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The Use of Authentic Materials in Teaching Culture in EFL Classes
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degree in Didactics**

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Dedication 1

*THIS WORK IS DEDICATED
TO MY MOTHER, A STRONG AND GENTLE SOUL WHO TAUGHT ME
TO BELIEVE IN MY SELF
TO MY FATHER FOR HIS SACRIFICES TO MAKE ME THE PERSON I
AM TODAY
TO MY FIRST REASON THAT LEAD ME TO THIS STAGE OF
PROGRESSION MY DEAR BELOVED SISTER SAFIA
TO MY BELOVED BROTHERS AND SISTERS FOR ENCOURAGING ME :
ABOULKASSEM , ABDELHADI , SALEH , MOHAMMED , ZINEB , IMEN ,
AND THE WHOLE FAMILY
WHO ARE FORGOTTEN BY MY PEN BUT ALWAYS PRESENT IN MY
HEART*

LOUBNA

Dedication 2

*THIS DISSERTATION IS LOVINGLY DEDICATED
TO MY DEAR FATHER HEDJ MED WITHOUT HIM I WOULD NOT BE
WHO AM I I AM SO PROUD THAT YOU ARE MY DAD
TO MY MOTHER FATIHA FOR HER SUPPORT , ENCOURAGEMENT ,
AND CONSTANT LOVE HAS SUSTAINED ME THROUGHOUT MY LIFE
SHE IS THE MOST COURAGEOUS WOMEN I EVER KNEW
TO THE SOUL OF MY BROTHERS ALI IBN ABI TALEB AND MEFTAH
MAY GOD BLESSED THEM
TO MY EYES SID ALI IBRAHIM
TO MY ANGEL AMINA ISRAA
TO MY SISTERS: DJAWIDA, FATIMA, CHEFIA , HAYET ,HOUDA,HANOU
, AHLEM, NESRINE .
TO MY BROTHERS: AYMEN, OUSSAMA AND MY UNCLE ABA BAKR
TO MY TWINS HABIBA
TO MY GRAND PA AND GRAND MA
TO ALL WHO BOTH KNOW AND HELP ME WITHOUT ANY EXEPTION.*

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Abstract

This dissertation investigates one of the most problematic subjects in the domain of English language teaching. It originally aims to investigate the effectiveness of authentic materials in teaching English at Tiaret University in order to explore their impact on students learning culture. In an attempt to investigate these facts, a descriptive method has been undertaken and the data were been gathered through two tools; the questionnaire which were administered to (40) first year linguistic students at Tiaret university, teacher interview that conducts (6) teachers from the current university. The results revealed the students' satisfaction about their experience of learning with authentic materials since they showed that authentic materials are the right technique for increasing their learning of culture and offering the real world in classroom. From their part, teachers have consolidated their students and agreed on the advantages of teaching with authentic materials.

Key words: Authentic Materials, Language , Culture , EFL classes ,Learners

Table of Content

DEDICATION 1	
DEDICATION 2	
ACKNOWLEDGMENTS	I
ABSTRACT	II
TABLE OF CONTENTS	III
LIST OF ABBREVIATIONS AND ACRONYMS	VII
LIST OF TABLES	VIII
LIST OF GRAPHS	IX
GENERAL INTRODUCTION	1
CHAPTER ONE AN OVERVIEW OF AUTHENTIC MATERIALS IN LEARNING FOREIGN LANGUAGE	4
1.1 INTRODUCTION	6
1.2. DEFINITION OF AUTHENTIC MATERIALS	6
1.3.TYPES OF AUTHENTICITY	7
1.3.1. AUTHENTICITY OF TEXT	7
1.3.2. AUTHENTICITY OF THE LEARNERS' OWN INTERPRETATION OF SUCH TEXT	8
1.3.3. AUTHENTICITY OF TASK CONDUCTIVE TO LANGUAGE LEARNING	8
1.3.4. AUTHENTICITY OF THE ACTUAL SOCIAL SITUATION OF THE LANGUAGE CLASSROOM	8
1.4. AUTHENTIC VIA NON- AUTHENTIC MATERIALS	8
1.5 CATEGORIES OF AUTHENTIC MATERIALS	9
1.5.1 AUTHENTIC VISUAL MATERIALS	10
1.5.2 AUTHENTIC PRINTED MATERIALS	10
1.5.3 AUTHENTIC LISTENING- VIEWING MATERIALS	10
1.6 SOURCES OF AUTHENTIC MATERIALS IN EFL COURSES	10
1.6.1 LITERATURE	11
1.6.2 THE BROADCAST MEDIA	11
1.6.3 NEWSPAPER	12

1.6.4 SONGS	13
1.6.5 FILMS	14
1.6.6 ICT.....	15
1.7 ADVANTAGES OF USING AUTHENTIC MATERIALS	17
1.8 DISADVANTAGES OF USING AUTHENTIC MATERIALS.....	18
1.9 THE INFLUENCE OF SELECTING AUTHENTIC MATERIALS.....	19
1.10 BASIS FOR SELECTING AUTHENTIC MATERIALS	19
1.11 THE ROLE OF TEACHER.....	20
1.12 THE PURPOSE OF USING AUTHENTIC MATERIALS	21
1.13 CONCLUSION.....	22
CHAPTER TWO BACKGROUND INFORMATION ABOUT TEACHING.....	23
2.1 INTRODUCTION.....	25
2.2 DEFINITIONS OF CULTURE	25
2.3 DEFINITION OF LANGUAGE	27
2.4 THE RELATIONSHIP BETWEEN CULTURE AND LANGUAGE	28
2.7 GOALS OF TEACHING CULTURE	32
2.8 ROLE OFCULTURE IN LANGUAGE CLASSROOMS	35
2.9 PRINCIPLES AND CHALLENGES OF CULTURE TEACHING.....	35
2.10 MATERIAL FOR TEACHING CULTURE	38
2.11 THE CULTURAL CONTENT WITHIN EFL TEXTBOOKS.....	39
2.12 CONCLUSION.....	41
CHAPTER THREE RESEARCH METHODOLOGY AND DATA ANALYSES.....	42
3.1 INTRODUCTION.....	44
3.2 RESEARCH AIMS	44
3.3 RESEARCH DESIGN	44
3.4 SAMPLE OF THE STUDY.....	44
3.5 RESEARCH TOOLS.....	44
3.5.1 STUDENTS' QUESTIONNAIRE	45

3.6 STUDENT'S QUESTIONNAIRE ANALYSES	45
3.7 INTERPRETATION OF THE MAIN FINDINGS.....	56
3.8 LIMITATION OF THE STUDY.....	58
3.9 RECOMMENDATIONS AND SUGGESTIONS.....	58
3.9.1 ACTIVITIES FOR TEACHING CULTURE.....	59
3.10 CONCLUSION.....	61
GENERAL CONCLUSION.....	63
BIBLIOGRAPHY	65
APPENDICES	70
SECTION ONE: BACKGROUND INFORMATION.....	70
SECTION TWO: AUTHENTIC MATERIALS	70
SECTION THREE: TEACHING CULTURE	72
المخلص.....	74
RÉSUMÉ.....	75

List of Abbreviations and Acronyms

BBC: British Broadcasting Corporation

CNN: Cable News Network

EFL: English as Foreign Language

ESL: English as a Second Language

ICT: Information and Communication Technology

L1: First Language

L2: Second Language

TL: Teaching Language

TV: Television

VOA: Voice of American

List of Tables

Table.1.1: The Difference between Authentic and non- Authentic Materials.....	09
Table 3.1: Students' Gender.....	45
Table 3.2: Students' Age.....	46
Table 3.3: Students' Baccalaureate.....	46
Table 3.4: Students' Decision to Study English.....	47
Table 3.5: Courses thought in Authentic Materials.....	48
Table 3.6: Students' Opinion Concerning the Difference between Authentic and non- Authentic Materials.....	49
Table 3.7: Students' Evaluation of their Teachers' Using Authentic Materials.....	52
Table 3.8: Teacher Rate of Varying Authentic Materials Task and Activities.....	52
Table 3.9 : Students' Attitudes towards Culture taching Module.....	53
Table 3.10 : Authentic Materials in Teaching Culture	55
Table 3.11: The Goals of teaching Culture.....	56

List of Graphs

Graph 3.1 Learners Knowledge about Authentic Materials.....	47
Graph 3.2 Kind of Authentic Materials used by teachers	48
Graph 3.3 Learners attitude toward Authentic Materials	50
Graph 3.4 Students listening Difficulties to Authentic Materials.....	51
Graph 3.5 Using Authentic Materials within Culture Courses	53
Graph 3.6 Suggestions of the students about the Materials that should be used	54
Graph 3.7 Culture as a fifth skill.....	55

General Introduction

General Introduction

The use of authentic materials in an EFL classroom is what many teachers involved in foreign language teaching have discussed in recent years. There are persuasive voices insisting that the English resented in the classroom should be authentic, not produced for instructional purposes. Generally, what this means are materials, which involve language naturally, occurring as communication in native-speaker contexts of use, or rather those selected contexts where Standard English is the norm: real newspaper reports, for example, real magazine articles, real advertisements, cooking recipes, horoscopes, etc.

Most of the teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process as well as, to strengthen teaching culture , but what is less agreed is when authentic materials should be introduced and how they should be used in an EFL classroom.

This current study aims at discovering the importance of using the authentic materials in teaching the target language culture .indeed, it hypothesise that intrgrating culture throw this materials would help learners build up basic knowledge about the target language . This research deals the use of authentic materials in English language classrooms and explores its impact on learning culture . It tries to describe the role of Authentic materials and their impact on students learning of the foreign language culture . Indeed, the cultural knowledge plays significant roles in daily communication .More, this study intends to explore how often EFL teachers use Authentic materials as motivational factors to develop their students competencies.

To explore this issues, this study is based on the following research questions:

1. Is the use of authentic materials necessary for foreign language learning?
2. To what extent do authentic materials broaden students' cultural knowledge about the target language?

3. How can EFL teachers integrate cultural contents through the use of authentic materials?

From these research questions, we can generate the following hypotheses:

1. Authentic materials are necessary for foreign language learning.
- 2 Authentic materials expands considerably students' cultural knowledge.
3. Cultural contents can be integrated through exposing learners to original listening materials and providing them with authentic literary excerpts.

This thesis includes three main chapters. The first chapter describes the importance of the use of authentic materials in EFL classes and identify some of their sources, factors ,and their role . The second chapter contained the difference and the relationship between Language and culture. Language is intrinsic to the expression of Culture.As a means of communicating values, beliefs and customs, it has an important social function and fosters feelings of group identity and solidarity.The third chapter, which represents the practical part of this extended essay, is devoted to the analysis and interpretation of data obtained from students' questionnaire and teachers' interview in order to answer the research questions.

CHAPTER ONE

An Overview of Authentic Materials in Learning Foreign Language

CHAPTER ONE AN OVERVIEW OF AUTHENTIC MATERIALS IN LEARNING FOREIGN LANGUAGE.....	4
1.1 INTRODUCTION.....	6
1.2. DEFINITION OF AUTHENTIC MATERIALS.....	6
1.3.TYPES OF AUTHENTICITY	7
1.3.1. AUTHENTICITY OF TEXT	7
1.3.2. AUTHENTICITY OF THE LEARNERS' OWN INTERPRETATION OF SUCH TEXT	8
1.3.3. AUTHENTICITY OF TASK CONDUCTIVE TO LANGUAGE LEARNING.....	8
1.3.4. AUTHENTICITY OF THE ACTUAL SOCIAL SITUATION OF THE LANGUAGE CLASSROOM.....	8
1.4. AUTHENTIC VIA NON- AUTHENTIC MATERIALS	8
1.5 CATEGORIES OF AUTHENTIC MATERIALS	9
1.5.1 AUTHENTIC VISUAL MATERIALS.....	10
1.5.2 AUTHENTIC PRINTED MATERIALS.....	10
1.5.3 AUTHENTIC LISTENING- VIEWING MATERIALS.....	10
1.6 SOURCES OF AUTHENTIC MATERIALS IN EFL COURSES	10
1.6.1 LITERATURE.....	11
1.6.2 THE BROADCAST MEDIA.....	11
1.6.3 NEWSPAPER.....	12
1.6.4 SONGS	13
1.6.5 FILMS	14
1.6.6 ICT.....	15
1.7 ADVANTAGES OF USING AUTHENTIC MATERIALS.....	17
1.8 DISADVANTAGES OF USING AUTHENTIC MATERIALS.....	18
1.9 THE INFLUENCE OF SELECTING AUTHENTIC MATERIALS.....	19
1.10 BASIS FOR SELECTING AUTHENTIC MATERIALS	19
1.11 THE ROLE OF TEACHER.....	20
1.12 THE PURPOSE OF USING AUTHENTIC MATERIALS	21
1.13 CONCLUSION.....	22

1.1 Introduction

During the last few years, English has become important tool in order to succeed professionally all around the world ; it is the language of business, technology...etc., for this reason the communicative approach in language teaching which starts from theory of language as communication, provides the opportunities for learners to engage actively in real communication and skills. In addition, it suggests that, are expected to use the target language with reference to the authentic materials, the thing that help them to strongly the language from its nature.

