

**People's Democratic Republic Of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**University of Ibn Khaldoun -Tiaret -**  
**Faculty of Letters and Languages**  
**Department of Foreign Languages**  
**Section of English**



**English Culture Integration in Teaching English as a  
Foreign Language between Slogan and Reality. An  
Investigation of the Representation of Culture in Middle  
School English Text-book**

**Thesis submitted in Partial fulfilment of the requirements  
for master's degree  
in  
Didactics**

**Submitted by**  
Mrs MAGHRAOUI Tahani

**Under the supervision of**  
Dr. HEMAIDIA Mohamed

**Members of the Board of Examination**

Mr. AYADA Mohamed Amine	Chairman	University of Ibn Khaldoun Tiaret
Dr. HEMAIDIA Mohamed	Supervisor	University of Ibn Khaldoun Tiaret
Mrs LAKHDAR TOUMI Asma	Examiner	University of Ibn Khaldoun Tiaret

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# *Dedication*

*This paper is proudly dedicated :*

*To my mother*

*When I owe a lifetime of the mother's most self sacrificing devotion*

*To my my wonderful sweet sister Lamia*

*To my son Adem and lovely sister : Sonia and Sila*

*To my father and grand-mother and dear husband*

*To all my friends without exception.*

*To whom my pen forget and not my heart*

*I dedicate this humble worm with all my respect and love*

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*In the name of allah the god who teaches us with pen and  
teachers human*

*Beings what they do not know*

*All praise and gratitude be to allah having power upon*

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## Table of Contents

Statement of orioginality .....	I
Dedication .....	II
Acknowledgements .....	III
Table Of Content.....	IV
List of tables .....	V
List of graphs.....	VIII
List of Abbreviations and acronyms .....	IX
Abstract .....	X

<b>General introduction.....</b>	<b>01</b>
----------------------------------	-----------

### **Chapter 01 :**

#### **Theoretical Review**

<b>1.1 Introduction. ....</b>	<b>07</b>
<b>1.2 language Defintion.....</b>	<b>07</b>
<b>1.3 Culture Definition. ....</b>	<b>08</b>
<b>1.4 Relationship of Language and Culture .....</b>	<b>09</b>
<b>1.5 English as International Language.....</b>	<b>11</b>
<b>1.6 English in the Algerian School.....</b>	<b>12</b>
<b>1.7 Intercultural Language Learning and Teaching .....</b>	<b>13</b>
<b>1.8 Importance of Intercultural Competance in Language Teaching. ....</b>	<b>15</b>
<b>1.9 Learners Attitude Towards Learning English. ....</b>	<b>15</b>
<b>1.10. Objectives of EFL in Algeria. ....</b>	<b>16</b>
<b>1.11. How to Include Culture in EFL Teaching.....</b>	<b>17</b>
<b>1.12. Aims of teaching of culture in EFL.....</b>	<b>17</b>
1.12.1. Aims of culture in EFL teaching.....	18
<b>1.13 Dificulty of incorporating culture in the EFL classion.....</b>	<b>18</b>
<b>1.14. Conclusion .....</b>	<b>19</b>

**Chapter 02**  
**Culture Teaching**

<b>2.1. Introduction .....</b>	<b>22</b>
<b>2.2. The historical background of culture SL/FL.....</b>	<b>22</b>
2.2.1. Culture in the Classical Approaches .....	24
2.2.2. The shift Language Competence to Communicative Competence .....	25
2.2.3. The Shift from CC to ICC.....	25
2.2.4 Culture Teaching in the Last Era .....	27
<b>2.3. Foreign culture teaching : what, how to teach .....</b>	<b>27</b>
2.3.1. What to teach.....	28
2.3.1.1. Key Issues to Consider in Designing a Cultural Syllabus ..	28
2.3.1.2. A cultural Syllabus : What to Include .....	28
2.3.1.3. The Most Common Approaches in Teaching Culture .....	30
2.3.1.3.1. The Mono-Cultural Approach .....	30
2.3.1.3.2. The Comparative Approach .....	30
2.3.1.3.3. Intercultural approach .....	30
2.3.1.3.4. The Multicultural Approach .....	31
2.3.1.3.5. the Trans-cultural Approach .....	31
2.3.1.3.6. The Problem-oriented Approach .....	31
2.3.1.3.7. The Task-oriented Approach .....	31
<b>2.4. Goals of teaching culture.....</b>	<b>31</b>
2.4.1. Nostrand's Goals.....	32
2.4.2. Sellye's goals .....	32
2.4.3. Tomalin and Stempleski Goals .....	33
2.4.4. Lafayett and Schulz (1989, 123) (oriented goals).....	35
<b>2.5. Technique for Teaching Culture .....</b>	<b>35</b>
2.5.1. Culture capsules and cluster.....	35

2.5.1.1. Culture Capsules .....	35
2.5.1.2 Culture Clusters .....	36
2.5.2. Cultural Assimilations .....	36
2.5.3. Cultural Asides .....	37
2.5.4. Games .....	37
2.5.5. Singnig .....	37
2.5.6. Quizzes .....	37
<b>2.6. Conclusion .....</b>	<b>38</b>

## Chapter 03

### Research Design and Analysis

<b>3.1. Introduction .....</b>	<b>41</b>
<b>3.2. Research problem.....</b>	<b>42</b>
<b>3.3. Sample .....</b>	<b>42</b>
<b>3.4. Research instrument .....</b>	<b>42</b>
<b>3.4.1 Questionnaire.....</b>	<b>42</b>
3.4.1.1. Description of the teacher's questionnaire .....	43
3.4.1.2. Analysis of the findings .....	44
3.4.1.3. Discussions and Interpretation of Results.....	56
<b>3.4.2. Textbook Evaluation .....</b>	<b>57</b>
3.4.2.1 The Role of the Textbook in FLT.....	57
3.4.2.2. Culture and text book.....	58
3.4.2.3. Checklists for evaluating the cultural content.....	59
3.4.2.4. The school textbook of 3 <sup>rd</sup> year learners .....	60
3.4.2.5. The Algerian Middle School ELT Textbooks : Cultural content identification and result analysis.....	61
3.4.2.5.1. MS3 textbook .....	61
3.4.2.5.1.1. General description of the textbook .....	61
3.4.2.5.1.2. Cultural Element in MS3 Textbook .....	62
3.4.2.6. Discussions and interpretaion of results .....	63

<b>3.4.3. Classroom Observation .....</b>	<b>64</b>
3.4.3.1. Learners Motivation .....	65
3.4.3.2. Classroom Atmosphere .....	65
3.4.3.3. Teachers Methodology .....	65
3.4.3.4. Findings and Discussions .....	66
<b>3.5. Further Suggestions and Pedgogical Recommendation .....</b>	<b>67</b>
3.6. Conclusion .....	70
<b>General Conclusion .....</b>	<b>72</b>
Bibliography .....	75
Appendices	77

## **List of Abbreviations**

**EFL : English Foreign Language**

**C : Bigr Culture**

**C : Little Culture.**

**ELT : English Language Teaching.**

**SL : Second Language**

**FL : Foreign Language.**

**T. C : Target Culture.**

**G.T.M : Grammar Translation Method**

**C.L.T : Communicative Language Teaching.**

**I. C : Intercultural Competence.**

**I.C.C : Interculturall Communicative Competence.**

**M.C.A : Monoculture Approach.**

**MS3 : Middle School Third Year**

**MS2 : Middle School Second Year**



## List of tables

<b>Table (3-1) : Gender of the teachers.....</b>	<b>44</b>
<b>Table (3-2) : Education degree .....</b>	<b>44</b>
<b>Table (3-3) : employment status.....</b>	<b>45</b>
<b>Table (3-4) : teacher's work experience.....</b>	<b>46</b>
<b>Table (3-5) : teacher's Experience in target culture countries.....</b>	<b>47</b>
<b>Table (3-6) : Teacher's Training for Cultural Teaching. ....</b>	<b>48</b>
<b>Table (3-7) : teacher's point of view on the right place of teaching culture .</b>	<b>48</b>
<b>Table (3-8) : Teacher's views on the cultural differences that learners integrate..</b> .....	<b>49</b>
<b>Table (3-9) : the teacher's view on the teaching of culture as the fifth skill..</b> .....	<b>50</b>
<b>Table (3-10) : teacher's view about the majority goals of teaching culture..</b>	<b>52</b>
<b>Table (3-11) : Sources used for teaching culture. ....</b>	<b>52</b>
<b>Table (3-12) : teacher's perspectives about the materials used for teaching culture.....</b>	<b>53</b>
<b>Table (3-13) : .....</b>	<b>54</b>
<b>Table (3-14) : teacher's perspectives about the quality of Algerian programmes</b> .....	<b>55</b>
<b>Table (3-15) : teacher's views on the whom responsible to deliver cultural knowledge. ....</b>	<b>56</b>
<b>Table (3-16) : Results analysis (MS3 textbook) .....</b>	<b>63</b>
<b>Table (3.16) : My Book of English « Middle school » third year.....</b>	<b>63</b>
<b>Table (3-17) : Results analysis (MS3 textbook) .....</b>	<b>63</b>

## List of graphs

<b>Graph (3.1) : Teacher's Gender .....</b>	<b>44</b>
<b>Graph (3.2) : Education degree.....</b>	<b>45</b>
<b>Graph (3.3) : The professional status of teachers .....</b>	<b>45</b>
<b>Graph (3.4) : The work experience of teachers .....</b>	<b>46</b>
<b>Graph (3.5) : Teachers who travelled abroad .....</b>	<b>47</b>
<b>Graph (3.6) : The countries that the teacher visited .....</b>	<b>47</b>
<b>Graph (3.7) : Teacher's training on cultural courses.....</b>	<b>48</b>
<b>Graph (3.8) : the place of teaching culture .....</b>	<b>49</b>
<b>Graph (3.9) : Teacher's views on the cultural differences that learners integration with people.....</b>	<b>50</b>
<b>Graph (3-10) : respondents views on the teaching of culture as the fifth skill. .....</b>	<b>50</b>
<b>Graph (3 – 11) : sources used for teaching culture.....</b>	<b>53</b>
<b>Graph (3.12): Teacher's views on the materials use for teaching culture ..</b>	<b>54</b>
<b>Graph (3.13) : .....</b>	<b>54</b>
<b>Graph (3.14) : Teacher's views of the Algerian .....</b>	<b>55</b>
<b>Graph (3.15) : the responses of the cultural knowledge .....</b>	<b>56</b>

## **Abstract**

The main purpose of this study is to investigate the position of English culture teaching in the Algerian Middle school and to get a clear view of the teachers' consciousness of this matter. It analyzes the methods and the materials used to teach this foreign culture as well as to get a general image of both teachers and learners' attitude towards its learning.. The methods used to test the hypotheses include a questionnaire for teachers to get their view about CT in EFL classrooms and a classroom observation to evaluate the integration of culture in teaching curriculum, especially in terms of cultural contents of middle school English textbooks. The findings show that learners are not motivated to learn the English culture and teachers are not aware of the importance of culture and do not give it equal value as it is provided to the four teaching skills. Besides, they do not know how to transfer cultural knowledge appropriately. Textbook designers are focusing on pure linguistic items such as grammar and vocabulary, and neglect all what is culturally bound.

**Key words:** Textbook – Language – Foreign Culture – Interlanguage –  
Authenticity

# *General Introduction*

## General Introduction

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Today's world is seeing a great evaluation in many fields involving : science, art, technology, .... and so on Technology and globalization have become an inseparable part of our community.

The impact of globalization and the use of technology means on the use of the English language since it is the world's first language. It is no more a big issue to share information and knowledge with people of other countries who speaks different languages since English language has dominated the world and become an international one.

People all over the world are learning the English language since it plays a fundamental role ; they find it as a way to facilitate their needs and a primary tool for intercultural communication.

Since the learning of the English language a core subject, people cannot ignore the language instructions that are completing it. Yet, individuals cannot acquire a great knowledge and information if they are not provided with the cultural patterns linked to the country of this language. Gosgrove (2002) indicates that « language skills and cultural sensitivity will be the currency of this world order », so it is clear that culture and language are complementary, and cannot be separated. Consequently, mastering the language rules and having cultural empathy are the two pillars of learning a language more effectively.

Additionally, it is widely spread that culture in the Algerian community is not given an equal attention with grammatical and linguistic courses in classroom. The teachers rarely if never provide a whole session for teaching culture explicitly. Further more, teachers are not well equipped with instruments and materials to provide learners with cultural knowledge. From this, one can say that culture is neglected at some degree since a great focus is on developing the learners four skills (speaking, reading, writing and listening). Teachers of EFL occasionally adopt the intercultural approach. The study investigates the

## General Introduction

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integration of culture in EFL learning in middle schools of Algeria and more precisely in middle schools of Tiaret.