Therefore, in this chapter, it is important to shed light on the importance of authentic materials in teaching English as a foreign language in classrooms, but first give general overview about them and identify some of their sources, then deal with their advantages and disadvantages as well as, factor to consider when selecting them. In the final, deal with their role in classroom on teaching culture.

1.2. Definition of Authentic Materials

It would be wrong to say that materials are entirely neglected in educational research when the education is based on two kinds of teaching materials; non-authentic and authentic materials. In the literature in the second language acquisition and learning, the term authentic materials means different things to different people; therefore, it has been defined in number of ways . Peacock (1997 cited in Mrtinez 2000) claims that, authentic materials are *“materials that have been produced to fulfill some social purpose in the language community”*. Also, Hitler (2005: 04) States that *“Authentic materials are any text written by native English speakers for native English speakers.”* That is to say an authentic material is a written text by natives and designed for native english speakers .In the same line of thought, according to Tomlison (1998) recognize that authentic materials; definition **“text A which is not written or spoken for language teaching purposes. A newspaper article, a rock song , a novel, a radio interview and a traditional**

fairy story are examples of authentic text.” It means that, authentic materials are one designed for the purposes of communicating information. Thus, it is important to have in mind when teaching a language, using authentic materials simply refer to using examples of language produced by native speaker for some real purposes of their own rather than using language produced and designed solely for the classroom.

Another definition suggested by Saderson 1999 cited in Tamo (2009) **“authentic materials are materials that we can use with the students in the classroom and that have not been changed in any way for ESL students...”** in other words authentic materials can be used within a classroom with no change in any way for ESL learners.

Based on the above definitions , It seems that the term authenticity is not related only to the language that is used, but to the all what around it.

1.3.Types of Authenticity

According to Mishan (2005) ***“authenticity may be something that is realized in the fact of interpretation, and may be judged in terms of the degree of participation of the learners.”*** In other word, authenticity can be realized through interpretation and can be judged through the learner’s degree of participation.

The question of authenticity in the language classroom much discussed ,but even a cursory reading of the relevant literature will bring to light a confused and contradictory picture. In this sense Breen (1985 cited in Mishan 2005) that there are four types of authenticity:

1.3.1. Authenticity of Text

It refers to the input data that has used for students. In other words, Morrow (1977 cited in Mishan 2005:11) that , an authentic text is a stretch of real language produced by real speaker as well as, writers to convey a real message in order to the purpose of communication.

Therefore, authentic texts are any source of input, which serve as a way to help the learner to promote an authentic interpretation.

1.3.2. Authenticity of the Learners' own Interpretation of Such Text

It means that, the learners must discover the conventional communication in the target language, and it refers to the learners' understanding of these authentic materials as natural social situations of the language classroom.

1.3.3. Authenticity of Task Conductive to Language Learning

Task authenticity involves the purpose to which language input is put, it refers to the actual way of using materials in language teaching.

1.3.4. Authenticity of the Actual Social Situation of the Language Classroom

It means the relevant creating context in conjunction with materials by teachers. Generally, authenticity is briefly associated with the text that the learners use and with the way of its use, situation as well as the interactions with it.

1.4. Authentic Via Non-Authentic Materials

Both authentic and non-authentic materials are effective to be implemented in English language classrooms as they positively support the teaching and learning process of English classrooms. Authentic materials have been widely known by scholars as a beneficial medium to teach English in the classroom. As discussed above, the goal of learning a foreign language is to be able to employ them in real life. Thus, real-life materials are considered as the suitable materials for language learners as they reflect the naturalness of language, improve learners' motivation, contain cultural content and positively affect the communicative competence. On the other side, although non-authentic materials such as textbooks are not as natural as authentic materials, their use in the language classroom is also prominent because non-authentic materials are more simple and appropriate with learners' context and language level. Therefore, the use of both materials can be combined during the lesson as both of materials has their own role in English language classrooms.

This is a comparison made between authentic and non-authentic language by Hedge (2000)

Authentic language	Non-authentic language
Variation in the speed of delivery often fast	Slow pace with little variation
Natural intonation	Exaggerated intonation pattern
Natural features of connected speeches: Elisions	Carefully articulate pronunciation
Variety of accents	Received pronunciation
Any grammatical structures natural to the topic	Regularly repeated structures
Colloquial language	More formal language
Incomplete utterances	Complete utterances
Restricting in longer more complex Sentences	Grammatically correct sentence
Speakers interrupt or speak at the same time	Speakers take careful turns
Speakers use ellipsis (i.e. miss out parts of sentences)	Ellipsis infrequent
Background noise present	Background noise absent

Table 1.1: The Difference between Authentic and non- authentic Material (Hedge,2000:42)

As can be located, the above table shows many features that distinguish authentic from non-authentic materials. As for language is concerned, authentic materials provide a close relation with the target language since they introduce all the natural features of the language which enable the learners to access all those features as it is in real language such as pronunciation, intonation, and incomplete structures of expressing meaning from its different types.

1.5 Categories of Authentic Materials

Authentic materials need to be classify before introducing it in language teaching and according to its suitability in teaching some skills rather than

another. For Gebhard (1966 cited in Lingzhu & Yuanyuan, 1980:3) authentic materials classified into three categories:

1.5.1 Authentic Visual Materials

It refers to the materials such as, slides, photograph, painting, picture from magazine, they play an important role in teaching process as they provide learners with opportunities to use language in interesting situations and they can help them to communicate their ideas.

1.5.2 Authentic Printed Materials

It means that any materials in written form such as newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

1.5.3 Authentic Listening- Viewing Materials

It means all those materials that help or enable the learners to see and hear the English language and how it has produced from own users in real context. Such as, TV commercials, quiz shows, cartoons, news clips, movies, professionally audio taped short stories and novels, radio ads, songs and sales pitches.

Therefore, the present author thinks the appropriate definition should be that authentic listening materials are real, natural and spontaneous spoken language materials. And that represents the source of authenticity in classrooms to enhance and encourage learners to learn culture.

1.6 Sources of Authentic Materials in EFL Courses

In today's globalized world the most commonly sources used are newspaper, TV programs, magazines, the internet, movies, songs, brochures, comics and literature..., so there are some sources of authentic materials and their impact on teaching foreign language.

1.6.1 Literature

As cited in Mishan (2005:97) that, the definition of literature is **“writing that are valued for their beauty of form, specially novels and poetry and plays etc.”** According to him the use of literature in language learning varied in the context of increasing attitudes and approaches to the study of literature in the native speakers community. The literature an authentic material has many advantages in learning foreign language.

He argues that literature can be used with all students levels, to links cultures and to enhance students knowledge of the target language and its culture. In using any kind of literature text, the focus should be on teaching language not literature. Literature is authentic materials and it is good to expose learners to this source of unmodified language in the classroom because they acquire in dealing with difficult or unknown language can be used outside the class . Literature also encourages interaction. Literary texts are often rich in multiple layers of meaning , and can be effectively mined for discussions and sharing feelings or opinions . Literature educates the whole person , by examining values in literary texts , teachers encourage learners to develop attitudes towards them . these values and attitudes relate to the world outside the classroom . Literature is also motivating and holds high status in many cultures and countries , for this reason , students can feel a real sense of achievement at understanding a piece of highly respected literature . Also , literature is often more interesting than the texts found in course books . so in general literary texts enrich the language input in the classroom and stimulate language acquisition by providing levels of meaning . literary texts provide opportunities for developing inferential and interpretational skills that students need for understanding all kinds of representational materials .

1.6.2 The Broadcast Media

As a tool for language teaching media, printed or broadcast ones; have always been used to facilitate the task of language learning. In addition, it consists many genres in common. As cited in Mishan (2000) that the broadcast media offer the most diversified set of genres.

✓ **Television**

According to Oxford learner's pocket Dictionary, Television is pieces of electrical

equipment with a screen on which you can watch movies and sounds. Lee and Winzenried (2009: 61) claims, **"Television was seen in industry, government and tertiary education as being able to provide the desired expert instruction."** In other words as related in Mishan (2005) that teacher need to be aware that using television for language learning create a medium when learner probably the most familiar, so be aware about the formulas of such programs, the sort of topics to expect and the language register. It means that, television as an authentic source providing foreign language learners with target language and developing such skills.

- ✓ Television as a universal medium relates learner with the target culture language

as it is in host community, it enable them to see their traditions, relations with each other.

- ✓ Television is enriching students' English vocabulary, lexical power, and enhancing

their listening skill when it enables them to see their linguistic features.

✓ **Radio**

Mishan (2005) claims that, using radio is one of the more easily accessible forms of authentic listening practice we can provide the learner. Moreover, its use makes them more familiar with foreign language culture.

In conclusion, the broadcasts media have more interest in acquiring foreign language, as they provide outside world into the classroom.

1.6.3 Newspaper

According to Mishan (2005:154) **"newspaper are the most easily available and accessible of the news media-anyone, anywhere can buy a newspaper and**

they are less ethereal than their broadcast counterparts.” It can be say that news papers can cover a wide variety of fields such as politics ,busniess , sports ,and art it often include materials such as opinion , columms , weather forecasts , reviews of local servies , newspapers have traditionally been published in printed , however today most newspapers are also published on websites as online newspaper .

- ✓ He stated also that, **“Newspaper is probably the best single source of information about the contemporary culture of country.”** It means that learners can identify the English language culture from newspaper color, size, headlines, text, and photographs.
- ✓ With newspaper, they can feel personal involvement with events that are happen

surrounding target language.

- ✓ Newspaper in classroom can be a product of motivation because when students are encouraged acquiring the linguistic complexities of these language in this

product.

Therefore, newspaper is an authentic materials, its use in learning make the learner more focus and closer with the language in context. It provides them with strategies to dealing with difficult text.

1.6.4 Songs

Music is an excellent alternative for language learning because, nowadays thanks to technology, learners can listen to songs anytime, everywhere, which helps them to learn new authentic language expressions while enter taining themselves. In order to this relation of songs and music to L1, it developed in L2 learning that' s why of all the products of TC, music and song are consistently well represented in the language classroom.

Therefore, all teachers around the world try to provide some authenticity in their classes and they use songs as a teaching material which makes learners practice pronunciations as it is in real language in order to and improve their listening and help them discover different cultures

✓ Morales (2007 cited in Castro Vilad) suggests that evidently, music

Provide meaningful content for EFL learners to learn many aspects of the target language in regards to language usage in a real context. In other words, Tourki (2013) stated that, students would potentially internalize the elements of culture presented in the song as well as they enjoy with song lyrics that has combined with a melody.

✓ Mishan (2005: 200) states that, **“A widespread attitude in language teaching is to treat TL songs merely as authentic example of grammar structure.”**

In other words,

songs give an excellent authentic example of grammar in action that is enable learners to use of sentence structure. It means that, Music and songs have a closer appeal to our language acquisition device than spoken language. In other words, songs can be helpful for comprehension, where students concentrate their lyrics.

1.6.5 Films

According to Mishan (2005:223) films is **“the one that is designed to appeal most**

directly and fully to our emotions and it is also the one most clearly entrenched in learners minds as a medium of entertainment. It means that any teacher who has

used the film in class he enhance students learning as well as enjoy them. The films as an authentic source has advantages on learning, as viewed in Tourki (2013) that, **“historical films may be used in classroom to give students a glimpse of what was ones the reality of the target language culture.”** Films can interest students in a topic that is being learned while providing a small break from normal classroom

activities , films can be used to address additional learning styles presenting information in numerous ways can be the key to helping students understand topics and different things

- ✓ Film can be enhancing students listening skill, by seeing the linguistic features of language as it is in context. As they can see, the film characters that make them feel by the nature of language as it in real world.
- ✓ Films provide learners with familiarity information taken about the native speaker's culture, where this cultural information taken from the implicit-values and ideals, to the explicit- so students see how people speak, move, behave...

1.6.6 ICT

Including in Mishan (2005) that, ICT has a great excitement on notion among the language teaching community, the most source of authenticity in classroom is internet technology.

- ✓ **Internet in EFL Courses “It is a computer- based global system. the internet has made it possible for people all around the world to communicate with one another effectively and expensively.”**

Microsoft Encarta Premium (2009) means that internet is a combination of many tools of communication such as web sites as an authentic materials source is useful starting point in language learning when it offer cites that contain materials produced for native speaker , songs , poetry , newspaper, so the internet can enhancing students with familiarity information and also can be used between teachers and their students .

Web Sites

Use of web as an authentic source is useful starting point in language learning when it offer cites that contain materials produced for native speaker like, songs, poetry, newspaper, commercial and informative sites. In other words, according to Tourki (2013) that, online newspaper and chat rooms gives opportunities for

students to read authentic materials that could provide them with cultural knowledge and they allow them to visit many sites to look for the language in real context.

✓ **E-Mail**

Is widely used Internet application that enables individuals or group of individuals to quickly exchange messages, As cited in Mishan (2005: 250) that is today, “ **the largest communication system in the world, it is only computer technology to consist of human-to-human, rather than human-to-machine communication.**” In other words, via online communication, students are aware about the target culture, by means of interacting with native speakers as well as, it develop their writing, speaking and listening skills.

Generally, learners of a foreign language by the aid of teacher can use Internet, of course who has to guide and provide them with a variety of materials that can be useful to them. In addition to these sense of authentic materials computer software is one of authentic sources.

According to Oxford, advanced learners dictionary computer is an electronic machine that can store, organize and find information . It means that software in general used to enable students to interact with personal computer as well as, with each other.

Therefore, students of foreign language can use other means of education on computer not just the internet but also CD-ROM which contains many of the programs have excellent visuals and sounds which make the education attractive and it includes many games that involve a great amount of receptive skills; reading and listening.

In conclusion, authentic materials play the most important role in learning foreign language process as it develop the learners skills specially the productive one. Moreover, their uses have many advantages on learners and learning.

1.7 Advantages of Using Authentic Materials

In order to go beyond the limited classroom environments and to achieve more development in language classroom, teacher make use of many aids and in order to fit learner in real world of foreign language they goes to provide their classes with some authenticity that is delivered by authentic materials. Therefore, for an effective and practical use, it is useful to deal with real language formany reasons, as stated in Undrwood (1989)**Authentic materials allow the students to hear as much morereal act ofcommunication with all the interactional featureswhich are not normally found in scripted materials.** it gives them a true representation of real spontaneous speech with its hesitation, false, starts and mistake which will make themmore able to cope with „real life speech when they meet it outside the learning situation. It means that, by authentic material students can acquire the foreign language as it is innative speakers, with all its own features. Moreover, Glisan (1994 cited in Seguni 2009) claims that, **“students process information in meaningful ways, take responsibility fortheir own learning, and become independent learners.”** in other words, authentic materials are the good method that can involves opportunities for learners to think about the real language and the responsibility to use those materials by their own.

Another advantages is that by authentic material, listener are exposed to how people speak and how display hesitation, pusses, false starts, and knowing topic and be familiar with in complete structures of language. As Nunan (1997 cited in Seguni 2009)argues that,learners should be fed as rich a diet of authentic data as possible, because ,ultimately if they only ever encounter specially written dialogues and listening text, the language learning exchange will be made more difficult.

Another important aspects of authentic materials are argues by Martinez (2000)

- ✓ Students are exposes to real language when it keeps them informed about what

is happening in the world.

- ✓ Textbook do not include inaccurate English.
- ✓ Authentic materials create a sense of achievement; it may be inspirational for

some students.

- ✓ Their use provides learners with various activities and tasks.
- ✓ Language is reflected into material; Therefore, there is a wide choice of styles,

genres, and forms of authentic text.

- ✓ Authentic materials motivate students in many sides reading, more than that, their

Listening skill.

In addition, authentic materials makes a good environment in classroom as viewed in

Stevens (1987 cited in Nuna1989: 93) suggests that, **“they provide learners with opportunities for genuine interactions which have a real- life point to them.”**

In sum up, it can be say that authentic materials are appropriate sources of instruction and information for a learner by making them relevant with the foreign language that is interests in. As they represent the most important materials that are develops their listening skill, because it contains the natural spoken of native speaker and many hard words.

1.8 Disadvantages of Using Authentic Materials

The main criticism made to those materials is that they are sometimes too difficult for learners of a foreign language to access it. According to Hedge (2000), the difficulties of authentic materials lie in the speed of speech delivery, varying accent and background noise as shown in the table above.

In addition, Martinez (2000) states authentic materials difficulties as:

- ✓ They may be too culturally biased; their difficult represents in culture gap.
- ✓ The vocabulary might not be relevant to the student's immediate needs, which

means that, vocabulary may not the needs of students.

- ✓ Too many structures are mixed; it is so difficult for beginners.
- ✓ Special preparation is necessary of the text and activities is often time Consuming.
- ✓ Accents and dialect are varies in listening.
- ✓ The material can become outdated quickly such as news.

In conclusion, it is necessary to say that any kind of teaching materials should meeting the learner needs, and it is logically that students face some difficulties with those materials. Therefore, to reduce those difficulties have to follow some criteria and considering factors when selecting and applying authentic materials.

1.9 The Influence of Selecting Authentic Materials

In order to the difficult of authentic task many element involves in the choice and implementation of the material to succeed in teaching foreign language and meet learners' needs and interest. In selective text for classroom, Hedge (2000) stated that **"one solution to this problem for teacher who which to expos learners to authentic text is to choose conversation with clear setting, role, relationships, topic and structures."** In addition, he proposed another solution that is to take flexible approach to the concept of authenticity.

1.10 Basis for Selecting Authentic Materials

According to Seguni (2009) for the material to be effective, some criteria have to be taken in consideration.

- ✓ **Authenticity:** the selected material should serve communicative goals. It means that the text should be authentic

- ✓ **Accessibility:** the material should be not difficult for the learners to access and understand, and then it should be suitable for the teacher to use them.
- ✓ **Appropriateness:** the selected text should be suitable for the age, levels, needs and

interests, In other words, the material it more difficult to apply with beginner EFL learners

and should applied it according to the learners needs (job, travel...) as well as, it is necessary for teachers to know students likes and dislikes on authentic materials.

- ✓ **Applicability:** the authentic materials should focus on the teaching context and achieve

The objectives needed.

- ✓ **Adaptability:** It is necessary for teacher to adopt some authenticity their classes in interesting way to ensure the learners' comprehension. In the same idea, Israelsson (2007) stated that Benget makes clear that there are a number of factors have taken into account for the appropriate use of authentic materials in classroom. He stated that you have to check the course objective to make sure you rich all sides that learners are supposed to learn; also, it is important to take in consideration what materials are attending. Another factor, it should be relevant to their future professions. Therefore, all those considerations should taken by the teacher who is the one responsible in adapting authentic materials in the classroom.

1.11 The Role of Teacher

As Spelleri (2000 cited in Segueni 2009) thinks that, the teacher should perform

the following roles:

- ✓ **Filter:** Teachers present the language in suit ways, to meet learners' level, needs, and Interest.

- ✓ **A culture guide:** teachers should provide their classrooms as well as, learners with all information of culture that is available in authentic materials.
- ✓ **An objective chairperson:** In many cases, the use of authentic material involves some discussion in some topics; here the teacher should be leader listener. Generally, the good selection of teaching foreign language authentic materials enable teacher to create appropriately activities that meet the needs of their learners, and motivate them for high access.

1.12 The Purpose of Using Authentic Materials

The use of authentic materials can benefit students by helping them master the foreign Language, it is important to develop strategies for working out the meaning of the foreign language classroom so, students need to be in a communication classroom .In general the purposes of using The authentic materials in the educational process, preparing students to perform high levels in Foreign language its used to provide speaking activities and solving problems, developing strategies to complete the tasks also facilitate interaction between students, allow learners to interact an Assist communication, Morley (2001:374) said that: **“one created to fulfill some social purpose In the Language community in which it was produced with the onset of communication movements a greater awareness of the need to develop students skill “**means that the purpose of using the Authentic materials is to

prepare students for their social lives, in other words, the authentic materials are used in order to close the gap between classroom knowledge and real life.

Also the author Think that the role of the teacher is responsible to filter materials though selection of the learning objectives so ,the purpose of teaching with using authentic materials it is important issue that can be enhanced the learners speaking proficiency ,liner(1999) thinks that authentic materials are used as teaching tools and they are very effective in classroom because authentic materials seem to be more complementary to the lesson content and more understood for students .

Authentic materials are mostly accepted as beneficial in language Teaching ,there are broad varieties of materials such as computer ,videos, the class activities and Materials need to be organized by the teacher according to the students needs and their culture variety

Authentic materials that could be used in teaching foreign language classes are very where ;book ,Newspaper ,their abundance is one of their attractive features .most of the materials that people seek for enlightenment are authentic ,people enjoy authentic materials and devote hours of their time to reading or viewing them.

1.13 Conclusion

For the student to learn a foreign language as it is by their owns the use of materials need to be exploited in classroom as much as possible, so, the use of authentic materials in Teaching English as a foreign language have great importance. Utilizing authentic materials through technology in lesson environment, attract attention as it is showed in this chapter it have got many advantages in improving learner's abilities and needs...etc., as well as it is a window into culture. So, authentic materials can be successfully incorporated into pedagogical context to develop learner's level in English.

CHAPTER TWO

Background information about teaching

CHAPTER TWO BACKGROUND INFORMATION ABOUT TEACHING.....	23
2.1 INTRODUCTION.....	25
2.2 DEFINITIONS OF CULTURE	25
2.3 DEFINITION OF LANGUAGE	27
2.4 THE RELATIONSHIP BETWEEN CULTURE AND LANGUAGE.....	28
2.7 GOALS OF TEACHING CULTURE	32
2.8 ROLE OFCULTURE IN LANGUAGE CLASSROOMS	35
2.9 PRINCIPLES AND CHALLENGES OF CULTURE TEACHING.....	35
2.10 MATERIAL FOR TEACHING CULTURE	38
2.11 THE CULTURAL CONTENT WITHIN EFL TEXTBOOKS.....	39
2.12 CONCLUSION.....	41

2.1 Introduction

Culture and Language are closely related to each other . Many scholars have tried to explain this complex relationship and the importance of the culture element in English language teaching.

Nowadays, culture teaching has proved its major role as it helps learners to communicate appropriately with others and regarding the importance of culture as a part of EFL teaching. The cultural factors have become more and more important in English teaching. A lot of aspects are for the opinion that teaching language means teaching culture. The purpose of language learning is to equip learners with as much knowledge as possible and develop their awareness about the target language culture.

In this chapter, it is necessary to demonstrate the concepts of culture and cultural teaching and will provide a theoretical background for the sake of introducing this issue , first will provide some definitions for both culture and language , after that introduce the relation between these two concepts as well as the history of culture teaching till the inclusion of culture as a fifth skill along with the history and goals of teaching culture , later discuss the development of this issue .

2.2 Definitions of Culture

The definition of culture may differ from one person to another or from one social group to another. It refers to the system of knowledge shared by a relatively large group of people. It is not only the way we do things, but it is also our attitudes, thoughts, expectations, goals and values.

This concept has been defined by many scholars from different fields including the English anthropologist Edward Burnett Tylor (1871), who presents the most traditional interpretation of culture or what is termed as the classical definition of culture. In this respect, Tylor (1871 :1) argues that *“Culture . . . 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". This statement refers to culture as the total way of life which includes everything a particular group of people says, thinks, and makes. In addition, Seelye (1985) claims that culture is a broad concept covering all aspects of human life.