The purpose of this study is to shed light on the relationship between language and the culture to know whether culture is taught in EFL classrooms as an effective component of learning process. This work is indicated the position of culture in English language classrooms. The major aim of this work is to increase both of the learners and teachers consciousness and empathy towards the target culture, and to motivate them and raise their curiosity for making them more open-minded and flexible about the culture in EFL classes.

Further more, using the classroom obseravtion with an appotuniuty to collect data on a wide range of bahaviours, to capture a great variety of intgerations, and to openly explore the position of the culture in EFL classrooms. By directly observing various middle schools classrooms, we further developed a sociolistics perspective ie = the lack of instruments and materials in middle schools, the demotivation of learners, the inability of teachers to transmittre cultural communicative knowledge. In addition to the classroom observation and the questionnaire, the textbook also represents a key component in the teaching and learning of the foreign language. Algerian textbooks of English are carefully examined in order to test the cultural contents and the different cultural information. As well as to determine the suffiency of Algerian English textbooks. Concerning the sample population is made up of fifteen (15) English teachers in middle school and 125 learners from different middle schools in Tiaret.

This following explanation tend to answer the following question :

- Do teachers of English foreing language integrate culture in their teaching ?

## General Introduction

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- Is culture perceived as an essential part of the curriculum or it is neglected ?

This research study tends to examine and evaluate the position of culture in EFL classrooms. The implementations of culture has been marginalised and neglected. The teachers somehow fail to deliver cultural communicative knowledge. Many teachers put interest only to: grammar, phonology and linguistic rules and are not aware of this importance of culture. In addition to the weakness and insufficiency of the curriculum. This work is based on two hypotheses :

- Culture is implemented rarely and through minimum sessions.
- The teaching and learning of culture is not a vital component. Thus, it is ignored.

In order to enhance this research investigation with valid and credible information, this work is carried with various research instruments including the questionnaire, the questionnaire observation and the textbook evaluation.

The questionnaire had been given only to teachers in order to examine their views concerning the implementation of culture in EFL classroom, and to know to which extent teachers are aware of the significant role.

This work consist of three chapters : the first part constitutes the theoretical part of the study involving the first two chapters in which they deal with the inter relationship of language and culture and the importance of culture teaching in language teaching curricula. In addition to the aims behind TC in EFL classrooms.

The third chapter made up the practical part. It tends to inquire teacher's perspectives by using the questionnaire as a tool. It analyzes the situation by

## General Introduction

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understanding it more deeply through the classroom observation. All in all, the third chapter constitutes the description of the sample and the research tools in order to give clear representation of the findings in graphs and tables followed by general interpretation and further constum and follow the usuall syllabus. This confirms our hpothesizes it is true they integrate culture in thier teaching but they do not provide learners with sufficient cultural knowledge. Thus, one can say that TC is neglected in EFL classroom.

Thid research study has got some limitations in terms of the sample population as we did not have access to question many teachers. The number of participant cannot allow us to generlize the results unless other studies of participants studies will take place else where sample with a larger sapmle population.



# *Chapter I*

## *Theoretical review*

**Outlink of chapter one**

- 1.10 Introduction.
- 1.11 language definition.
- 1.12 culture definition.
- 1.13 relationship of language and culture .
- 1.14 english as international language.
- 1.15 English in the algerian school.
- 1.16 Intercultural language learning and teaching
- 1.17 Importance of intercultural competence in language teaching.
- 1.18 Learners attitude towards learning english.
- 1.19 Objectives of EFL in Algeria.
- 1.20 How to include culture in EFL teaching.
- 1.13.1 Aims of teaching of culture in EFL.
- 1.13.2 importance of culture in EFL teaching.
- 1.14 difficulty of incorporating culture in the EFL classion.
- 1.15 Conclusion.

**1.1 Introduction**

Much has been discussed in this study concerning the relationship between teaching English as a foreign language and understanding culture as key to Outlook in language in the EFL English as a foreign language teaching. Great attention should be paid to teaching language to acknowledge cultural introduction should be integrated with language teaching in many aspects out at multiple levels so that learners Intercultural communicative skills can be enhanced Byrom "1989" States "as Learners learn about language they learn about culture and as I learn to use a new language they learn to communicate with other in Incredibles from a new culture". The problem is that to develop FL proficiency involves not only the more than mastering the formal language stick aspect : grammar, vocabulary, pronunciation but also Proficiency in the socio-cultural elements including ways of life beliefs, values, customs, superstitious. What the students really need is to be taught by directly what people say in particular situation in the English culture most language teachers would agree that in order to apply language skills fruitfully and effectively the knowledge of cultural environment is essential.

This chapter presents a summary of the literature relevant to the proposed research purposed including a review of the including of the concepts of attitudes and motivation from some studies

**1.2. Language Definition:**

There are opposing views about the meaning of language in broadest sense language is a buddy of words and the systems for their use common to people who are of the same Community or Nation the same geographical area or the same cultural tradition language is a medium of communication or conversation between two things the method of Human communication either spoken or written consisting of the use of words in a structural and conventional way.

Another definition of language has been proposed, Henry Sweet claims that:

"language is the expression of ideas by means of speech sounds combined into words are combined into sentences, this combination answering to that of ideas into thoughts".

Its primary purpose is to perform effective communication in the sense of transmission of information from one person to another. RushCard 2006 States that: language is part of culture and part of epidermal behavior. Yet, language has many other tasks such as contracting friendly social relationships between people like expressing needs, feelings, emotions,.. etc.

In the sense of transmission of information from one person to another. However, social language take and psychological studies have included. Other functions for language to express and national local identity a Coleman shows of conflict and situations of multiethnicity around the world.

### **1.3. Culture Definition**

The word culture was originally Latin "cultus" which means "care" and from the French cohere which means to cultivate, return expresses something that has been grown all real of aesthetics and the arts, sophisticated test. Additionally bacterialidjust declined culture as a term which describes the bacteria that are grown in petridishes if they are given suitable sources of nourishment. This matter is quite similar to us. Just as bacteria need media to grow in culture, so do humans beings admit the importance of culture in order to survive and develop themselves.

It is an undeniable that there is no general consensus about the meaning of culture or merely how it should be introduced in a foreign language classroom.

Kaplan and hammers (1972. P.3) indicates that: "culture is admittedly an omnibus term". Culture is concerned with a variety of disciplines including

anthropology, ethnology and ethnography for example: ethnography a descriptive study of a particular human society the related field of ethnology compares the cultures of different societies or ethnic groups. (Richards & Schmidt, 2002. P.187) in this case, it can be clearly said that culture is a complex concept. The term culture includes different aspects specified for each individual.

Hennery Pratt Fairchild stated in his dictionary of sociology and related sciences, culture is "a collective name for all behavior patterns socially acquired and transmitted by means of symbols, hence a name for all the distinctive achievement by human groups, including not only such items as language, tool-making, industry art, science, law, government, morals and religion, but also the material, instruments or artifacts in which cultural features are given practical effect such as: building, tools, machine, communication devices, art objects....etc (80)", Fairchild clearly talked some of the topics including behavior patterns that is to say codes and behavior that are found in groups of people. As far as society is concerned these behavior patterns are profoundly affected by the family we are born into, its religion and kinds of other matters.

#### **1.4 Relationships of Language and Culture**

Language and culture has become a pair which is closely related to each other. Brown (1994, 165) describes the two as " a language is part of culture and culture is part of language: the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture". And Edward Sapir, in his studies with Benjamin Lee Whorf, recognized the close relationship between language and culture, concluding that it was not possible to understand or appreciate one without knowledge of the other" (taken from Wardhongh, 2002. P.220).

However there has been a heated discussion about the complex role of culture in language learning. Is it possible for one to learn a language without learning about its cultural aspects? Is it possible to "teach" culture at all ? If a teacher believes in teaching culture in tandem with the language. What does the teacher means by "culture" ? Does teaching culture simply mean introducing some elements of surface culture such as costumes, food or festivals. Or does it mean raising the awareness of students towards the deeper culture such as beliefs, value and/or norms which are manifested in people's behaviors? Furthermore, which "cultures" should be chosen to be representative of the culture for the language ? The list of questions seems to be endless and the dilemma involved insolvable.

The question is not whether or not to teach culture, but rather, what kind of teaching can promote student's understanding of the nature of the language.

Krashen (1982) argues that the classroom setting is not an appropriate place to acquire either language or culture. In his view, classroom is only appropriate to teach language rules. Damen (1987), in support of Krashen, pinpoint that classroom based learning relies too much on rule ordered pedagogy, and teaching culture in his view can only reflect and integrate cultural facts rather than the dynamic view of culture.

Byram (1988) and Byram and Kramsch (2008) assert that language is functionless without its proper cultural context.

The proper cultural context in Byram's terms includes the language patterns particular people use when they come together in different social situation at a particular time and place. In this sense, the place of culture teaching in language classroom is straight forward. Teachers should find ways to implement the elements of context which influence language use. Parallel to this views, Bada (2000) emphasizes the importance of teaching culture in foreign language classroom. He states that when language learners are not exposed to

cultural elements of the target society, they seem to have problems in communicating meaning with the speakers of that society. Bada (2000) further propose that through studying language in context, it possible to highlight how nature speakers of the target culture use language under certain circumstances.

With regard to recent views of culture teaching in the foreign language classroom, culture does not need to be dealt independently of language because studying language directly brings about awareness of the target culture and people's behavior in that target culture.

Pulverness (2003) underlines the need to study culture by claiming that for foreign language learners, language seems senseless if they know nothing about the people who speak the target language and the country in which the language is spoken. Mc denitt (2004) further purposes that since learning a foreign language is a challenge to figure out the nature of other people, it is not possible to imagine language learning independent of culture. As language reflected human nature, studying language inherently exposes learners to target culture. It is then the teacher's role to relate what student bring to the classroom to what they, as teachers, bring in order to familiarize students with the culture of target language.

### **1.5 English as an International Language**

English is the international language and has become the most important language to people in many parts of the world. It is most widely used in communicating around the world, also it is the official language of more than seventy-five countries including Britain, Canada, the united states, Australia, and south-africa.

But the distinctive thing about it is the very large number of non-native speakers who learn it either as a first or second foreign language. The difference between the two lies in its use by people. Ellis (2000,11.12) says that:

"in the case of second language acquisition, the language plays an institutional and social role in the country... in contrast, foreign language learning takes place in settings where the language plays no major role in the country and is primarily learnt only in the classroom".

English is playing a major role in many sections like education, medicine, engineering and business. There are many reasons that makes English is the most importance language in the world. As graddol (2006, P.66) put it:

"The English language faids itself at the center of the paradoxes which arise from globalization. It provides the linguafranca essential to the deeping intergration of global sernce. Based economics. It facilitates transmitive encontensis and allows nations, institutions, and individuals in any part of the world to communicate their world views and identities. Yet, it is also the national language of some of the most free-market economies driving economies globalization and is often seem as representing particular cultural, economic, and even religious values".

### **1.6 English in The Algerian School**

English is without a doubt the actional universal language. English is the official language in many countries, it can be understood at least easily almost everywhere since it has dominated most of the every day's domain, as it is the world media language and the language of cinema, music, the world of computer. A very huge member of people are aware of its importance since they know many English words, their meaning and pronounciation. The case for the countries where it is not a national language, yet they still use it as a first or



second language at different levels: middle, secondary schools and universities. English plays a crucial role in the educational system of Algeria.

Hamdi (1990,13) states that: "The Algerian authorities are aware of that fundamental need for English. At a time when Algeria maybe called upon to play a leading role in international affaires. We have only to examine the shift from French to English as a subject in the educational curricula, or the ever-increasing number of students regitering in the English departements of the universities".

All learners are obliged to study English without any exception since it is integrated in the curricula now they are becoming more aware of its importance of English. Yet, the teaching of English in Algerian schools is not that easy, and like any matter, it has not shown a lot of successful results, a great number of Algerian learners are facing problems at the level of pronounciation, writing, reasing or speaking that language. Laraba asstumes that:

" A great majority of the Algerian stuentis learning English as a foreign language are fairly poor manipulators of English both orally and its written form. Of course there are some brilliant exceptions among under gradutes and younger teachers" (Laraba 1988. 79).

Many solutions are introduced to overcome the difficulties of learning English. Educators as well as teachers are working in one hand to create suitable syllabuses for all levels in order to facilitate for learners the study of English.

### **1.7 Intercultural Language Learning and Teaching.**

Students will be able to use language in culturaly aware and sensitive ways by the help of the intercultural language learning. That is to say. Learners will clearly make in their minds that both language and culture are changeable. At the heart of intercultural education, both intercultural educational sensitivity

and intercultural competence are essential; intercultural educational programs are important for developing intercultural understanding. In other words, student's skills will be developed and learners will be able to think and make the difference between cultures in many ways (Dejcohere and zhang, 2008, p.255).

According to Zarate (1986), the teaching and learning of culture in language education had been an issue because inadequate attention of what and how to teach language and culture in intercultural way (eg, Byram, 1991). There is an interrelationship between language and culture. Language and culture are so close that are being identified as synonyms (Scarcella, Oxford, 1992). It is unquestionable that language is used for many tasks and mainly to express people's cultural thoughts beliefs and to communicate. In the other hand language is embedded in the language while talking about culture, scholars can not deny the importance of the intercultural communicative competence. The notion of communicative competence was first introduced by Hymes (1972), refers to the application of grammatical rules of language and to know when, where and whom to use these sentences appropriately. Cc in foreign language learning is when a foreign language learner can use a FL in a "linguistically", socio-linguistically and paragrntically way (council of Europe, 2001, cited in Sercu, 205). In other words, communicative competence is the ability of a foreign language user and his/her need to know to use the language appropriately in a specific cultural setting.

Canale and Swain (1980), believe that the grammatical competence is that we add with mastering the language social-linguistic competence is the knowledge of the social-cultural rules of languages which requires an understanding of the roles of the participants, the information they share, and the function of the interaction.

**1.8. Importance of Intercultural Competence in Language Teaching**

It is widely recognized that culture has been neglected or it was treated as a supplementary topic in foreign language teaching. However it needs to have a great attention for many reasons. Initially, when speakers who do not have similar linguistic system, in this case both the language and cultural aspects are taking into consideration because it is going beyond informing one another, the social group also belongs as a part of the mass. The importance of intercultural communicative competence is examined, as are the impediments to its development. It is said that the basic existence of multicultural environment is inadequate to develop intercultural communicative skill development and that pedagogical mediation is compulsory. In order to facilitate the inter-cultural competence. It is necessary to put focus on speaking and listening skills.

The application of several processes is one of the crucial roles that intercultural language teaching plays in order to make a difference between languages and cultures to improve the learner's competencies that enable them to communicate effectively across cultural limitations. The intercultural approach in language teaching helps learners in different ways but not only to make them able to communicate and write in appropriate way but to also to be able to understand and interact with each other.

**1.9 Learner's Attitude Towards Learning English**

English in Algerian schools is foreign language. It is generally learnt in classrooms, whereas it is neglected in the environment outside since English in the Algerians society is not given a great importance and support. Basically, there are two types of learners:

a- The learners who think they do not have a wide knowledge they just see English as a subject to be taught rather than being international language.

b- The second category of learners are those who give a great importance for studying this language because they are conscious of the crucial role. English plays internationally.

They think that if they master English they can get a better position and they can communicate and interact with each other. Additionally, these learners believe that English is a language prestige. What is generally noticed is that their parents encourage them and help them to learn more about the language.

### 1.10. Objectives of EFL in Algeria

Like any other country in the world, seeks to establish a situation where English is the dominant language in all most all the fields of life and to include it in the Algerian educational system

"English language teaching our country has to contribute in the development of the Algerian learner in all dimensions. Among what it advocates in the value of openers on the world respect of the self and the others as well as the toherence required in a society that tends towards globalization. (English program of 2<sup>nd</sup> year, extra document 2006, 113)".

Actually, teaching English to third year students can be summarized in three main objectives:

- **Linguistic objectives:** to make the learner able to master the basic elements including grammar, vocabulary, pronunciation, and the four skills.
- **Methodological objectives:**  
To improve the learning strategies and make students autonomous and rise their critical thinking.  
- To enable students to treat various subjects.
- **Socio-cultural objectives:**

- To get on over all information and encourage learners to gain access to cultural values that are introduced by the English language. Nait Brahim (2000. 8) states that:

"English has become the privileged means for international communication and business and stands as a preguist in the world of research and scholarship. Besides its linguistic aim. English language teaching claims to introduce students to a foreign culture a different way of apprehending life as part of the student's intellectual instruction basic to a university education. It also brings students to engage in intellectual and cultural encounters to in rich their knowledge and promote their human qualities of tolerance and respect difference".

### **1.11 How to Include Culture in EFL Teaching**

Culture is included in English foreign language through various ways for instance create web pages for visitors, posters or read articles from either newspapers or magazines, additionally it can be clearly introduced by informing the students about the target culture like: films, series, songs or any activity develop by nature .

### **1.12 Aims of Teaching Culture**

For teaching foreign languages, there must be set specific and smart aims with many dimensions:

- a. Culture is essential because its main aim is intercultural communicative competence (ICC) that is to say learners have to get knowledge about the social groups and their practices and customs.
- b. Language and culture have a great impact on each other. In other words. they are Interrelated in which they can not be separated. In order to learn a foreign language more effectively, students must know about its culture.

- c. Culture develop the awareness of the target language and gives a positive attitude toward foreing people.
- d. Learn different types of language experience appropriate for different contexts.

### **1.12.1. Aims of Teaching Culture in EFL Teaching**

In order to reduce possible misunderst andings, teaching culture along with foreign Language enable learners with great cultural sensitivity and can give them the ability to adjust other cultures when nessary.

Integrating culture in teachinh English will help the teachers since they have to follow the Creation National Curriculum. In textbooks used in Creation, the most frequent tepics included are: customs, religion, popular culture ...etc. But since teachers follow the Creation National Curriculum, they cannot choose wich aspects of culture should be taught. That is why the combination of the "users" culture and the foreign culture is the foundation of teaching English as a foreign language.

### **1.13. Difficulty of incorporating culture in the EFL Classroom:**

Both students and teachers are facing difficulties in incorporating culture mainly because of the differences in cultures, due to varions ethnic groups that have different cultures. Another issue is that most of Algerian schools are not students with materiels, this will not make students able to interact outside the classroom.

**1.14. Conclusion:**

As a conclusion to this chapter. It is an undeniable fact that language and culture are interrelated and it is necessary to integrate culture in teaching English as a foreign language for both of learners and teachers.

However, they have to make the difference between their culture and the target one by using the suitable approach which is the intercultural language teaching.

# *Chapter 02*

## *Culture Teaching*



### Chapter 02 Culture Teaching

#### 2.1. Introduction

#### 2.2. The historical background of culture SL/FL

2.2.1. Culture in the Classical Approaches

2.2.2. The shift Language Competence to Communicative Competence

2.2.3. The Shift from CC to ICC

2.2.4 Culture Teaching in the Last Era

#### 2.3. Foreign culture teaching : what, how to teach

2.3.1. What to teach

2.3.1.1. Key Issues to Consider in Designing a Cultural Syllabus ..

2.3.1.2. A cultural Syllabus : What to Include

2.3.1.3. The Most Common Approaches in Teaching Culture

2.3.1.3.1. The Mono-Cultural Approach

2.3.1.3.2. The Comparative Approach

2.3.1.3.3. Intercultural approach

2.3.1.3.4. The Multicultural Approach

2.3.1.3.5. the Trans-cultural Approach

2.3.1.3.6. The Problem-oriented Approach

2.3.1.3.7. The Task-oriented Approach

#### 2.4. Goals of teaching culture

2.4.1. Nostrand's Goals

2.4.2. Sellye's goals

2.4.3. Tomalin and Stempleski Goals

2.4.4. Lafayette and Schulz (1989, 123) (oriented goals)

#### 2.5. Technique for Teaching Culture

2.5.1. Culture capsules and cluster

2.5.1.1. Culture Capsules

2.5.1.2 Culture Clusters

2.5.2. Cultural Assimilations

2.5.3. Cultural Asides

2.5.4. Games

2.5.5. Signig

2.5.6. Quizzes

#### 2.6. Conclusion

### **2.1. Introduction**

In the first chapter it is clearly discussed about the intrerelated relation between language and culture, since they are complementary in the sense that each one is reflecting and completing the other as well as the crucial role of teaching culture in language teaching curriculum. It has an undible fact that culture in FL education has been ignored in language teaching whether in an implicit way or an explicit one. However, the teaching of culture because of the learner's back of intercultural competence which may be the main issue that needs q quick fix.

This chapter points out the collaboration of culture in the FL education, many problems have been deeply discussed such as : how and when and what to teaching cultural courses. As well as, the different perspectives introduced about the term « culture ». Many strategies were used in teaching culture. Researches and educators have proposed different set of gools addition to the purpose of implementation of culture in teaching. Last but not least, this chapter has dealt with culture and it is historical background and also the classical approaches and methods that have been implemented from the early years of teaching.

### **2.2. The historical background of culture SL/FL**

Teaching culture in a second language or a foreign language is not a brand new fact, yet it has is its background that clearly shows that both culture and language work in the same flow and skill seen complementary right from the early days of teaching and learning the foreign language Al thought, there exist some differences between language instruction and the teaching of culture. It depends on the general objectives of foreign language education, as well as on the way culture has been implemented.

## Chapter II

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Right from the early years. Languages like « Greek and Latin » have been taught as second languages in many countries at that time allow teachers to read and « translate the literary works » of these languages Kramsch (1996, P. 4). It is also of crucial importance to notice that this principle was recognized through Grammar Translation Method. Allen (1985, P 138) states « prior to the 1960's, the lines between language and culture were carefully drawn, the primary reason for second language study in the early part of this century was access to the great literary masterpieces of civilization ». This appointment before the 1960's people learned the second language in order to know and study its literature.

During that time, culture was a sign of the sophisticated power of the aristocracy. Its term focuses on the collaboration of a society and the high standards of its individuals. Culture is referred to as « large C culture » by Chastain (1988, P. 303), « big C culture » by Tonalin and Stempeski (1993, P. 06), « capital C culture » by Pulverness (1995, P. 09) and « high C culture » by Durant (1997, P. 22). This kind of culture includes different fields : scientific, economic, art, sport, history and many other ones that people are proud of.

In the mid 19<sup>th</sup> century, other approaches and methods of language teaching were born with a distinct approach to culture. Such methods including : the direct method, Audio-lingual Method, Community Language learning, suggestopedia and the Silent Way, these methods gave more importance to the Oral skills, Vocabulary and the linguistic structure and neglected the integration of culture.

In the late 1970's, by introducing the communicative Language Teaching Method, things became worse and the importance of culture gradually decreased. This method dominated EFL and ESL curricula by the use of dialogues ie : "practical" contents by Byram (1989, PP. 42-41) teaching, for communication

without teaching culture might be adequate for « survival and routine satisfactions ».

But later on, it was known that effective communication is not complete language without properties such as syntax, lexical choice) intonation. The adaptation of the social variables such : gender, race, age, without culture, communication is incomplete.

In the 1990s, culture is seen as a legitimate and important element in the teaching syllaby since it was supported by many researcher like Stern's (1992) book other famous writings such as those of Chasten (1988), Sellye (1994), Cortazzy and Jin (1999), Byran (1989, 1994), Broran (2000), Bassmett (2001) and Kransch (1993-2001).

### **2.2.1. Culture in the Classical Approaches**

The grammar translation Method was the most dominant method in the early years of teching and promotes the power of communication in the foreign or the second language which was neglected at first. The culture was integrated of classical Greek and Latin literary works. In the early 20s century the Direct Method approared and replaced the Grammar Translation Method. The direct Method should light only on the oral skills and neglected the implementation of culture. Latter in 1960s when the audio-lingual Method approared and put interest in the integration of culture especially in implementing the cultural aspects of daily life through dialogues such as (in thge mosque, at the airpport, in the marquette...).

In the early 1970, there was a hestilation on the implementation of culture in EFL curriculum because of the communicative approach which appeared in the language teaching mainly recognized as the CLT.

### 2.2.2. The shift Language Competence to Communicative Competence

The primary aim of the teaching of a foreign language is mainly to develop the four language skills : reading, writing, speaking and listening but latter the competence language teaching approach has put its interest on implementing the teaching of culture and considering it as « a fifth skill » as indicated by Corbett ; 2 Risager, (2007). As a response to the linguistic competence notion introduced by Chomsky 1965, Hymes 1972 introduced what is known as the « communicative competence ».

According to Hymes to transfer information and little aspects of the target language is insufficient and should add individual's ability to be used in real communicative settings. The major field of CLT is without any doubt the dependence on real and authentic teaching materials.