Following the same line of thought, Goodenough (1957:74) lays a comprehensive definition of culture which runs as follows:

Culture is not a material phenomenon ;it does not consist of things people , behaviour , or emotions , it is rather what people have in mind , their models for perceiving , relating and otherwise interpreting them.

(Goodenough, 1957:74)

This definition is in line with what **Chuck frey** mention in his book (the difference between big c and small c). Big C culture represents formal culture whereas small c culture refers to the daily life behaviours, attitudes and beliefs. This implies that big C is linked to what a particular society has reached in arts, literature, music, as well as its geography and history (the traditional conception of culture), by which the learners are typically filled with some valuable information to understand the other cultural aspects. Small c, on the other hand, refers to the beliefs and perceptions influenced and shaped by culture. This latter conception is fairly new and is considered of more importance in the field of foreign language teaching because it meets one of its basic aims, namely, to make students able to communicate successfully and appropriately in the target language, particularly with its natives.

Culture, then, is a quite difficult word to define. Scholars, during centuries, have not reached a consensual definition; each perceived it from his angle. The above-mentioned definitions are the ones which view culture as a behaviour, knowledge, symbol or sign, and a tool of communication expressed in language;

the view which reveals the existence of a relationship between language and culture.

Bailey (1994:23) defines culture as *“the socially transmitted knowledge and behavior shared by some group of people”*. In the same line, it refers to what is learned, i.e., things one needs to know in order to meet the standards of others (Ward Goodenough, 1971 :19). It becomes clear from all these different definitions that culture has many characteristics and the following are the most important ones:

- **Culture is learned:** In other words, it is not biologically inherited, but rather acquired from the association with others. Likewise, culture is viewed as consisting of mental programs, called softwares of the mind, meaning each person carries within him or herself patterns of thinking, feeling, and potential acting which were learned throughout their lifetime (Geert Hofstede, 1991:4).
- **Culture is shared:** Customs, traditions, values and beliefs are all equally adopted and shared by members of the same social group. So, it helps individuals of a particular group to segregate themselves from others.
- **Culture is transmitted:** It is considered as something passed on to new generations from their forefathers through the medium of language.
- **Culture is dynamic:** culture never remains static; it changes all the time in every society, in subtle and tangible ways, but with different speed and causes.

Indeed, it can be said that culture is a system of beliefs which develops throughout the years.

2.3 Definition of Language

Human beings are required to communicate with each others to meet their needs and what better way to achieve that more than language. Language doesn't only mean teaching words, their pronunciation and the methods of

combining them; simply because it is more than what a simple word means or a written page indicates.

Language has been defined differently from many researchers. However, they all seem to agree on one point which is the fact that language is the primary medium of communication. Language is a human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols. Sapir (1921:12) considers language as “ ... *a purely human and non instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols*”. He views language as human property and a system of arbitrary sound symbols that are produced voluntarily. Therefore not only communication systems of animals are excluded from his definition of language but also any human articulation that is not symbolic or voluntary.

Another case describes language as socially acceptable code or conventional system that prescribes how the symbols may be meaningfully combined for delivering concepts (Owen, 2006)

Obviously, language is an extraordinary feature exclusive to human beings which defines us as subjects. Besides, it has enabled the development of culture in all its complexity.

2.4 The Relationship between Culture and Language

All the definitions of these two concepts culture and language imply that they are closely related and that the relationship between them inseparable. Politzer (1959, cited in Brooks, 1960: 85-86) points out:

As language teachers, we must be interested in the study of culture not because we necessarily want to teach the culture of the other country, but because we have to teach it. If we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning.

(Politzer ,1959, cited in Brooks, 1960: 85-86).

It means that language and culture share the same aspects, any learners who seeks learning a certain language should be aware of its culture .The idea is that teachers should have a particular method in making culture a part of teaching the language and how the learners combine between cultural studies and the practical language that it is taught.

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

Additionally, language is a key component and a primary medium for transmitting much of culture which wouldn't be possible without it.Kramersch (1998) identifies three ways of how language and culture are bound together:

- Language expresses cultural reality: with words people express facts and ideas but also reflect their attitudes.
- Language embodies cultural reality: people give meaning to their experience through the means of communication.
- Language symbolizes cultural reality: people view their language as a symbol of their social identity.

Similarly, Nababan (1974) concludes that learning the culture without learning the language of the target context is impossible, because beliefs, feelings, perspectives, and so forth are functionally embedded within the language that even a fluent speaker might misunderstand the messages he/she hears or reads without sufficient cultural skills.

Mitchell and Myles (2004: 235) state: ***“Language and culture are not separate but acquired together, with each providing support for the development of the other”***.Then, it is clear now that the process of teaching a second or foreign

language includes the incorporation of some cultural aspects about countries where the target language is spoken as a native language.

2.5 Culture as a Fifth Language Skill

In teaching a second language the term culture has been employed to refer to distinctly different aspects of people's lives. It can be used to refer to the literature, arts, architecture, and the history of a particular people. EFL teachers describe the history or geography aspect of their country because these represents a popular understanding of the term culture (Murcia, 2001). Condon (1973) has concluded that both teachers and learners need to understand different cultural aspects, to recognize openly that people are not all the same beneath the skin. There are real differences between groups and cultures. To perceive those differences are the first steps to enter the world of culture awareness. Awareness in teaching enables learners to use language skillfully. That leads to the acquisition of a second culture.

Being fully grammatically developed in a language does not ensure a person to be communicatively competent; however, including culture in the teaching process is the key to this issue. Communicative competence refers to the ability to interact accurately, clearly, effectively, coherently and appropriately with others (Spitzberg, 1988). In this respect, Samovar (1981: 24) suggest 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, 1981: 24)

In other words, culture determines how speakers view their relationships with other people, and what use of language is appropriate for self-expression, communication and social interaction.

Hong (2008) supports that culture should be the fifth skill to be taught while teaching a language in order to prevent misinterpretations caused by some cultural differences. To clarify his point, Hong gave an example of when target language learners (native speakers of English who were learning Hindi/Urdu) were confused to see two types of “mother”(mommy, amma). Hong explains that this can indeed be confusing for a learner that is not aware of the vocabulary people choose to name things representing their culture and the importance of these things to them.

In order to show why it is important to learn culture when learning the language, Tomalin (2008) clarifies this point by taking English as an example. He believes that globalization and the international role of English are the reasons why ELT teachers should include culture in their teaching. Culture teaches students the techniques to adapt their English to learn about, understand and appreciate the values, ways of doing things and unique specialties of other cultures. This will allow them to interact successfully with native speakers of that language in different social contexts.

In other part, learning culture will teach the students to acknowledge differences, how to be flexible and tolerate ways of doing things that are obviously different in their culture .

2.6 History of Culture Teaching

Over the years, including culture in the foreign language classroom has been the main concern for many scholars. When looking at the history of culture teaching, it would be true to say that it has not been seen until recently as a major issue. So, this part is about how some approaches and methods of teaching dealt with culture (Richards and Rodgers ,1986).

First, Grammar-Translation Method, also known as the Prussian method was adopted as a chief means of teaching foreign languages in the early years of the nineteenth

century (Brown, 1987). It focused on learning grammatical rules, memorization of vocabulary and translation of texts. In the same context, this method viewed the target culture as consisting of literature and the fine arts. Then, the direct method focuses on the spoken language. Students learn about common and everyday speech of the target language such as food, clothing, etc. As students become more proficient, the topics will include many aspects about the target culture such as the geography, history and customs.

After that, the Audio Lingual method that helps students to be able to use the target language communicatively. To achieve this goal, students need to overlearn the target language and to learn how to be able to use it automatically without stopping to think. Culture is viewed as consisting of the everyday behaviour and lifestyle of the target language speakers and that is why new vocabulary and structures are presented through contextualized dialogues.

Finally, the Communicative Approach emerged in the 1970's. This approach focuses on the teaching of usable and practical contents directed to enable learners communicate orally. However, in later development of the communicative approach 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' (such as class, gender or race) in which he interacts with others. Consequently, the role of culture in the EFL curriculum grew, as it shown by the appearance of a great number of teacher-oriented texts, like those of Rivers's (1981) and Hammerly's (1982).

2.7 Goals of Teaching Culture

Since culture and language are closely related to each other, there can be no question as to whether culture should be taught or not. Culture teaching is an intergral part of language instruction. Students need to learn the language in order to truly appreciate the culture, but they do need to learn about the culture in order to truly comprehend the language, simply because *“the exquisite connection between the culture that is lived and the language that is spoken can only be realized by those who possess a*

knowledge of both”(National Standards in Foreign Language Education Project, 1999: 47). The structure of language and the way it is used reflect the norms and values are shared , because language is the means through which culture is transmitted .

Culture teaching aims at helping students when they come in contact with the foreign culture by providing information and skills needed for adequate communication. It also raises their awareness of their own culture and makes them more to lerant to other ways and people.

Defining the goals of culture teaching is helpful to decide what to teach, when and how. Nostrand (cited in Lafayette and Schulz, 1997:.578-579) states a set of goals for cultural instruction:

- The ability to react appropriately in a social situation.
- The ability to describe, or ascribe to, a proper part of the population a pattern in the culture of social behaviour.
- The ability to recognize a pattern when it is illustrated.
- The ability to "explain" a pattern.
- The ability to predict how a pattern is likely to apply in a given situation
- The ability to describe or manifest an attitude important for making one acceptable in the foreign society.
- The ability to evaluate the form of a statement concerning a culture pattern;
- The ability to describe or demonstrate defensible methods of analyzing a sociocultural whole.
- The ability to identify basic human purposes that make significant the understanding which is being taught.

Later, Seelye (1974:38-48) reinterprets these goals and modifies them into seven goals. Seelye claims that if cultural activities in the classroom are to be purposeful, they should in some way relate to one of the seven goals:

- The sense, or functionality, of culturally conditioned behaviour.
- The interaction of language and social variables.
- Conventional behaviour in common situations.
- Cultural connotations of words and phrases.
- Evaluating statements about a society.
- Researching another culture.
- Attitudes toward other cultures.

According to Tomalin & Stempleski (1993:7-8) the goals of culture teaching can be summarized as follow:

- To help students develop an understanding of the fact that all people exhibit culturally-conditioned behaviours.
- To help learners understand that the way in which people speak and behave is influenced by social variables such as age, sex, social classes, and places.
- To make learners more aware of the conventional behaviours in common situations in the target culture.
- To increase learners awareness of the cultural conection, of words and phrases in the target language.
- To develop learners' ability to evaluate and refine generalisations about the target culture, in terms of supporting evidence.
- To develop learners' skills to locate and organise information about the target culture.
- To develop and encourage learners' intellectual curiosity and empathy about the target culture.

2.8 Role of Culture in Language Classrooms

Learners must not only be aware of language, but they must be taught how language is actually used in everyday interaction and what is characteristic in a given culture (Dufva, 1994:19). In this respect, many questions should be asked such as: When should teachers teach culture? How should culture be taught? Why is it necessary for students to learn about the target culture at all. How can teachers incorporate culture into foreign language classrooms in terms of fostering learners' cultural awareness and communicating insights into the target culture; how to teach culture for effective language learning?(Fleet, 2006, Wang, 2008)

Pragmatic awareness (i.e. knowledge about language use in the target culture is very important from the point of view of social interaction(Wang, 2008) . It is often claimed that pragmatic features of a language can be taught only 'after the students have learned the basic grammar, however pragmatic awareness ensures that "the first attempts to communicate in a foreign language are likely to be successful".According to Wolfson (1981:123): *“speech acts differ cross-culturally not only in the way they are realised but also in their distribution, their frequency of occurrence, and in the functions they serve”*. Some say that grammar is necessary in language learning for beginners but others claim that cultural studies also may help the relationship between culture and language is very deep and in terms of teaching a certain language or getting to know a culture you must get to know it's language and vice versa.

One of the implications of doing contrastive pragmatics in language teaching is to make learners aware of pragmatic aspects of language use by analysing their own language use and by looking for aspects of conducting speech acts that are in common or contrast between the first and target languages (Kondo, 2004).

2.9 Principles and Challenges of Culture Teaching

How to secure culture a ' rightful place ' in language teaching has been another ongoing concern for scholars. There seems to be a consensus among them that students' active involvement is paramount. Byram and Morgan (1994: 50) stress that learners need to engage actively in the interpretations of the world and compare and contrast the shared meaning of both their own and foreign cultures.

Kramersch (1993) warns against a simple transmission of information about the foreign culture and its members' worldviews. She highlights what she calls new ways of looking at the teaching of language and culture .These include the following principles:

- Setting up a sphere of inter-culturality to relate first culture to foreign culture and to reflect on conceptions of first culture and foreign culture.
- Teaching culture as an interpersonal process to present not only cultural facts in a structural way, but to present understanding processes, values, beliefs or attitudes.
- Teaching culture as difference is not only national traits, but also race, gender, social class, etc.
- Crossing disciplinary boundaries: In order to carry out this approach, teachers need to have wider knowledge on subjects related to culture such as ethnography, psychology, sociology, or sociolinguistics.

The transmission of cultural information by means of language teaching is an issue of wide interest among theorists and practitioners in the field of foreign language teaching. Incorporating culture learning activities for language education programs means much more than just adding them to a lesson plan . As Damen (1987:216) states:

Because [culture learning] is so deeply concerned with norms, values ,beliefs ,worldviews , and other aspects of subjective culture, it is a type of learning subject to the action of many variables and often accompanied by feelings of discomfort and even shock .

(Damen,1987:216, quoted in Ryffel, 1997 : 28)

This indicates that wherever you go no matter which culture or people you will always find that language is the mirror of their culture, you can never come across language seeking to learn it without knowing the psychology and the native of the people of it. It is more than necessary in the progress of learning any language.

Clearly, this statement may discourage language teachers to deal with culture related activities and make it uncomfortable area to teach. Brown (1987) , expresses a similar view in claiming that the expression of culture is so bound up in the non-verbal communication that the barriers to culture learning are non- verbal rather than verbal (cited in Lazar 2001). In fact, this concern has generated some debates and controversy as to question the effectiveness of classroom instruction. According to Kramersch (1996):

The intercultural approach to teaching foreign languages and to writing foreign language textbooks is not without raising some controversy among politicians and library scholars alike. Who feel that language teachers should be responsible for teaching «only language » not culture nor politics. Instead culture cannot and should be taught in classrooms, they say, but rather ,learners should be sent abroad to experience the culture.

(Kramersch, 1996: 6)

Such a statement seems to make language teaching and learning more challenging and puts language teachers in real dilemma. For Byram (1997), most difficult of all is to assess whether students have changed their attitudes, become more tolerant of differences and the unfamiliar culture . Whereas for example with vocabulary or grammar, we can easily check whether the input has been effective, with culture we are primarily dealing with awareness of context that is not open to a quantitative type of assessment.

Yet, it seems on the surface not difficult to assess learners, acquisition of information, there can be tests of facts about the target country .But the real difficulty for the teachers is to decide which facts are important, and which country 's culture should be dealt with .

Byram (1991) suggests that the goal of culture instruction cannot be to adopt another identity which might entail a rejection of one 's own .Instead, teachers should develop

intercultural understanding. According to Lazar (2001), in the foreign language context teachers should not be surprised when tolerance and understanding is not the immediate results of the students learning a foreign culture. Since, sometimes, the reverse happens: learners experience, culture shock, or see the other culture in a stereotyped way which are the result of evaluative overgeneralizations.

2.10 Material for Teaching Culture

Many sources such as textbooks, stories, interviews, maps, songs, music, etc. are used in foreign language teaching. These materials are primarily designed to facilitate language teaching. Many documents analyzed by Byram (1993 cited in Corttazi and Jin:197) highlight three broad aims of foreign language instructions:

- The development of communicative competence for use in situations the learners might expect to encounter.
- The development of an awareness of the nature of language and language learning.
- The development of insight into the foreign culture and positive attitudes towards foreign.

Byram stresses that these three aims should be integrated. For that reason, and when bearing in mind that foreign language classroom offers good opportunities for culture learning, teaching materials (textbook, teachers' book ...) should include elements of the target culture.

Moreover, Corttazi and Jin (1999) maintain that EFL and ESL (English for specific purposes) textbooks are expected to reflect a range of cultural contexts and to include intercultural elements, besides these materials are expected to raise learner's awareness of intercultural issues and enable them to communicate effectively and appropriately in a variety of communicative contexts. Surprisingly, none of these are necessarily what happens, in most textbooks the focus is still on developing the four language skills and cultural elements are often given as background or supplementary information.

2.11 The Cultural Content within EFL Textbooks

Although, there is usually a cultural content within textbooks (via photographs, texts, biographies etc), these latter vary in their approach to culture; depending on their cultural content, textbooks can be classified according to how language and culture are related to each other.

According to Dannets, Dubin, and Lezberg (1986, cited in Skopinskaja, 2003:41- 42) .Foreign language textbooks can be classified in terms of their cultural content into two different types :One dimensional and two dimensional textbooks. To the first group, belong textbooks that focus on the target culture and leave few possibilities for comparison, unless the teacher asks a question, such as, “ this is what Americans do . What do you do?” On the other hand two dimensional textbooks encourage intercultural understanding. They treat cultural related themes from two different perspectives; thus, simulating both comparison and contrast between the target and source culture.

On their view, Corttazi and Jin (1999:204.210) distinguish further between three types of textbooks depending on the cultural information presented:

- Textbooks based on the source culture.
- Textbooks based on the target culture.
- Textbooks aimed at international target cultures.

The First category includes textbooks which are produced at a national level for particular countries, that focus on the learners' own culture, rather than target cultures . Students are expected to learn English to talk to visitors to their country, rather than prepared to encounter other cultures .In such textbooks ,learners see members of their own culture, in their own context, who are not different from themselves, except that they all speak English . Such textbooks help students to become aware of their own cultural identity. However, they do not develop students' intercultural awareness.

The Second category includes textbooks that focus on target cultures (e.g., the United Kingdom, the United States ...). It is easy to assume that textbooks should reflect the

target culture, however, such textbooks are considered to be commercial . The Third category includes textbooks that include a wide variety of cultures set in English speaking countries or in other countries where English is not a first or second language, but is used as an international language. The rationale for such international target cultures is that English is frequently used in international situations by speakers who do not speak it as a first language (Cortazzi and Jin 1999:209).

Broadly speaking, in order for foreign language textbooks to be efficient, the cultural information included in them should be correct and recent. It shouldn't be biased and should reflect background cultures of English speaking countries, it should also include visual aids to help students understand the cultural information. In this sense, Dubin and Olshtain highlight:

No textbook which purports to represent how the language is actually used in communicative contexts can be produced without a sociolinguistic dimension .The choices which writers make regarding the characters ,settings ,and events all need to accurately reflect how the speakers use the language .With only a handful of models to follow , writers have an immense frontier to explore when they decide to deal realistically with the sociocultural component .

(Dubin and Olshtain, 2000:124)

It means that the reality and social culture of any society are reflected to its language and how it is used because the language interferes in the methods of communication between people. If you want to explore the other side corresponding to you, you will dialogue with him to discover his culture and you will only be able to distinguish his language and vocabulary.

However, if textbooks fail in providing material for teaching culture, educators should provide varied range of resources and activities for both inside and outside the classroom which can support culture learning.

2.12 Conclusion

To conclude, all what have been presented in the literature review above can be summarized as follows. Language and culture are two different concepts that are closely related to each other. Language is intrinsic to the expression of Culture. As a means of communicating values, beliefs and customs, it has an important social function and fosters feelings of group identity and solidarity. It is the means by which culture and its traditions and shared values may be conveyed and preserved. Several definitions of different researchers have been reviewed. The relationship between language and culture has been investigated from a number of researchers points of view, and their interconnectedness resulted in the incorporation of teaching culture as a fifth skill. Both of the history and goals of culture teaching in EFL classrooms have been mentioned. This chapter sheds light on the issue of the study from a theoretical point of view. However, the next chapter takes a practical part to investigate the effects of using authentic materials on teaching culture.

Chapter Three
Research Methodology and Data
Analyses

CHAPTER THREE RESEARCH METHODOLOGY AND DATA ANALYSES.....	42
3.1 INTRODUCTION.....	44
3.2 RESEARCH AIMS	44
3.3 RESEARCH DESIGN	44
3.4 SAMPLE OF THE STUDY.....	44
3.5 RESEARCH TOOLS.....	44
3.5.1 STUDENTS' QUESTIONNAIRE.....	45
3.6 STUDENT'S QUESTIONNAIRE ANALYSES.....	45
3.7 INTERPRETATION OF THE MAIN FINDINGS	56
3.8 LIMITATION OF THE STUDY	58
3.9 RECOMMENDATIONS AND SUGGESTIONS.....	58
3.9.1 ACTIVITIES FOR TEACHING CULTURE.....	59
3.10 CONCLUSION.....	61
GENERAL CONCLUSION	63
BIBLIOGRAPHY	65
APPENDICES	70
SECTION ONE: BACKGROUND INFORMATION.....	70
SECTION TWO: AUTHENTIC MATERIALS.....	70
SECTION THREE: TEACHING CULTURE	72
الملخص.....	74
RÉSUMÉ.....	75

3.1 Introduction

In this practical part, it is necessary to prove the significance and the role of authentic materials in teaching culture in EFL classes. This chapter describes the research methodology and includes the research tools, data analyses and a number of suggestions and recommendations.

3.2 Research Aims

The aim of this research is to investigate the effectiveness of authentic materials in teaching English at Ibn Khaldoun University in order to explore their impact on students learning culture.

3.3 Research Design

According to the nature of this problem, which give the chance to choose the method of this study. This work follows the descriptive method that is suited to determine the facts about the actual situation (the difficulties that students encounter while learning culture in EFL classes) and to clarify that the using of authentic material is the best and appropriate solution for promoting students learning. This research was conducted in the form of a case study from both qualitative and quantitative research method were involved.

3.4 Sample of the Study

This research work, dealt with 40 students from first yearmaster of linguistics as a sample selected randomly from a population about 200 students.

3.5 Research Tools

The objectives of the data gathering tools depend on the overall objective of this research. It aims first at seeking, discovering, and understanding how an authentic material affects students' achievement in learning culture in English classes. So it opted a gathering tools questionnaire for students to obtain different students opinion and interview was set for the teachers to highlight their views about teaching with authentic materials. But we couldn't conduct this interview because no teachers answered us.

3.5.1 Students' Questionnaire

This questionnaire designed for first year master linguistic students to give them an opportunity to express their opinion and attitudes towards learning with authentic materials . And whether consider them as tool to strengthen their learning culture. The students ' questionnaire administered during the second semester of the academic year 2019-2020; it was handed to (40)first year master students but Due to Corona virus it was administered via emails . Students were invited to aswer it and give their opinions.

This questionnaire included both open and close- ended question. Moreover, it provided a free space for their personal suggestions. It is composed of three sections; each of them investigates a different but a relevant issue. Section One consists of four questions aimed at gathering general information about the students“ Gender, age, type of baccalaureate the hold, and whether their choice to study English is personal or imposed. Section Two consists 8 questions. The whole section is about the authentic materials, it seeks the students“ knowledge, attitudes and feeling towards learning throught authentic materials and the difficulties they encounter while use it. Section Threeconsists 10 questions which are about the students learning culture as it seeks to which extent the use of authentic materials enhance their cultural knowledge about the target language . More than that, it contains as last question space to provide and give their suggestions about the materials that shouldbe used in EFL classrooms.

3.6 Student's Questionnaire Analyses

Section One: Background Information

Item 01: Gender Distribution

Gender	N	%
Male	11	27.5%
Female	29	72.5%
Total	40	100%

Table 3.1: students Gender

From the table above, out of 40 participants, 29(72.5%) are female and 11(27.5%) are males, this high number of females enrolled in the department of English at tiaret proves the common believes that females have more tendency towards studying

foreign language and English in particular.

Item 02: Age Distribution

Age	N	%
18-20	3	7.5%
20-25	35	87.5%
More than 25	2	5%
Total	40	100%

Table 3.2 : students Age

According to the results shown in the table 02, notice that there is diversity in age, the scope of first year master linguistic students' age ranges between 20-25 (87.5%), then the second 18-20 (7.5%), the last is more than 25 (5%), the highest one it could be due to the number of times they pass Baccaalaureate exam.