Canale and Swain (1980) mentioned that the communicative competence consist of different components :

- Grammatical competence ; the correct and appropriate use of language in terms of : phonology, morphology, lexus, semantic and grammar rules.
- Discourse competence : is the ability of language users to form a harmonic, coherent phrases.
- Sociolinguistic competence : the capacity to use language in the appropriate contexts to pursue communicative goals.

### 2.2.3. The Shift from CC to ICC

Since the 70s communicative competence starts to show some serious problems. From Byram's perspective « [1979] it is neither appropriate nor desirable for learners to model themselves on native speakers with respect to the learning about and acquiring an understanding of another culture » (Byram). He further civilized the idea of communicative competence.

## Chapter II

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He believed that using the native speaker as a model is appropriated as helpful method in order to develop both grammatical and linguistic abilities. Yet, it can be inappropriate in the sense that every language speakers are different and have their own styles and patterns.

In 1977, Byram introduced another concept known as intercultural communicative competence (ICC) he claimed that learners should perform as an « intercultural speakers » instead of trying to reach near-native skills of the foreign language use. According to Fantine (2006) ICC is « the complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself », Byram mentioned four constituents ;

- Knowledge : (savoirs) adequate and correct use of other social communities.
- Skills discovery and interaction (savoir apprendre / faire) : learner's ability to seek adequate cultural information and how they are going to practice it ?

Skills of interpreting and relating (savoir, comprendre) : capacity to analyze other culture feature with regard to individual's own culture.

Critical cultural awareness (savoir, s'engager) : the ability of evaluating or criticizing the product of local and other cultures.

- These elements the savoir's together build another understanding introduced by Kramersch (1993) third space / culture in which the learner is in the midst of his own culture and the target one (Mediating).

It is unquestionable that in communicative language teaching has implemented important elements including : attitudes, morals, traditions and many other sociocultural elements of teaching language.

### 2.2.4 Culture Teaching in the Last Era

Right from the 1970s, a great focus was put on the significance of teaching culture in FL classroom. There was a clear shift from a theoretical cultural consideration into applicable cultural contents. Specially the teaching of intercultural communicative that was of a crucial role to enhance the communicative skills based on socio-cultural aspect of language.

Academically, many books and articles shed light on the importance of culture education within ELT field.

Seeley's book teaching culture 1974 was one of the most specified and influential works in the field of education as well as « the cultural revolution in Foreign Language Teaching Lafayette 1975 was also successful work in USA.

In the 1980s, the teaching of culture dramatically grew with the support of great revolution of technology and media

#### **Risager (Ibid) states that**

« The visual aspect of cultural teaching was also strengthened in the course of the 1980s ... due to the development of video technology, which made it possible to record films, etc. From television and use them directly in teaching ... which meant ... a much more realistic and detailed mediation of the situational context for language communications. It also led to a greater opportunity to work with, visible aspects of language culture.

### 2.3. Foreign culture teaching : what, how to teach

In teaching the foreign culture courses, there must be a set of goals and principles established in an appropriate way. Teachers should also choose the adequate in order to make the teaching of culture comfortable and easier.

### 2.3.1. What to teach

As far as the teaching and learning are concerned syllabus involve what is going to be covered and also with consideration of how is going to be taught ?

#### 2.3.1.1. Key Issues to Consider in Designing a Cultural Syllabus

This is not an easy task to decide about what should a foreign culture lessons contain neither for syllabus designers, textbook writers nor for instructions due to the serious issues that they will face such as : should all cultural aspect be taught or particular only should the cultural syllabus focus on « little C » culture aspect or « big C » culture features ?

If English is the foreign language, which country should we integrate its cultures : the British, the American or other cultures of other English-speaking countries ?

The « big C » was first introduced in the language teaching syllabus yet, the « little c » was launched till the 1960's. the « big C » focuses on fields like : literature, art, social sciences where the « little c » is concerned with socio-cultural patterns in every day life and most telling of all is whether we include the individual's native culture in the foreign language classroom. Robinson (1991) believed that both the local culture and the foreign one have a crucial role in the teaching of a foreign language additionally.

#### 2.3.1.2. A cultural Syllabus : What to Onclude

It does not exist any syllabus for the teaching of culture, suggested the cultural learning syllabus may involve topics that are based on learner's interest, levels of intelligence, needs and with regard to their age. Chastain (1988, PP 303304) has drawn a list including 37 topics. The primary first five topics in the list are : « family, home, meeting personal needs, eating and social interaction » ; and the last five one are : « common by known history retirement, good manners, country phrases and non verbal communication. Chastain (1998)



## Chapter II

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mentions that the comparative approach, that is to say to look for the differences and similarities between the learner's own culture and the foreign culture, is important to make a discussion about these topics. However, teachers of the foreign language should not take every specific topic in the list or any other one as it can be not comprehensive and it is possible for teachers to add different topics to the list in which they find more interesting, fulfilling their needs or even to modify and omit the ones they find irrelevant or inappropriate and not suitable for their age or level. Byram and Risager (1999, PP 92.93) organized a number of top themes on foreign cultures that the teachers can adopt the most suitable topics when in foreign language classrooms including « history, daily life and routines shopping : food and drink, youth culture (eg : fashion, music) school and living conditions, festivals and customs, ethnic relations, racism, tourism and travel, working life and unemployment » (cited in Varis, 2012).

Another way to organize topics is to classify them under specific categories (eg : learner's abilities). Hasselgreen (2003, pp. 47.52), suggested a list of categories for the development including : Categories for the development of the learner's intercultural capacities with a learner-centered Approach Hasselgreen's list (cited in Abdullah 2014, P. 428).

Including :

- " The ability of coping with daily life activities traditions and living conditions » such as at university or school at birthday parties or weddings.
- « Ability to deal with social conventions » for instance : good manners while dressing, eating, meeting people.
- « Confidence with value, beliefs and attitudes » like : to know what makes people embarrassed, what bothers people and what makes them proud of ».
- « Ability to use verbal communication means », for example to express love, apologize and ask requests, etc ...
- « Ability to use non-verbal language » like : gestures, facial expressions.

### - 2.3.1.3. The Most Common Approches in Teaching Culture

It exist surval approaches used by teachers in teaching culture are sited in the following.

#### **2.3.1.3.1. The Mono-Cultural Approach**

It has it roots back in the 70s and it deals mainly and only on the native culture or the foreign one in order to maintain in mean-native communicative skill. The foreign-cultural Approach latter in what is known as Mono-cultural Approach because of their resemblance focusing on the study of the foreign culture without refernig to the native culture.

#### **2.3. 1.3.2. The Comparative Approach**

This approach put focus on comparing and contrasting between the native culture and the foreign culture.

It is likely to be more logical since the learners can not neglect their native culture as it is a part of thier identity. Bayram and Morgan states that « learners cannot simply shake off their own culture and step into an another " their culture is a part of themeselves" and to deny any part of it is to deny something within their own being « Byram and Morgan (43).

#### **2.3.1.3.3. Intercultural approach**

It is based on a blief that culture is learnt more effectively throught comparaisn in order to have a hight score of intercultural and communicative competences yet. Risager (1998, P. 246) does not consider this aproach as an adequate one since it is « behind to the actual multicultural character of almost all exesting countries or states » and rather suggested what is calles « Multicultural Approach».

### **2.3.1.3.4. The Multicultural Approach**

Risager (1998, P. 246) suggested that cultures are multicultural in which all sub-cultures in any country make are culture and should be seen from an anti-racist view whether they are foreign cultures or native ones.

### **2.3.1.3.5. the Trans-cultural Approach**

It was suggested by Risager (1998, P.246). The aim of this approach is that cultures are interlacing as a result of the spread of the mass media and globalization, she further states that it is not important to compare or to relate the foreign culture with the other foreign culture was the main reason Byram criticized that Approach.

### **2.3.1.3.6. The Problem-oriented Approach ;**

Its primary aims to motivate learners to know more about the foreign culture by their own ways through looking for one particular issue or topic that their teacher has proposed.

### **2.3.1.3.7. The Task-oriented Approach**

His approach is similar to the problem-oriented approach it focuses on discovering cultural aspects through group works, as well as examining how the demands for specificity that characterize the assessments of task-oriented approach can significantly collaborate in enhancing the learner's knowledge with the new educational culture. In other words, it is to make clear discussion based on looking for cultural aspects and analyze them whether in group work or pair work with the teacher.

## **2.4. Goals of teaching culture**

As far as teaching and learning are concerned, culture is a complementary item in education that one not deny. Culture is crucial for advantageous reasons. It helps the learners to change their attitudes and feelings. It improves the

quality of instruction to know more about the foreigner culture. Eventually, learners will be more open-minded in the sense that they will be able to interact with each others in classrooms and conscious of their native culture and the target one since they will be more familiar with their way of living and habits and other people styles of life.

### **2.4.1. Nostrand's Goals**

Nostrand proposed as set of goals in Lafayette and S. Chulz, Heusinweld (Eds) (1997 : P 578.579) for integrating culture :

- To constitute a comprehensive strategy in order to generalize the implementation of cultural competence.
- Define teachers a basic level of proficiency especially for the novice.
- Involving the three main components of the intended competence including both procedural and descriptive knowledge ; socio-linguistic ability and attitudes.
- The ability to provide learners with clear significant and outstanding behavior in order to take it approach in a foreign country.
- The capacity to create a sophisticated and perfect image containing outstanding manners and styles of the population.
- The ability to justify the reasons behind examining socio-cultural work.
- The capacity of constituting a suitable behavior in different social context.

### **2.4.2. Selye's goals**

Through Nostrand's work, Selye (1974, P 38.48) introduced a set of perceptual goals of implementing culture in teaching by interpreting Nostrand's ones. Selye believed that to get an effective cultural performances in classrooms, there be a relation with these seven goals « cultural instruction must be purposeful if it is to deal anywhere (Op, cit, P 29) :

### **1- Attitudes towards other societies**

Learners tend to have a positive attitude towards other countries by raising their capacity of understanding. Learners will be more respected and sensitive to the needs of others.

### **2- The sense, or functionality of culturally conditioned behavior**

Enhance the learners cultural contribution in the sense that they will be more aware and sympathetic to other people whether people of their native culture or the foreign one.

### **3- The interaction of language and social variables**

Learners will have the ability of reasoning since they will be more aware of socio-cultural limitations taking into consideration factors like: (gender, race, ethnicity, age, status, social class).

### **4- Cultural connotations of words and phrases**

The learners have to be conscious of cultural images that are related with words. They should be familiar with these cultural pictures.

### **5- Conventional behaviour to common situation**

to enhance the learner's capacity to comprehend the people's performance in foreign cultures in different settings.

### **6- Evaluating statements about a society**

Increase the learners' ability to evaluate statements including general and specific validities taking into account the foreign culture as well.

### **7- Researching another culture**

Learners are more likely to develop competencies, analyze, search for relevant data, discover new things about the foreign culture.

#### **2.4.3. Tomalin and Stempleski Goals**

Tomalin and Stempleski extend Seelye's work and reinterpret and reshaped her goals.

Tomalin and Stempleski stated (1993, PP 7.8) that the implementation of culture will help the learners

- To be more conscious of the cultural connotations of words and phrases.

## Chapter II

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- To increase the learners' awareness of conventional behaviour to common situation in the foreign culture.
- Develop the learners' capacity of interaction of language and social variables.
- Increase the learners' skills of evaluating.
- Learners will more curious in the sense that they will be more motivated to know about foreign culture.
- To develop the learners » skills collecting information ; synthesizing and criticizing foreign culture.

Stern (1992) followed the same flow and claim that the integration of culture in teaching should develop :

- Consciousness of the foreign's culture characteristics and distinctive points between the foreign culture and the learners' native one.
- Knowledge about the foreign culture.
- Meaningful and appropriate goals : empathy, needs and interest, intercultural curiosity.
- The ability of comprehension socio-cultural instructions of language, and the use of language.

Further, Seelye suggested the concept of « super goal » for teaching culture : « all students will develop the cultural understanding, attitudes, and performance skills needed to function appropriately within segment of another society and to communicate with people socialized in that culture ».

### 2.4.4. Lafayett and Schulz (1989, 123) (oriented goals)

Lafayett and Schulz suggested three categories of culturally oriented goals :

- **Knowledge** : the capacity to understand cultural patterns and comprehend information introduced in the foreign culture.
- **Understanding** : the learners' capacity of explaining cultural patterns. Learners should be able to understand cultural information in terms of the possible connection with cultural context, its meaning, and they have to use their critical mind in order to use only what is likely to be « logical » in their native culture.
- **Behavior** : it is concerned with using these cultural patterns on information. In other words, the ability to interact and behave significantly in real cultural situations (Heusin Lavelle 1997, P 581.582).

Consequently, these goals tend to allow learners to :

- Incredibly increase their cultural awareness about the foreign culture.
- Be able to compare and contrast between the target people and the local culture.

## 2.5. Technique for Teaching Culture

Stern (1992, P 223.232) organized a set of techniques of teaching culture. First of all he introduced the techniques that provide cultural information such as : culture capsules and culture cluster.

### 2.5.1. Culture capsules and cluster

#### 2.5.1.1. Culture Capsules

Taylor & Sorenson (1961) introduced the concept of " culture capsules" which indicate the best strategies for teaching culture. Generally, cultural capsules are constituted outside the classrooms and learners will present them orally with their teachers. They are not time consuming since only take few minutes to be presented in the classrooms.

Cultural capsules may be in a form of paragraphs or two-column table in order to discuss the possible similarities and differences between the learners' native culture and the foreign culture by learners' different topics of various situations such as: Thanksgiving celebration, Christmas celebration in Great Britain, the learners can give illustration, add videos and pictures to enhance his work.

### **2.5.1.2 Culture Clusters**

Meade and Morain (1973) expands the notion of cultural clusters. The term cluster indicates: group of cultural capsules in different topics and themes.

These topics do not exceed 30 min of presentation containing cultural information about the foreign culture, in which the learner is going to discover them.

In cluster activities, the teacher's role is the narrator.

The students are receivers of information and their task is to understand similarities or even in some cases to make fun of the outward tradition of the target culture.

For developing an intercultural competence of students and increasing their consciousness about distinctive cultural aspects, there should be an implementation of cultural capsules and clusters.

### **2.5.2. Cultural Assimilations**

This method was first introduced by Fiedler et al (1971). Cultural assimilation are helpful methods of providing empathy towards other cultures. Additionally, they are a source of giving information about other societies. Assimilation are written descriptions, they are usually in a form of dialogues between individuals of different cultures and usually one of these cultures is the



## Chapter II

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learners are now able to make an analysis about the interaction. Additionally, learners will answer the activities related to these descriptions and will select one option in which they find it appropriate and correct.

### **2.5.3. Cultural Asides**

To teach culture in classrooms, it is necessary to use media or visual aids in order to enhance the learners' understanding.

The teacher explains orally and presents activities in which the aspects of the foreign culture are included. Eventually the learners will memorize this information smoothly since they are presented for them in a very simple way: videos, pictures, Power Point, Slideshare, for example: a video about traditional customs and meals in different countries like: India, Algeria or any other place in the world.

The most effective way of teaching learners about culture is to engage them with activities that motivate them to know more about the target culture. Such as activities including.

### **2.5.4. Games**

It is learning through fun. In other words, to play games in a fun way in order to learn another culture.

Role Play: it is to make students able to be the character they want for a short time (princess, king, hero ...) role play is a socio-cultural technique.

### **2.5.5. Singing**

To sing songs of the foreign culture is a very helpful strategy since it enables students to learn a new vocabulary and roles involving: intonation, stress ...).

### **2.5.6. Quizzes**

It is simply to test the learner's understanding about information that they have already dealt with.

### 2.6. Conclusion

This chapter is likely, to indicate the obvious relation between language and nculture. It included he primary goals of teaching culture. Its historical background and the essential methods used in pedagogical learning. In addition to the techniques and strategies that are used in the integration culture of EFL learning and also the possible explanations and interpretation of the concept « culture » from many views and angels.

The third chapter will tackle the investigation of the teaching of culture in the Algerian middle schools through English language teaching. The study will take place in differentg middle scholls in Tiaret, and will be deeply and clearly discrussed in the next chapter.

# *Chapter 03*

## *Research design and analysis*

**Chapter 03 Research Design and Analysis****3.1. Introduction****3.2. Research problem****3.3. Sample****3.4. Research instrument****3.4.1 Questionnaire**

3.4.1.1. Description of the teacher's questionnaire

3.4.1.2. Analysis of the findings

3.3.1.3. Discussions and Interpretation of Results

**3.4.2. Textbook Evaluation**

3.4.2.1 The Role of the Textbook in FLT

3.4.2.2. Culture and text book

3.4.2.3. Checklists for evaluating the cultural content

3.4.2.4. The school textbook of 3<sup>rd</sup> year learners

3.4.2.5. The Algerian Middle School ELT Textbooks : Cultural content identification and result analysis

3.4.2.5.1. MS3 textbook

3.4.2.5.1.1. General description of the textbook

3.4.2.5.1.2. Cultural Element in MS3 Textbook

3.4.2.6. Discussions and interpretation of results

**3.4.3. Classroom Observation**

3.4.3.1. Learners Motivation

3.4.3.2. Classroom Atmosphere

3.4.3.3. Teachers Methodology

3.4.3.4. Findings and Discussions

**3.5. Further Suggestions and Pedagogical Recommendation****3.6. Conclusion**

**3.1. Introduction**

This chapter is about the practical part of this research investigation. Its primary goal is to introduce a significant explanation about the sample population, the research instruments used for collecting data. I have used different methods for data collection: a questionnaire specified teachers, classroom observation and evaluation of cultural content of the third year middle school textbook.

I decided to do a study on the middle school education since a learning of the English language began right from the middle education. In other words, learners at that stage are exposed to English. Thus, culture has to be incorporated in the curriculum and learners should be conscious about the similarities and differences between the target culture and the local one. Additionally, learner's awareness should be raised right from the early years of studying before they will continue any further studies.

The collected data are likely to help us to answer these questions: should culture be integrated in English Language teaching? if yes, then how is it going to be taught? and what are the major strategies and methods that the teacher will use in teaching culture? and what is the learners' attitude towards.

### **3.2. Research problem**

The main focus of this study is to get an idea about the learner's awareness of implementing culture in English classroom, their attitudes towards the target culture and learners' curiosity and empathy about the foreign culture. Specifically, to know more about the culture's position (whether it is given a great importance or neglected in middle school education). This chapter tends to answer two research questions :

- Do teachers of English foreign language integrate culture in their teaching ?
- Is culture perceived as an essential part of the curriculum or it is neglected ?

### **3.3. Sample**

The participants of this study were not selected randomly. I have been teaching for 1 year in Mechri middle school in Tiaret. I observed that the majority if not all of pupils are not aware of the target importance of culture and some of them do not even know its meaning, their lack of attention may be related to the way teachers are providing them with cultural information especially the novice ones who have just begin in their teaching career. The number of informant is 140 : teachers and pupils including males and females. 125 pupils and 15 teachers.

### **3.4. Research instrument**

In order to get a general view about culture and to have a clear understanding of the teachers' integration of culture in EFL classrooms. This investigation is conducted in form of three research tools : questionnaire, observation and textbook evaluation.

#### **3.4.1 Questionnaire**

In order to get precise and systematic data, the questionnaire are used as the main instrument in this research study, I have used a well designed

questionnaire in order to get data on teachers' perspective about implementation of foreign culture in teaching, where and how culture can be taught ? and the core aims of teaching culture in addition to the most known materials used by teachers to teach it.

#### **3.4.1.1. Description of the teacher's questionnaire**

The questionnaire involved sixteen (16) questions that are stated below in two parts :

##### **Part one**

It consisted of seven (07) questions through which I got some information about the participants.

**Close ended questions** : are questions where the respondents are asked to select one option only, usually either « yes » or « no ».

**Multiple-choice questions** : are questions where informants are asked to select one option among the alternatives, already made answers help understand the questions many times. The main reason behind using this kind of questions is that they can be easily answered ; not expensive ; not time—consuming, and statistical analysis (Q1, 2, 3, 4, 5, 6, 7).

**Numeric items** : this kind of questions look for specific numbers for example : the teacher's work experience (question 4).

**Clarification questions** : are questions where the informants are asked to give more clarifications that is why it is followed by another question in order to make the question more precise (Question 5).

### 3.4.1.2. Analysis of the findings

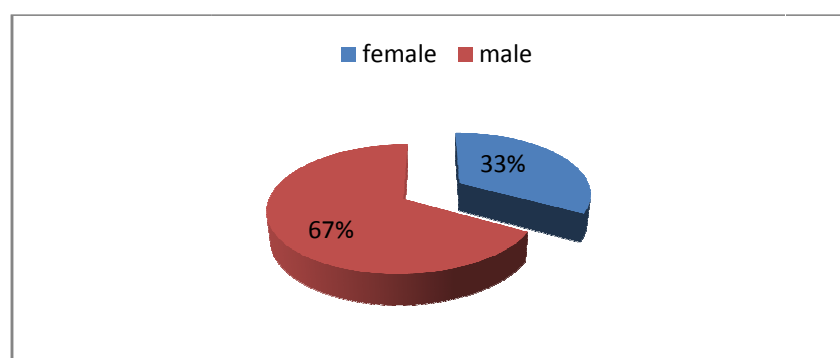
#### Section one : Personal information :

First, the questionnaire started with 7 sinen questions in the part of personal information that wsas helpful.

#### Q A. Gender : male, female ?

Gender	Male	Female	Total
Number	05	10	15
Percentage %	33	67	100

**Table (3 - 1) :** Gender of the teachers



**Graph (3-1) :** teacher's Geader

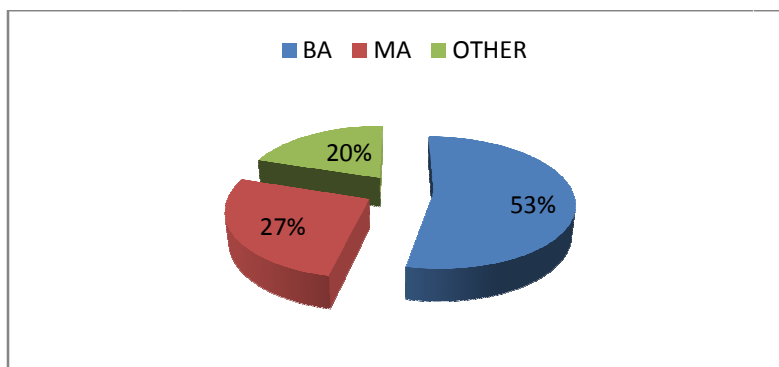
#### Q.B : Your education degree

The data obtained revealed that only 20 % of teachers had other certificates like PES, 27 % of the respondents had a master or magister degree. And 53 % of the teachers had a BA licence degree. The results are explained below (table 3-2) , (graph 3-2).

Educational degree	BA	MA	other degree certaficate
Number	8	4	3
Percentage	53 %	27 %	20 %

**Table (3-2) :** Education degree





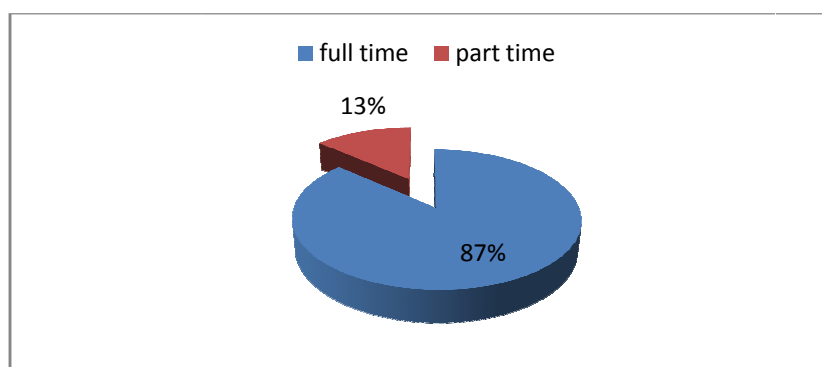
**Graph (3-2) :** Education degree

### Q. C : Employment statuses

The data obtained revealed that the majority of the teachers (87%) are full time teachers and (13 %) were part time teachers. The result are shown in the following (table 3-3) and (graph 3-3).