Item 03: The type of baccaalaureate you hold

Response	N	%
Literary	7	17.5%
Philosophy and literary	25	62.5%
Scientific	8	20%
Total	40	100%

Table 3.3 : Students' Baccaalaureate

As shown in table 3 the majority of students 25(62.5%) came from philosophy and literary stream. 8(20%) hold scientific stream and the rest participants (17.5%) came from literary stream.

Item 04: your choice to study English is

Response	N	%
Personal	34	85%
Imposed	6	15%
Total	40	100%

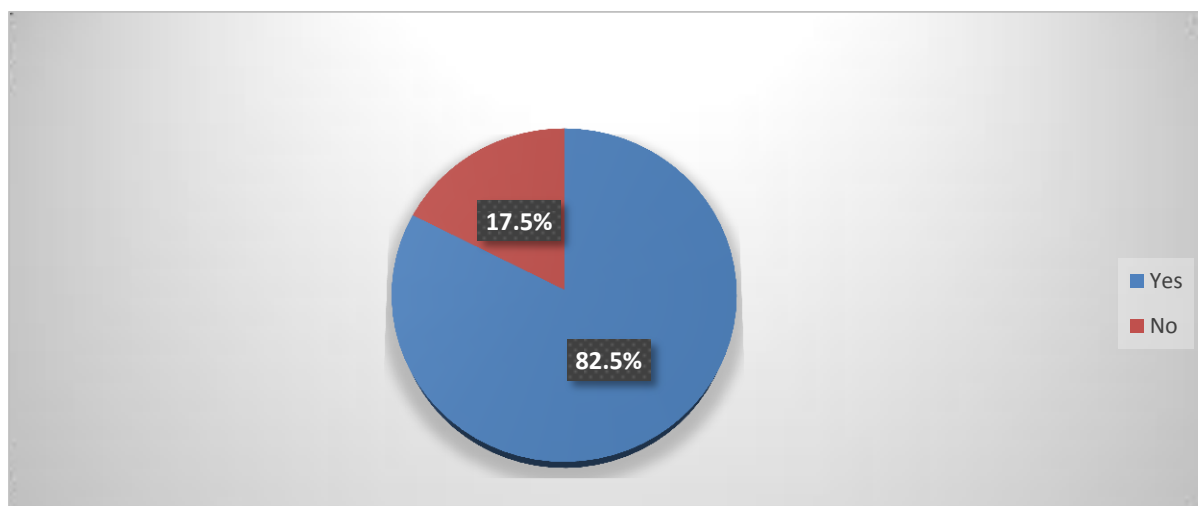
Table3. 4: Students' Decision to Study English

The majority of participants 34 (85%) chose freely to study English. However 6 (15%) said that studying English was an imposed decision. the great rate of students whose decision to study English was personal decision lets them prepared and ready to receive any materials attempts to develop and improve their language level specially productive and receptive skill.

Section Two: Authentic Materials

Item 05: Do you know what authentic materials are?

Before asking them any thing about authentic materials, learners were first asked if they know what notion of authentic materials is or not.



Graphs 3.1 Learner's Knowledge about authentic materials

As shown from the graph that the majority of students 33 (82.%) declared that authentic materials is familiar teaching equipment, whereas, the rest reported that they do not know.

Item 06: If yes, which course do your teachers use it?

This question aims at determining which courses teachers use authentic materials more.

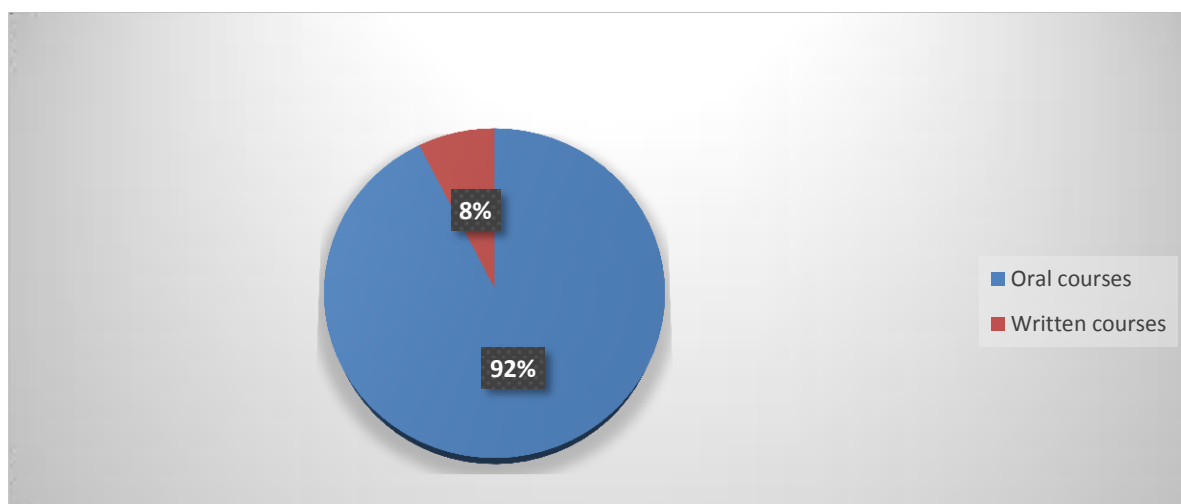
Response	N	%
Oral	37	92.5%
Writeen	3	7.5%
Total	40	100%

Table 3.5 : Courses Thought in Authentic Materials

The majority of students 37 (92.5%) said that Oral Expression is the most common course where the teachers use authentic materials; It is the course which depend on taped materials to practice listening. The rest participants 3 (7.5%) said that their teachers use authentic materials in written courses.

Item 07: Which kind of authentic materials do your teachers often use in classroom?

Item 7: Kind of Authentic Materials that Teacher Used



Graph 3.2 : Kind of Authentic Materials used by Teachers

As it is noticeable in the above graph , that the highest percentages (92%) which

represents 33 students their answers are viewing-listening authentic materials, it seems to be the common and the most used teaching materials. Viewing-listening and printed

materials deserved second rank with a proportion of (8%). Only 4 students whose their answers are viewing –listening and visuals. A result confirms that the teachers have great role in the use of viewing-listening authentic materials as videos in the EFL classrooms, which gather both, sounds and picture and which they motivate them to learn in way interesting and attractive way. should notice also that teachers do not use more printed and visuals authentic materials since a few percentages of using them as shown in the graph

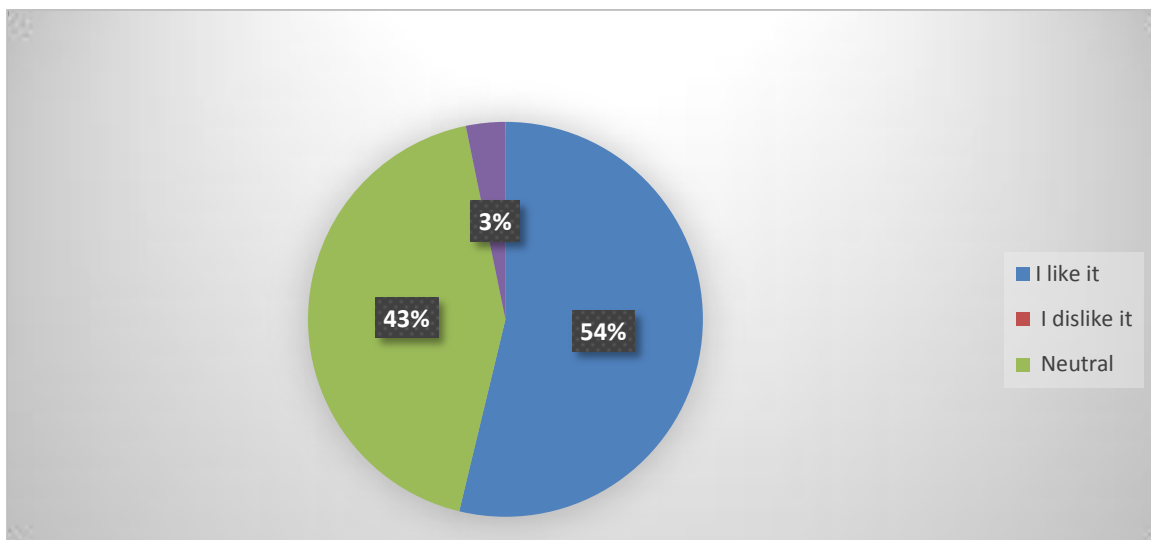
Item 08: How can you consider the difference in listening to authentic and nonauthentic materials?

Responses	N	%
Authentic	19	48%
Non-authentic	17	42%
The two are the same	4	10%
Total	40	100%

Table 3.6 Student's Opinions the Difference between Authentic and non-authentic Materials

This question for investigates the issue whether there is a difference between listening to authentic and non- authentic materials. The proportion of quite different indicates that 19 students (48%) found that listening to authentic materials very different to listen. 17 (42%) participants claimed that there is a little bit difference between them. Only four respondents (10%) said that the two are almost the same. Should notice that not all students prefer learning with non- authentic materials. This could be explaining that the majority of them want to learn with modern means that motivate and help them to learn English Language as it is.

Item 09: What is your attitude toward the authentic materials?

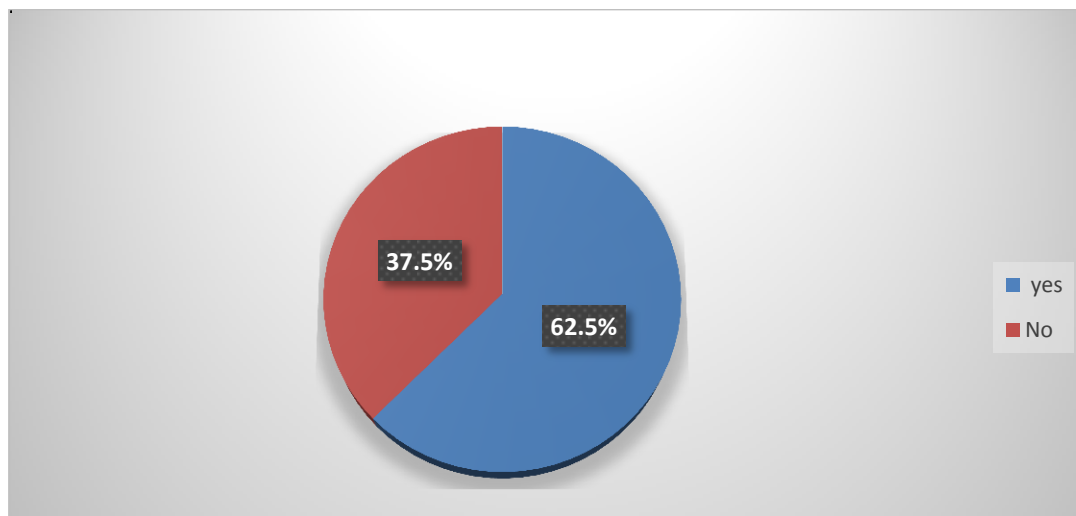


Graph 3.3 :Learner's attitudes toward Authentic Materials

Asking this question, to know learners' attitudes toward authentic materials.

The graph shows that, the majority of participants (54%) claimed that they like authentic materials. As they prefer learning by these instructional materials and them justificatory their answers because, it brings them the native language as it is in social context, and they enjoy when they listen to the native language. (43%) subjects have neutral attitudes toward authentic materials, and they do not give any justification to reinforce their answers. Only four participants (10%) claimed that they hate these teaching materials. Because, it contains a complex language and they said that they are not feel well when learning by it.

Item 10: Do you find difficulties and problems in listening to the authentic materials?



Graph 3.4: Students' Listening Difficulties to Authentic Materials

As shown from the graph results that 25 (62.5%) of participants reported that they really face difficulties when listening to authentic materials. 15 participants (37.5%) stated that they encounter no difficulties in listening to them. The 25 participants, who claimed that they have difficulties when listening to authentic materials, have asked again to determine the factors causing these difficulties. The results are as follows; 16 respondents justified their difficulties as a result to the variation of accents and dialects while they listen. Five participants stated their difficulties because of mixed of many structures, and just one student who state that his difficulties refer to the language culturally biased. Three students who are their answers refer to mixed structures and the variation of accents and dialects. Two students who found that the difficulties in listening to the authentic materials are structures mixed and because they may too culturally biased.