Working time	Full time	Part time
Number	13	2
Percentage %	87 %	13 %

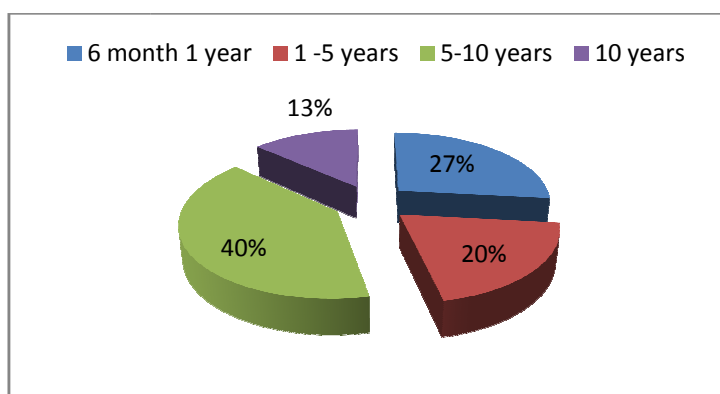
**Table (3-3) :** Employment status



**Graph (3.3) :** The professional status of teachers

**Q D : work experience**

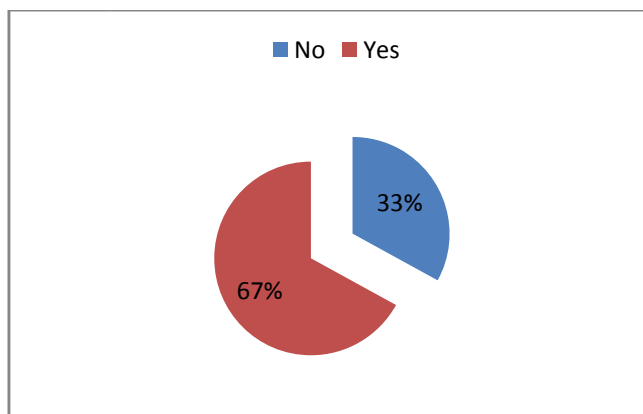
Work experience	6 month – 1 year	1 – 5 years	5 – 10 years	10 years and more
Number	4	3	6	2
Percentage %	27	20	40	13

**Table (3-4) :** Teacher's work experience.**Graph (3-4) :** The work experience of teachers

As shown in the table (3-4) and the graph (3-4) the majority of teachers (40 %) their work experience is 5 – 10 years, and (27 %) respondent from 6 months – 1 year. 20 % of teachers their work experience is 1 – 5 years. However, sorrowfully (13 %) of teachers declared that their work experience is from 10 years and more.

**Q. E : Have you even been abroad ?**A. yes b- No 

In response to the question whether the respondents have already been abroad. Only 33% they haven't the chance to be abroad. And 67 % they declared they have been abroad.



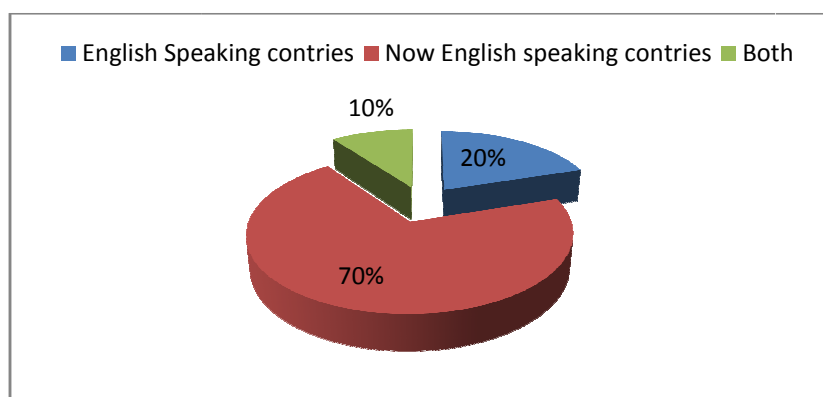
Graph (3-5) : Teachers who travelled a board

**Q. F. If yes, which countries have you been to?**

	English	No	Both
Contries	Speaking contries	English speaking contries	
Number	2	7	1
Persentage	20%	70%	10%

Table (3-5) : teacher’s Experience in target culture contries.

The Research reveals that only 33% they haven’t the chance to be abroad, while (67%) for teachers got the chance to travel a board among their only two respondents (20%) want to U.K, only one of them was likely to go to U.S.A as well as Dubai. In other words he have been to both speak of and non Speaking English contries. Additionly 07 teachers want to non-english speaking contries

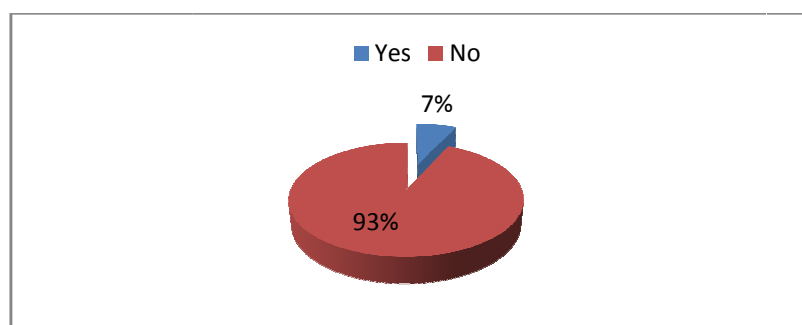


Graph (3-6) : The countries that the teacher visited

**Q. E. While training to be a teacher : did you deal with any material which represents the culture of the eign language ?**

Q	Yes	No	Total
Number	1	14	15
Percentage	10%	90%	100%

**Table (3-6) :** Teacher's Training for Cultural Teaching.



**Graph (3-7) :** Teacher's traing for cultural courrses

The study shown that 90 % of the results that the populaution were not expose to any culmtural training. Yet, only 10 % did get some cuiltural training courses.

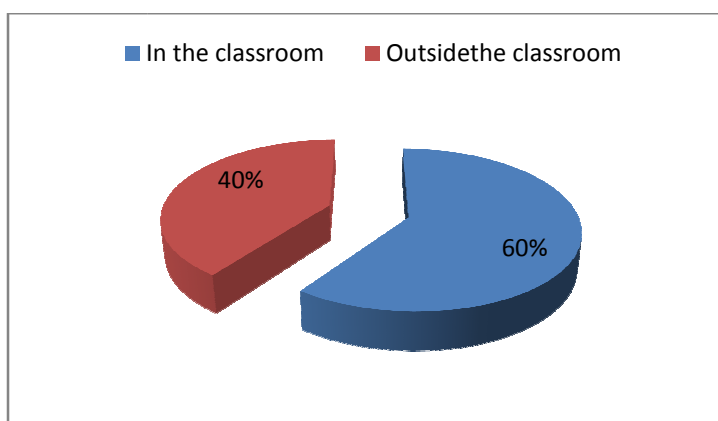
### **Section two : Teacher's conception of teaching culture**

**Q 1 :** Do you think that the teaching of culture should ?

- Outside the sllassroom.
- In classroom.

Place	In the classroom	Outsidethe classroom	Total
Number	9	6	15
Percentage	60%	40%	100%

**Table (3-7) :** Teacher's point of views on the right place of teaching culture



**Graph (3-8) :** The place of teaching culture

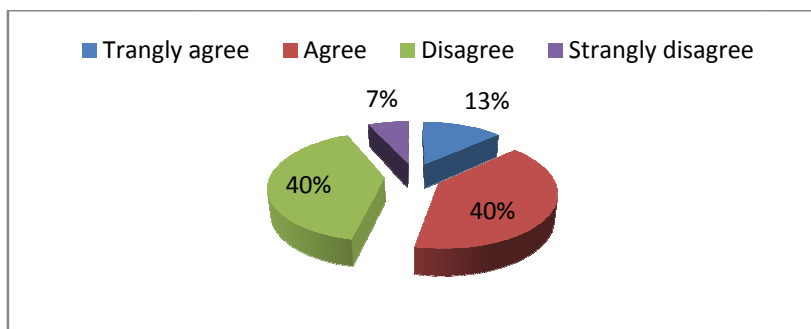
The study revealed that 9 (60%) of teachers declar that teaching culture should take place inside the classroom (40%) of respondents confireme that cultural courses should take place outside the classroom. And they coment that :

**The facters that encourages :** the facters that encouraged the students of learning culture inside the classroom are the good materials and the reach curriculum use in Education.

**Q 2 : Do you think that cultural differences affect your learner's integration with people?**

Q	Trangly agree	Agree	Disagree	Strangly disagree
Number	2	6	6	1
Percentage	13%	40%	40%	7%

**Table (3 -8) :** Teacher's views on the cultural differences that learners integration with people



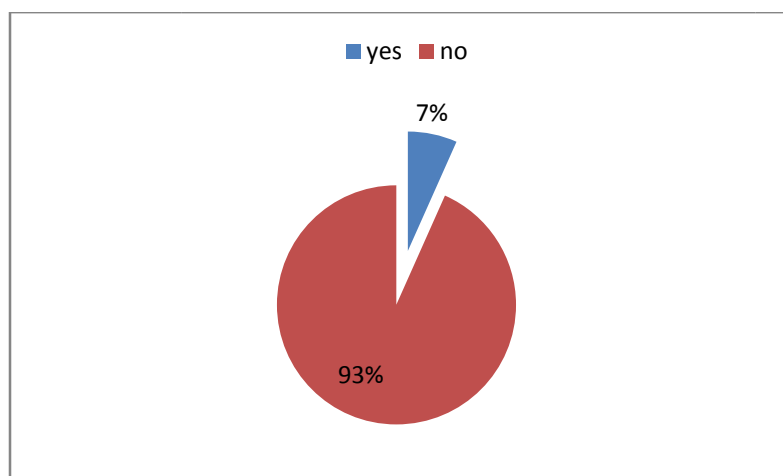
**Graph (3-9) :** Teacher’s views on the cultural differences that learners integration with people.

The study shown that teacher’s who their awswers « Agree » (40%) have equal percentages with those who do not (40%). (13%) respondent thier awswers was strongly a gree. While only one teacher (7%) his answer was stangly disagree.

**Q 3 : Do you think that cultural should be the fifth skill to be taught while teaching a foreign language?**

Q	Number	Percentage
Yes	1	70%
No	14	90%

**Table (3-9) :** the teacher’s view on the teaching of culture as the fifth skill.



**Graph (3-10) :** Respondents views on the teaching of culture as the fifth skill.

The research reveals that the majority of the respondent (93%) do not think that culture can be the fifth skill. Only one person (07%) think that culture the fifth skill.

The coment of the teacher who his awsver is yes : " culture plays a significat role in the teaching and the leaning of EFL. Thus it should be given an equal importance as teaching the other skills in order to develop not only the linguistic competance but the cultural one as well ".

**Q 4 : What the majore goals of teaching cultural?**

Goals	Yes	No
A	40 %	13.33%
B	6.66 %	13.33%
C	0 %	13.33%
D	0 %	13.33%

**Table (3-10)** : teacher's view about the majority goals of teaching culture..

The study shows that the majority (40%) of the teacher's views on the major goals of teaching culture is about to develop and encorage learners intercultural curiosity and empathy about the target culture.

13.33% was against this idea. Only (6.66%) of respondents their ensuer is about the goals of teaching culture was about to encourage the learner's to recognize their cultural identity. While (13.33%) of teachers were answee is No, they do not think that.

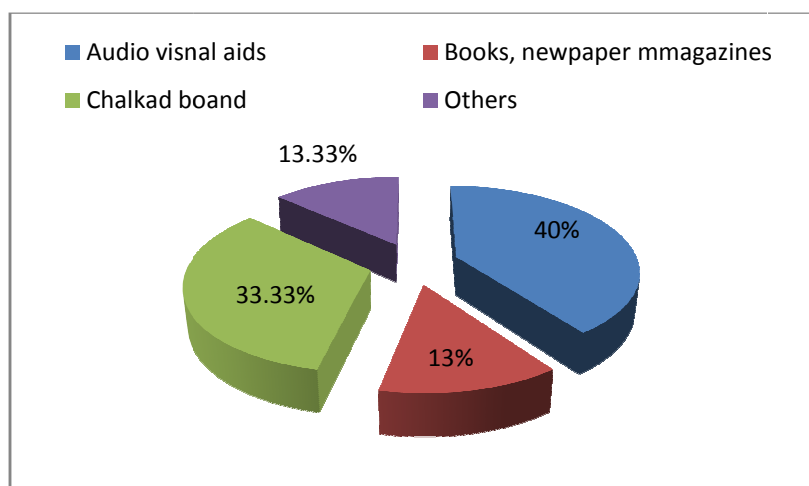
Never the less teachers do not think that the real goal of teaching culture is to accept all aspects of target culture and approciante them. 13.33% of teachers do not think that the aim of teaching culture is to toss aside our primary culture.