Item 11: Do you feel that your teachers use the authentic materials skillfully and appropriately?

Response	N	%
Yes	14	35%
No	26	65%
Total	40	100%

Table 3.7: Students' Evaluation of their Teachers' using Authentic Materials

The above table can state that the students appreciation of their teachers' well using of authentic materials vary from one to another. Therefore, can notice that 26 students stated that their teacher use the authentic materials skillfully and appropriately. Whereas 14 students think that, their teachers do not care about the appropriate use of them.

Item 12: How often do your teachers vary the authentic materials activities and tasks each session?

This question aim to investigate how often do teachers vary the authentic materials tasks and activities in each session which is as a motivational factor for students to learn is to vary the session activities.

Response	N	%
Always	4	10%
Sometimes	26	65%
Rarely	8	20%
Never	2	5%
Total	40	100%

Table 3.8: Teacher Rate of Varying Authentic Materials Tasks and Activities

As it clearly observed from this table 4 (10%) participants stated that their teacher vary authentic materials task and activities, the highest percentage is that of learners 26 (65%) who argued that their teachers sometimes vary the activities by using authentic materials. This refers to the teachers attention of enhancing their students English language levels and their answers supported the first one. The third rate is those

students who are their answers rarely 8 (20%). Just two students (5%) claimed that their teacher never vary their activities, it may refer to their inability to use authentic materials. All those results may refer to the teacher attitudes towards using authentic materials in listening classrooms.

Section Three: teaching culture

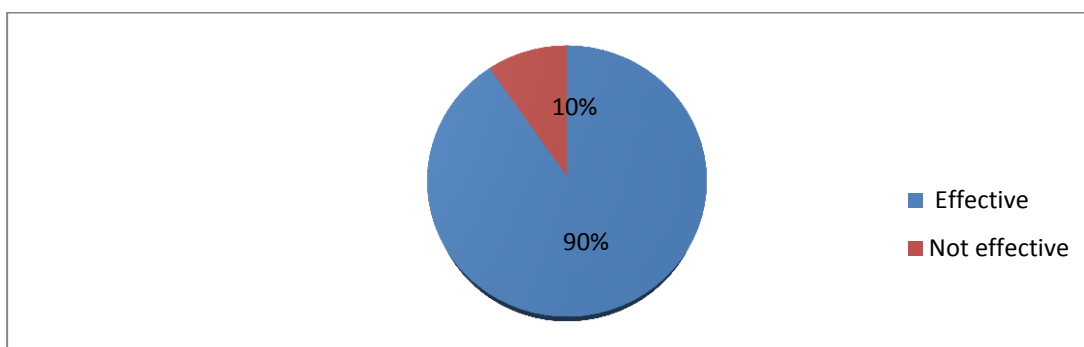
Item 13: Do you think that aspects of the target culture facilitate your capability to communicate with English native speakers.

Response	N	%
Strongly agree	18	45%
Agree	20	50%
Strongly disagree	00	00%
Disagree	2	5%
Total	40	100%

Table 3.9 : Students’ Attitudes towards culture teaching

As far as, notice participants’ attitudes towards culture module. The majority of them (20%) their answers was agree . It is refers to the culture as an only module in which Students have a chance to express their ideas , share opinions , besides they feel comfortable , enjoyable and motivated to improve and enrich their ability.

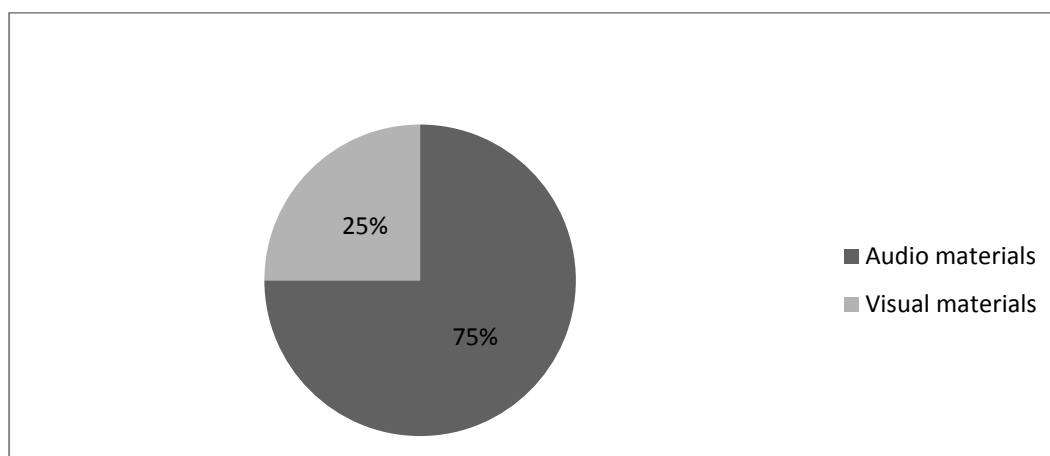
Item 14: what do you think about the teaching culture in EFL classroom with authentic materials.



Graph 3.5: using authentic materials within culture courses

In this item, the participants were asked about the use of authentic materials within culture courses that has given much importance by teachers. 30 students (75%) chose effective, 10 of them (25%) chose Non – effective, the number of students who answer effective confirmed that the use of authentic materials play a very important and necessary role within EFL courses and the others answer with non effective they feel that it is not important. The participants who answered Effective believe that teaching culture with authentic materials is enjoyable.

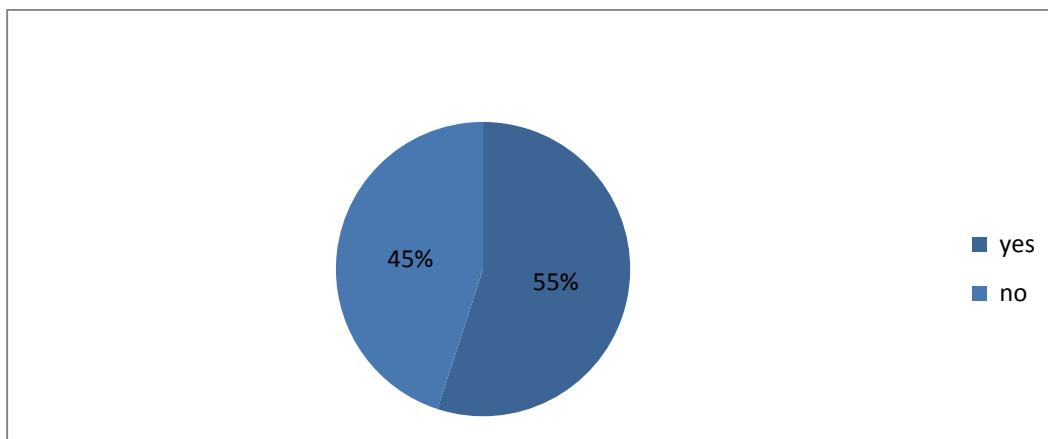
Item 15: what kind of materials do you suggest for your teachers to use when teaching culture courses ?



Graph3.6 : Suggestions of the students about the Materials that should be used

By asking this question, the majority of the participants answers were Audio materials they suggest for their teachers to use the audio kind of materials and the others with 25% suggest to use visual kind of materials .

Item 16: Do you think that culture should be the fifth skill to be taught while teaching a foreign language?



Graph 3.7.: Culture as a fifth skill

Concerning the students' answers, 22 participants (55%) stated that culture should be considered to be the fifth skill. However, 18 subjects (45%) reported that culture is not important to be considered as a fifth skill; it is just a module.

Item 17: Do you think that the authentic materials used are good enough for learning culture?

Response	N	%
Yes	24	60%
A little	12	30%
Not at all	4	10%
Total	40	100%

Table 3.10: Authentic materials in teaching culture

As noticeable from the table above, the most proportion of students answer that the use of authentic materials are good and effective. The others (30%) answer that it is a little good while the rest with 10% percentage answered with "not at all"; they feel that it is not good for teaching culture.

Item 18 :what are the major goals of teaching culture

Goals	Yes	No
To develop and encourage learners intellectual curiosity and empathy about the target culture	90%	10%
To be able to react appropriately in social situations	93%	7%
To encourage the learners to recognize their cultural identity	47%	53%
To accept all aspects of target culture and appreciate them	30%	70%
To toss aside our primary culture	0%	100%

Table:3.11The jor goals of teaching culture

What could be noticed from the previous table is that the students points of view towards the goals of teaching culture are different , they proximately all seem to accept the fact that culture develope and encourage learners intellectual curiosity , and empathy about the target culture (90%) as well as it helps them to be able to react appropriately in social situations (93%) .In addition most of them (70%) are down with acceptance and appreciation of all aspects of target culture , However , their opinions appear to be almost equal as (53%)of them agree and remaining (47%) disagree with the third goal mentioned in the table. Finally , all of the respondent 100% disagree with the fact that the foreign culture can toss aside their primary culture.

3.7 Interpretation of the Main Findings

According to the results obtained from the teachers questionnaire, we can say the use of authentic materials is necessary for adequate culture teaching .In fact the purpose of

this questionnaire was to look for the teachers view points about the impact of using authentic materials what could be derived from the analyses of this interview is that teachers believe that the use of authentic materials in teaching culture plays an integral part in the language teaching and learning processes as it enables students to speak English easily and fluently .

The analysis of students questionnaire allowed to make a summary about the students needs in Tiaret University, as well as their opinions and attitudes towards the use of authentic materials as a teaching aid in improving and strengthening students learning culture . And depicting the difficulties that face them in learning English as a foreign language. Concerning the adopting of authentic materials in teaching-learning English, the questionnaire revealed the following, after the analysis of the students“ questionnaire ; they appreciate learning with authentic materials, and consider them very interesting and more encouraging since they want to be more closer with the native speakers language. , and about the teachers interview it can not be done because NO ONE OF THEM ANSWER US.

According to the results obtained from the students questionnaire it can be say that the use of Authentic Materials is necessary for adequate culture teaching. In fact the purpose of this research was to look for the learners view points about the impact of using authentic materials what could be derived from the analyses of this questionnaire is that students believe that the use of authentic materials in learning culture plays an integral part in the language teaching and learning processes it enable students to speak English and fluently.

The investigation carried out throughout this study has attempted to confirm our hypothesis stated in introduction which claimed that, if teachers use the Authentic Materials in teaching English language they will strengthen their learners learning Culture , and motivate them to create a positive learning environment .

Our research mainly examined how the authentic materials integration can as teaching strategies in EFL classes to have a positive effect on developing students learning culture.

3.8 Limitation of the study

In this study there are some problems that faced us to record the teachers and students' evidences because of many reasons such as the CORONA virus so it has to deal with structured interview with written form to collect teachers' responses and also invited the students to answer and give their opinions by working via an online questionnaire and try to contact them to give clear answers without any difficulties. Unfortunately, we sent the interview by email but no teacher provided answers, thus, we worked only on students' questionnaire.

3.9 Recommendations and Suggestions

Authentic sources from the native speech community help to engage students in authentic cultural experiences. Sources can include films, news broadcasts, and television shows, websites; and photographs, magazines, newspapers, restaurant menus, travel brochures. Teachers can adapt the use of these materials to suit the age and language proficiency level of the students. For example, even beginners can watch and listen to video clips taken from a TV show in the target language and focus on such cultural conventions as greetings.

The teacher might supply students with a detailed translation or give them a chart to complete. After the class viewed the segments, the teacher can engage the students in discussion of the cultural norms presented in the segments and what these norms might say about the values of the culture. Discussion topics might include non-verbal behaviour (e.g., the physical distance between speakers, gestures, eye contact, societal roles, and how people in different social roles relate to each other). Students might describe the behaviours they observe and discuss which of them are similar to their native culture and which are not and determine strategies for effective communication in the target language.

As a research requirement, it suggested some teaching implications aiming at bringing the authentic materials back to life and giving recommendations for the instructional authentic materials. Hope that the suggestions and recommendations

proposed in this work will be helpful and useful for raising teachers awareness about the importance of authentic materials as a valuable tool within their EFL classes.