**Q 5 : Which teaching materils are used by you as teacher?**

Teaching materiels	N	%
Audio visnal aids	6	40%
Books, newspaper mmagazines	2	13%
Chalkad board	5	33.33%
Others	2	13.33%

**Table (3 -11)** : Sources used for teaching culture.





**Graph (3 – 11) :** sources used for teaching culture.

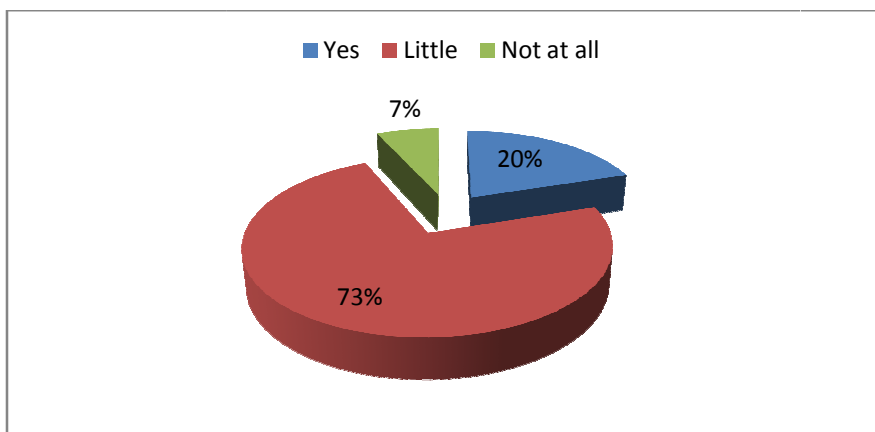
Table (3- 11) shown that audio visual aids are the most materials used in teaching. 33.33% of respondents said that they use chalk and board, 13% use Books, newspaper and magazines.

And only two teachers said that they use other sources in addition to the ones proposed.

**Q 6 : Do you think that the teaching materials used are good enough for teaching culture ?**

Opimor	N	Percentage %
Yes	3	20%
Little	11	73%
Not at all	1	7%

**Table (3 – 12) :** teacher's perspectives about the materials used for teaching culture.



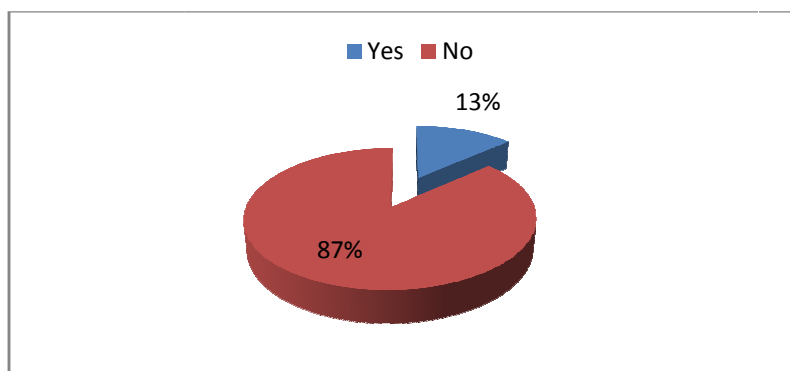
**Graph (3-12):** Teacher’s views about the materials use for teaching culture

The study shown that the majority of the perspectives (73%) said that the materials used for teaching culture are little good for teaching culture. 20% they confirme that this materials are good in cultural courses. While only 01% one person find then that they are not at all good in teaching culture in EFL classes

**Q 7 : Do you train your learners to be broad minded and to encourage them to accept and styles of living in USA and Britain, if yes .Why?**

Q	Yes	No
Number	2	13
Percentage	13%	87%

**Table (3-13) :** Teachers’ views about training llearners to accept tradition and styles of living in USA and UK.



**Graph (3-13) :** Teachers’ views about training llearners to accept tradition and styles of living in USA and UK.

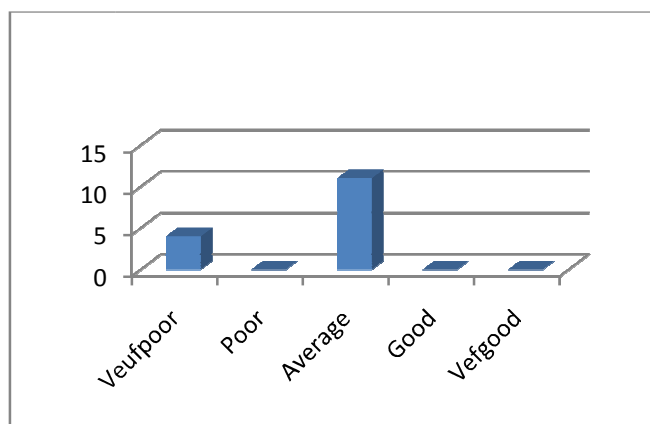
As the table and the graph demonstrate the majority of the teachers they do not believe the idea of training the learners to be open minded and to accept others traditions and styles.

Only two teachers said that : « if you want your learners to master the language, we have to encourage them to be open mind and to accept all aspects of target cultural.

**Q 8 : How do you measure the Algerian programmes (the curriculum) in shaping learner's cultural knowledge, communicative skills to behave adequately in linguistic and cultural setting ?**

Q	Very poor	Poor	Average	Good	Very good
N	4	0	11	0	0
%	27%	0%	73%	0%	0%

**Table (3-14) :** teacher's perspectives about the quality of Algerian programs



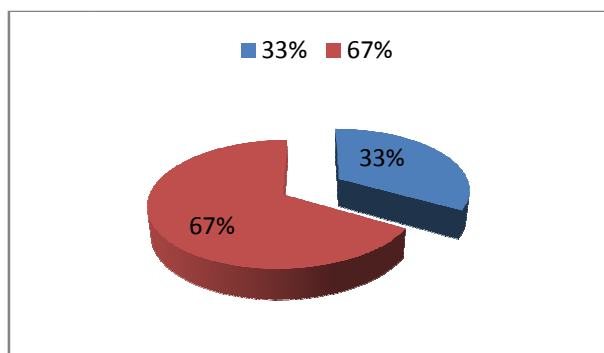
**Graph (3-14) :** Teacher's views of the Algerian curriculum.

The table and the graph show that the majority of teachers see the Algerian programs used for shaping learner's cultural knowledge and communicative skills not good and not poor as Average, no one of the respondent see the Algerian curriculum excellent for learners. 27% said that the curriculum is very poor.

**Q 9 : Do you think that it is the teacher responsibility to deliver cultural knowledge ?**

Q	Yes	No
Number	5	10
Percentage	33%	67%

**Table (3-15) :** teacher's views on the whom responsebelaty to deliver cultural knowledge.



**Graph (3-15) :** The responsebeles of the cultural knowledge

In the table and the graph shown that the major answers of question 09 part two is not the teacher responsibility to deliver the cultural knowledge, they said that we have other elements and fact that deliver and develop the cultural knowledge while 33% are with aide that teacher is the source to deliver the cultural knowledge.

### 3.3.1.3. Discussions and Interpretation of Results

This survey questions were to show the relationship between language and culture and how culture is integrated within the Algerian English language curriculum. This research aims to identify the major goals of teaching culture in the matter of when, wher and how to implement in the English foreign language classroom.

However, the results unsurprisingly confirend the missing of tha cultural courses in the Algerian syllabuses, as it had shown in the survey that teachers

criticized the Algerian culture programs as being insufficient and helpful. In addition the limitation of time, the materials dominated and the methods used in intercultural courses are not going to be useful for learners and are going to serve only the theoreticle part. consequently, the majority of respondents view that this may effect the process of culture teaching and learning.

### **3.4.2. Textbook Evaluation**

Textbook evaluation is also important tool in order to test and determine the effeciency of a textbook and to test the content of the textbook in relation to its declared aims and objectives. The main concern of this investigation is to get a genaral image of cultural content of the textbooks used in middle school.

#### **3.4.2.1 The Role of the Textbook in FLT**

The text book plays a significant role in language teaching. Comings worth (1995) claims that plays crucial roles in English language teaching as stated below :

- Source of knowledge about different parts of language (vocabulary, grammar, ... etc).
- Providing learners with activities that engage students into learning.
- Encourage the learners for more progress.
- Helpful tool especially for novice teachers who do not have a lot experience in the field of teaching.
- It is useful for teachers since it contains already objectives.

Cortazzi and Jil (1999, P. 202) believed that the textbook's major role is tho fulfill seven functions, as explained below :

- 1- It contains cultural information about the target culture that teacher may not cover due to time limitaion.
- 2- Textbook provides both teachers and learners with interesting activities.

- 3- Textbook includes a set of smart objectives and aims that have to be covered by the end of the course.
- 4- A textbook guide the teachers and oriented them since it is really helpfull especially to novice ones.
- 5- A textbook is a reliable source which was written experts.
- 6- A textbook is a « de-skinner » sinc teachers will be consumers and restricted and this will kill their sense of creativity.
- 7- A textbook may reflect culture in the sense that is will drawn overview image about a given culture.

#### 3.4.2.2. Culture and text book

The cultural contents of the English language Teaching have been clearly discussed. Teachers are not provided with the adequeta materials in teaching culture. This may had to serious issues in terms of delivering cultural information. There is a general consumers indicates that the major function of language textbooks is to take into account different language features (vocabulary, grammar, pronunciation). Textbook should provide learners with cultural knowledge about the foreign culture : the styles of living of people of other cultures and the way thinking and behavior of individual of the target culture. Through textbooks learners are supposed to develop their four skills (reading, writhing, speking and listening). However, Cortazzi and Jin (1999) believed that "the target culture is not always represented some include English speaking culture, others include non English speaking cultures stressing more international uses of the language", as a result, language textbooks can transfer information through three main kinds :

- 1- Textbook that put interest on the individuals' local culture. This type of textbooks is concerned with the way of living, custoims, traditions, meals, ....etc of the learners' native culture but in the foreign language (for example : Turkish textbook of English).

2- Textbooks that are concerned with TC : they generally focus on the way of living, customs, food habits, in the foreign culture.

3- Textbooks that focus on international foreign cultures it contained cultural information not only of English speaking countries, but also of the other countries where the English language is used as an international one sine it is widely used in different countries of the world.

### **3.4.2.3. Checklists for evaluating the cultural conent**

Many checklists have been prposed in order to evaluate the cultural contents of English textbooks. Huhn (1978) a textbook should take into account different parts :

- « Textbook should support the teaching of culture in EFL classroom.
- It should containg up to deal information.
- It should present a logical image.
- It should explicity reveal : the facts of the target culture and the local one ».

Byram' checklists of evaluation involvs these aspect :

- Social items (ethnicity, social class, regional identity).
- The various levels of formality of social interactions : as a foreigner or insides.
- Socio-political institutions (social security, govermental institution, health care, social institutions).
- The historical events that are a part of the history of a nation.
- Geographical items that are perceived as interseting and significant by members.
- Stereotypes (the sign that differentiate or symbols of specific nation (cited in Corazz & Jin, 1999).

#### 3.4.2.4. The school textbook of 3<sup>rd</sup> year learners

The Algerian English textbook is named "My Book of English " to teach all third year middle school learners. It is another by Chenni. A, Bouazid. T, Smara. A and Boukri. N. It was published in 2017 by the national. Casbah editions the authors explain the reasons behind writing this textbook and the primary objectives that can be achieved through the help of this textbook. The book is based on the competency-based Approach as well as on the learner-centered Approach and of course teacher-centered Approach when it deals with grammar teaching. The textbook consists of four sequences, each one has a theme and each sequence contains a set of lessons. The first term project is made of one sequence entitled :me, my abilities my personality. The second term project consist of two sequences " Me and lifestyles " and " Me and the scientific world " where the third term project contained sequence 4 named " Me and my environment ".

The aim behind these sequences is to develop the learners skills (reading, writing, listening and speaking) through activities that enhance these skills. In this text book there are parts that are explained below :

- 1- **I listen and do** : where the learner is going to receive information and then do the activities related to the topic.
- 2- **My pronunciation tools** : in which the learners are going to develop their Oral skill and to get a native-like pronunciation. The teacher may use different materials like : audio-visual aids, video in order to motivate the student.
- 3- **I pronounce** : it is now the learners' task to pronounce correctly words and sentences. They will use their background knowledge and different rules that they have learnt such as : stress, silent letters ... etc, in order to get an acceptable pronunciation.
- 4- **My grammar tools** : the learners are exposed to grammar rules in each sequence.



5- **I practice** : the learners will examine their understanding through practicing activities related to what they have seen before.

6- **I read and do** : learners will read the text usually silently in order to comprehend the text then answer the questions or do the activities followed by the text.

### **3.4.2.5. The Algerian Middle School ELT Textbooks**

Cultural content identification and result analysis. The Algerian Ministry of education introduced four textbooks for ELT teaching for four levels. As far as our study is concerned with third year level, third year textbook is entitled : « My book of English ». this book was carefully designed to meet the needs of third year pupils in middle school

#### **3.4.2.5.1. MS3 textbook**

The official ELT schoolbook named us My book of English specify for third year middle school pupils published in 2012-2013 by the Casbah edition. It contains 176 pages and includes four thematic : " Me, my abilities , my personality ", " me and lifestyles ", " me and the scientific world ", " Me and my environment ". The first term contains the two first sequence : " Me, my abilities , my personality " the second term contains the two sequences : " me and lifestyles ", " me and the scientific world " and concerning the third term it consists of one sequence called : " Me and my environment ».