- Achieve the common ground that students feel better with authentic materials helping them increase in the real language as far as teachers provide them with pedagogical support.
- The authentic materials effected positively the classroom environment from inert into more dynamic. Since the majority of students, appreciate learning with it.
- Martinez (2002) suggested that teachers could make use of authentic materials for the learners to listen the gist of the information presented.
- Authentic materials should be used in accordance with students' abilities and levels. So, teachers should use a variety of authentic materials, with different activities and grouping work to meet all student's needs, levels, and abilities.
- Authentic materials should be provided by the administration to the teacher for facilitating their use.
- Authentic materials should be included in students curriculum for their continuous implication. Finally, all students appreciated learning with authentic materials, they really seem to have enjoyed it and felt relaxed their teachers support them as a teaching strategy.

3.9.1 Activities for Teaching Culture

The culture associated with language cannot be learned in a few lessons about celebrations, folk songs, or costumes of the countries in which the language is spoken. Kramersch (1991) emphasizes that the impact of culture on language learning and use is far more complex than «the four Fs » (i.e. Foods, Fairs, Folklore, statistical facts) (Kramersch1991:236 cited in Hinkel 1999:5).

Therefore, in order to get comprehensive picture of the target culture from many angles, teachers should vary their sources. They need to present students with different kinds of information. Cullen (2000) suggests a list of possible sources of information which can be used as material for teaching culture. The list includes : Video, CDs, TV,

readings , Internet, stories, students' own information, songs, newspapers, interviews, guest speakers, anecdotes, souvenirs, photographs, surveys, illustrations, literature, kinesics, and body language, (non verbal behaviour).

Peterson and Coltrane (2003) provides some useful ideas for presenting culture in the class. They claim that cultural activities should be carefully organized and incorporated into lesson plans to enrich the teaching content.

a/Proverbs: Discussions of common proverbs in the target language could focus on how the proverbs are different from or similar to proverbs in the students ' native language. Using proverbs as a way to exposure culture provides a way to analyze the stereotypes about and misperceptions of the culture , represented in the proverbs of their native culture.

b/Role plays: Role play activities are advocated by many teachers in the language classroom .In teaching culture, Peterson and Coltrane (2003) suggest that students can act out a miscommunication that is based on cultural differences. For example, often learning about ways of addressing different groups of people in the target culture, such as people of the same age and older people, students could role-play a situation in which an inappropriate greeting is used. Other students observe the role play and try to identify the reason for the miscommunication .Then, they do the same activity using a culturally appropriate form of address.

c/Literature : (drama ,fiction ,poetry) Literary texts are often replete with cultural information and evoke memorable reactions for readers. Peterson and Coltrane (2003) claim that texts should be selected carefully for the given group of students and with specific goals in mind, so that they can be helpful to acquire insight into the target culture.

d/Cultural Capsule: (developed by Taylor and Sorenson ,1961) Cultural capsules are one of the best established and well- known activities for teaching culture. Essentials for this technique is a brief description of some aspects of the target culture (e.g., what is customarily eaten for meals and when these meals are eaten, marriage, etc),

followed by contrasting information from the students' native language culture. The contrasting information can be provided by the teacher, but is usually more effective to have students themselves point out the contrast. Peterson and Coltrane (2003) suggest that students can be presented with objects like tools, jewellery or images from the target culture. The students are then responsible for finding information about the item in question either by conducting research or being given clues to investigate. They can either write a brief summary or make oral presentation to the class about the cultural relevance of the item. According to Peterson and Coltrane (ibid), such activities can also serve as a foundation from which students can go on to discuss larger cultural, historical, and linguistic factors that are linked to the objects.

e/Student research (Cullen 2000): Is considered as one of the most powerful tools that can be used with more advanced students because it combines their interest with classroom activities. For the first session the teacher might ask learners to search the internet or library and find information on any aspect of the target culture that interests them. In the following session, learners explain to their group what they have found out and answer any questions about it. This can lead to long-term interest in the target culture. Research enables learners to find out things for themselves

3.10 Conclusion

In this chapter it is important to focus on investigating how Authentic Materials strengthen them EFL by using all of them to achieve more data that are reliable. First, students questionnaire, would be direct to the students of first year master linguistics in the English Department of Tiaret University it aims to gathering informations about their attitudes toward Authentic Materials at investigating to which extent they benefit from their use as motivational factor in their learning culture then we analyses the findings later.

Second, teachers interview can not be done because NO ONE answer us.

The interview of teachers were desiigned to get more insights and information but unfortunately they didn't get any important to us.

General Conclusion

General conclusion

The investigation carried out throughout this study has attempted to confirm this hypothesis stated in the introduction which claimed that, if teachers use the authentic materials in teaching English language, they will strengthen their learners teaching culture and motivate them to create a positive leaning environment.

This research mainly examined students' attitudes towards the integration of authentic materials as teaching strategies in EFL class to have a positive effect on developing students learning culture. In the theoretical study, it tacked two different variables: authentic materials and the impact of authentic materials in teaching culture. To examine those theoretical beliefs different research procedures were been administered to test the hypothesis; students questionnaire to obtain their standpoints and perspectives concerning the items under investigation.

Based on the data that obtained from the questionnaire and interview, stated following: it noticed that the majority of First year Master Linguistics students have difficulties in their learning culture due their less of practice and the lack of exposure to the English language in natural. Another important fact; revealed through this investigation, is that; however the students found many difficulties in learning culture with authentic materials , almost the majority of them appreciate learning with authentic materials.

As it noticed that all of them like to learn English language in natural as well as from natives resources. Therefore, it found that authentic materials exposure had a positive impact in increasing students to learn culture since they allowed them to have a direct contact with real language presented by proficient English native speakers that use and master all the language components effectively and more accurately.

Moreover, it can be stated that teachers should plan the authentic materials session according to certain criteria, the most is the objective of the lesson as they simplify for their students the authentic language for more grasp. It is argued that integrating authentic materials in the teaching process has a positive impact on developing students learning culture as they claimed that they are one of the best strategies in teaching English as a foreign language.

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Appendices

Appendixes

Appendix A : STUDENT'S QUESTIONNAIRES

Dear students,

We are carrying out a survey to complete the requirements for obtaining a Master's degree in English Language that aims to investigate and exploring the Use of the authentic materials in teaching Culture in EFL classes. And I call up on you to answer this questionnaire .

Please, tick the appropriate answer \surd and make full statements when necessary.

Thank you for your cooperation.

Section one: Background Information

Please tick your appropriate answer:

- 1-Gender: a. male b. Female
- 2 . Age : a. 15--20 b:20-25 c: more than 25
- .3-The type of baccalaureate you hold:
- a.Literary b.Philosophyandliterary c.Scientific
- 4- .Your choice of studying English:
- a. Personal decision b. Imposed decision

Section Two: Authentic Materials

1 .Do you know what authentic materials are?

- a. Yes b. No

2-If yes, which course your teachers use it?

- a. Oral courses b.Written courses

3- .Which kind of authentic materials do your teachers often use in classroom?

- a. Printed authentic materials
- b. Visual authentic materials
- c. Viewing –listening authentic materials

4- .How can you consider the difference between the authentic and non-authentic materials?

- a. Quite different
- b. Little bit different
- c. No differences at all

5- .What is your attitude toward the authentic materials?

- a. I like it
- b. Neutral
- c. I hate it

Why?

.....

.....

.....

6- .Do you find difficulties and problems in using the authentic materials?

- a. Yes
- b-No

If yes, what are they?

- a. They may be too culturally biased
- b. Too many structures are mixed

7- Do you feel that your teachers use the authentic materials skillfully and Appropriately?

- a. Yes
- b. No

8-How often your teachers vary the authentic materials activities and tasks each session?

- a. Always b. Sometime c. Rarely d. Never

Section Three: Teaching Culture

1. Do you think that aspects of the target culture facilitate your capability to communicate with English native speakers?

- a. Strongly agree b. agree c. Disagree d. strongly disagree

2. What do you think about the teaching Culture in the EFL classroom with authentic materials?

- a. Effective b. Non-effective

If effective, because of what?

- a. It is appropriate to practice your speaking b. it is enjoyable

3 What kind of materials do you suggest for your teachers to use when teaching culture courses

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

4. Do you think that culture should be the fifth skill to be taught while teaching a foreign language

- a. Yes b. No

5. Do you think that the authentic materials used are good enough for learning culture

- a. Yes b. A little c. Not at all

6.what are the major goals of teaching culture ?

Goals	Yes	No
To develop and encourage learner's intellectual curiosity and empathy about the target culture.		
To be able to react appropriately in social situations.		
To encourage the learner's to recognize their cultural identity.		
To accept all aspects of target culture and appreciate them.		
To toss aside our primary culture.		



ان هذه الدراسة تحقق في احد المواضيع المشكلة في ميدان تدريس اللغة الانجليزية فهي اساسا تهدف الى توضيح ايجابيات الوسائل الاصلية لتقوية تعليم الثقافة لدى طلبة السنة الاولى ماستر لسانيات في جامعة ابن خلدون تيارت فهي تطرح الفرضية التالية ماهية كيفية استعمال الوسائل الاصلية في تدريس اللغة الانجليزية لتقوية مهارة التعلم لدى طلبتهم و تحفيزهم لخلق بيئة التعلم تتكون هذه الدراسة الحالية من قسمين اساسيين.

الجانب النظري للدراسة والذي يتضمن فصلين حيث قدمنا نظرة عامة حول الوسائل الاصلية في الفصل الاول بينما عالج الفصل الثاني طبيعة تعلم الثقافة واثر الوسائل عليها اما القسم الثاني ف خصص للخصائص التطبيقية للدراسة ففي هذا القسم وضعنا الجانب النظري في التطبيقي على شكل دراسة ميدانية في محاولة لتحقيق هذه الحقائق قمنا باتباع المنهج الوصفي اذ جمعت المعطيات باستعمال وسيلتين استبيان وزع على اربعون طالب من السنة الاولى ماستر تخصص لسانيات و استجوابا لستة اساتذة من نفس الجامعة وقد كان رد الطلبة ايجابيا بينما استجواب الاساتذة لم يحالفنا الحظ نظرا لوباء فيروس كوفيد19

وقد اظهرت نتائج هاته الدراسة راي الطلبة حول تجربتهم في التعلم بالوسائل الاصلية حيث بينوا انها الطريقة المناسبة لرفع مستوى التعلم لديهم ووضع العالم الحقيقي في القسم

الكلمات المفتاحية : الوسائل الاصلية ، اللغة ، الثقافة ، متعلمي اللغة الانجليزية كلغة اجنبية.

Résumé

Cette étude examine l'une des questions problématiques dans le domaine de l'enseignement de la langue anglaise, car elle vise principalement à clarifier les points positifs des méthodes originales de renforcement de l'enseignement de la culture chez les étudiants de première année de linguistique à l'Université Ibn Khaldun Tiaret, car elle soulève l'hypothèse suivante sur la façon d'utiliser les méthodes originales dans l'enseignement de la langue anglaise pour renforcer la compétence Apprendre parmi leurs élèves et les motiver à créer un environnement d'apprentissage Cette étude actuelle se compose de deux parties principales.

Le côté théorique de l'étude, qui comprend deux chapitres, où nous avons présenté un aperçu des méthodes originales dans le premier chapitre, tandis que le deuxième chapitre traitait de la nature de l'apprentissage de la culture et de l'effet des moyens sur elle. La deuxième section est consacrée aux caractéristiques appliquées de l'étude. Dans cette section, nous mettons l'aspect théorique en application sous la forme d'une étude de terrain pour tenter d'y parvenir. Les faits Nous avons suivi l'approche descriptive, car les données ont été collectées à l'aide de deux méthodes de questionnaire Quarante étudiants de première année, un master en linguistique, ont été distribués à six professeurs de la même université, et la réponse des étudiants a été positive, tandis que l'interrogation des professeurs n'a pas été aussi chanceuse en raison de l'épidémie de virus Covid 19.

Les résultats de cette étude ont montré l'opinion des étudiants sur leur expérience d'apprentissage avec des méthodes originales, car ils ont montré que c'était le moyen approprié d'élever leur niveau d'apprentissage et de placer le monde réel dans le département.

Mots clés: méthodes originales, langue, culture, apprenants de l'anglais langue étrangère.