##### **3.4.2.5.1.1. General description of the textbook**

Third year middle school textbook was designed on the same format of second year middle school textbook. Yet, there exist some noticeable innovations in MS3 textbook that is different from MS2 textbook. In contrast with MS1 and MS2 textbooks, MS3 textbook contains two paged English text written at the beginning of the book named as : " preface to the revised edition " in which the

schoolbook designers discuss the course objectives and innovations and explain deeply structure and the aim of sequences and sections.

It is included the cultural component among the innovations. The textbooks authors tend to explain that culture "is both in-built (in different texts and illustrations) and foregrounded in the snapshots of culture section" (MS3 textbook ; preface to the revised edition). They indicated the purpose of " My book of English" in a page categorized "to the student". Latter, authors state the section aims at enabling MS3 pupils "meet the Britain, the USA and other English-speaking countries". Compare and contrast them with Algeria in discussions and writing tasks" (MS3 textbook, P. 8). This means that the coursebook included the intercultural content. Thus, it aims at raising the pupils' awareness and enable them to contrast and compare between the target cultures and their native culture.

#### **3.4.2.5.1.2. Cultural Element in MS3 Textbook**

MS3 textbook contains cultural content that is indicated in sequence two named a section named « Me and lifestyles » that is made up of eleven (11) pages. While examining the MS3 textbook researcher take into consideration the pages including the section of "snapshots of culture" (5 pages) and of other pages that discussed the implementation of the Algerian culture comparing U.K and U.S.A culture. The second term project train learners to search in different sources and to find information about trendy teenage clothes, fashionable hairstyles, games, music, food, etc. In sample countries from different continents. Then they compare with trends in their countries.

Never the less, the MS3 textbook in Sequence three named Me and the scientific world includes number of Islamic and European researchers, in order to make the learner able to notice the development of two worlds in different periods of time.

My Book of English « Middle school » Year Three			
Sequences Numbers	Title	Objectives	Page Number
Sequence one	1. Me, My abilities, My interests, my personality	<ul style="list-style-type: none"> <li>• Expressing abilities and inabilities.</li> <li>• Describing personnel interests.</li> <li>• Describing personal features</li> </ul>	10-43
Sequence two	2. Me and lifestyles	<ul style="list-style-type: none"> <li>• Narrating past events, experiences and childhood memories.</li> <li>• Describing life and life types (past and present).</li> <li>• Comparing life and life types (past and present).</li> </ul>	46-82
Sequence three	3. Me and the scientific world	<ul style="list-style-type: none"> <li>• Narrating.</li> <li>• Describing.</li> <li>• Organising/Sequencing Biographical information chronological order.</li> <li>• Selecting relevant biographical information</li> </ul>	84-110
Sequence four	4. Me and my environment	<ul style="list-style-type: none"> <li>• Expressing obligation.</li> <li>• Expressing prohibition.</li> <li>• Making recommendation.</li> <li>• Comparing and evaluating.</li> </ul>	112-146

**Table (3.16) :** My Book of English « Middle school » year three

### 3.4.2.6. Discussions and interpretation of results

The following table is concerned with how culture is represented and the cultural content of MS3 textbook. In addition to results analysis.

N°	General Analysis Related Questions	Y	N	Pages Found	F	%
01	Does the textbook cover cultural items of big 'C' culture or of small 'c' culture?	×		Big C : 77-84-87-89-95-98-101-102 Small c : 50-51-69-71-81-87	8 5	44.44 27.77
02	Is the cultural content up-to-date or not ?	×	×	Up to date : 53-69-87-95 Not up to date : 70-71-77-80-89-96-98-100-101-102	4 10	22.22 55.55
03	Is it suitable to the learners' age, level, cultural background and interests or not?	×	×	Yes : 52-82-87-89-95 No : 67-69-71-81-96-98	5 6	27.77 33.33
04	Is the cultural content suitable to the curriculum goals?	×		Yes : 52-82-87-84-82-81-77-71-69-67-53-52-98-96	18	99

			×	102-101-100- No : 98-96-95-87-84-82-71-70-69-67-53-52	12	66.66
N°	<b>Socio-cultural Analysis Related Questions</b>	Y	N	<b>Pages Found</b>	<b>F</b>	<b>%</b>
05	Does the book provide knowledge of geography of the target language country in question?	×		Yes : 50-52-98 No : 69-71-77-78-70-82-87-95-96-101-102	03 11	16.66 61.11
06	Does the textbook display different TC institutions, traditions, customs, festivals...?		×	Yes : 67-71-81-82-110	05	27.77
07	Is the cultural content given a historical dimension?		×	Yes : 71-81-82-92-98-110	06	33.33
08	Does the cultural content discuss some well-known characters from different cultures?	×		69-71-81	03	06.66
N°	<b>Intercultural Analysis Related Questions</b>	Y	N	<b>Pages Found</b>		
09	Is there reference to the learner's native culture?		×	09-71-77-82-100-102-110	07	38.88
10	Does the textbook mirror several target language-speaking cultures and other non-target language speaking cultures?	×		69-71-81-82-102-110	06	33.33
N°	<b>Techniques of Presentation of Content Related Questions</b>	Y	N	<b>Pages Found</b>	<b>F</b>	<b>%</b>
11	Is culture integrated in texts, dialogues or exercises?	×	×	Texts: 73-82 Dialogues : / Exercices : 69-71-72-51-50-53-81	02 00 06	11.11 00.00 38.88
12	Are there any illustrations (pictures of people, places, drawings, cartoons, diagrams)?	×		52-53-66-69-71-81-82-96-100-101-102	11	61.11
13	Is the cultural content geared to comprehension (explanations) or production (role-plays, problem-solving activities...) or both?	×	×	Comprehension : 73-82 Problem solving : 66-68-69-100	02 04	11.11 22.22

Table (3-17) : Results analysis (MS3 textbook)

### 3.4.3. Classroom Observation :

The main purpose of classroom observation is to see more closely how teachers are providing learners with cultural information ? or whether culture is taught in an explicit or an implicit way.

The general focus is to notice the learners' interaction when they are introduced to cultural patterns. In classroom observation, the researcher sits in on one or more classroom sessions, meet the teachers and instructions to discuss

the observation and mainly to see how the process of teaching and learning take place in EFL classrooms in order to collect data about the learners' motivation and the teachers' competencies in CL teaching including their methodology and techniques of teaching.

#### **3.4.3.1. Learners Motivation**

The majority of all learners in the Algerian schools are unmotivated it maybe due to the great number of pupils in classroom which are made up of 44 to 48 and sometimes even of 50 in small over crowded classrooms. Another factor is linked to the teachers' strategy of teaching, ie : some teachers are not creative and create a sense of boredom with providing the learners with the same type of activities, the same texts during the whole year.

#### **3.4.3.2. Classroom Atmosphere**

Classroom atmosphere is an essential motif of teaching and learning. A positive classroom atmosphere is likely to increase the learners' self-esteem. Yet, classrooms were perceived as inadequate component for teaching culture.

This will weaken the two pedagogical approaches related to creating suitable conditions for effective learning.

One approach is broad-based which is not concerned with viewing classrooms as communities of learners.

The other approach focuses on combining the practices of learning with the learners' classroom because of issues including the large number of learners in small classes is frequent especially in third world countries. Consequently, the teacher will need more efforts and time to cover the needs of all pupils.

#### **3.4.3.3. Teachers Methodology**

It is unquestionable that the teacher plays a crucial role in the process of teaching and learning. He is a facilitator in the sense that he clarifies the unclear

information and make them easy to be understood. The teacher is a monitor in which he guide the learners to be culturally aware and more responsible. The teacher promote opportunities for learners in order to enhance their cultural knowledge. In addition to the fact of encouraging and supporting the learners for furthur educational success.

#### **3.4.3.4. Findings and Discussions**

Using the classroom observation as a tool has provided me with significant information about whethers of English foreign language provide learners with cultural knowledge, and if they are aware of the importance of culture. 67 % of teacher at Mechri Middle school in Tiaret are not conscious of its vital role because they did not have any cultural course during their training. They were just consumers of what the textbook include. Consequently, they do not know how to integrate culture even though the textbook does contain cultural items, the teachers still ignore culture, ie : two teachers argue that the learners should be proud only of their native culture even when they are explaining lessons. They are using examples which reflects only their country like : Abdelhadi and Fatima fast every Monday.

They are against exposing learners of other cultures or using termes of foreign ones such as : Church, Christmas ... etc. They use materials like the white board it is only commonly avaiable in every class where it forms a focal point of attention for the whole class. I have it forms a focal points of attention for the whole class. I have noticed that teachers use their material for writing lexical items, drawing shapes, to show relationships or to describe meanings and situations. Additionally, they used pictures for example color illustrations, pictures cut from books, journals and magazines. There used also picture files for pupils to refer to whenevr they need to.

Whereas, 37 % of teachers implement culture through various ways by using different materials. They used audio-visual media like : micro-computer, video –tapes, overhead projectors. They find it more effective since they can easily add and remove or adjust the unnecessary parts. At the of the week, some of the teachers provide learners with songs in the English language about the target culture and sometimes with games to learn the foreign culture in a fun way.

### **3.5. Further Suggestions and Pedgogical Recommendation**

It is not an easy task to teach culture in EFL classroom at an early grade since it needs a lot of efforts from teachers. They should make their learners aware of the importance of culture right from the begining. It is the teachers' task to make learners familiar with the new styles of life, traditions, food habits, customs, the way of thinking people of the target culture. Yet, the learners have also to be open-minded to other culture and conscious about the signicance of culture learning and most telling of all, it is also the authority responsibility to enhance the teaching of culture through rich syllabuses and various materials.

Learners are expected to develop their inhtercultural communcative competencies. However this goal can not be pursed without the use of adequat materials.

As far as the teaching of culture is concerned, materials represent a key component as they are viewed as the embodiement if the aims, values and methods of the particular teaching / learning situation.

The list below indicatyees the common helpful techniques of integration culture :

- Audio-visual aids (video tapes, DVD, micro, computer) are useful in the sense that they draw a significant image of the target culture in the learners' mind.
- The tape-recorder is an integral part of English instructions. It is an effective means for developing the pupil's intercultural communicative competence since it motivates interest in the target culture and the foreign language as pupils respond enthusiastically when they hear voices speaking English with native fluency, and accent.
- Quizzes and games : already discussed (in chapter 02) : that is to learner culture in a fun way.
- Slides and filmstrips : they are convenient and useful for presenting cultural information about the target culture.

Additionally, the teaching of culture in EFL classrooms consists of acquiring different topics and themes that will raise the students' empathy towards culture. The main topics are clearly suggested below :

- Social habits.
- Religion.
- Art.
- Cuisine.
- Language.
- Music.
- Historical events.
- Festivals.
- Literature.
- Superstitions beliefs.
- Weather.
- Famous scientist ; Writers, Inventors.



- Friendship and Love and Family life.
- Thanksgiving ; Halloweens, Christmas
- News.

**Conclusion**

As a conclusion to this chapter it is undeniable fact that language and culture are integrated and necessary to integrate culture in teaching English while it is an easy task to each it in EFL classroom, since its needs a lot of efforts from teachers because the methods used by theme, and the materials integrated does not help the inerest of learners and are not sufficiants for teaching cultural courses.

# *General Conclusion*

## General conclusion

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This research study highlighted the relationship between language and culture. It is undeniable that language and culture are inseparable and profoundly rooted, as far as learning and teaching are concerned, the integration of culture in EFL classrooms should be right from the beginning of grades.

However, the teaching of culture in the Algerian middle schools is not given a great importance. Teachers put their interest on developing the learners' linguistic competence, provide their vocabulary only, and neglecting the significant role of culture.

This study is examining the teachers' awareness and sensitivity about the target culture. It further analyzes the position of culture in EFL classroom more specifically in the Algerian middle schools (in Tiaret) as well as, to test the sufficiency of techniques, methods that are used by teachers to transmit intercultural knowledge. In other words, its major purpose is to know whether teachers integrate culture in their EFL teaching, the materials and instruments used for their teaching and to know the position of culture in EFL classroom.

Teachers claim that Algerian schools are not well-equipped with such materials including audio-visual aids, micro-computers ..., which are necessary for teaching culture effectively.

The analysis of teachers' questionnaire revealed that teachers are not aware of the importance of culture. Many teachers are « slaves » to textbooks, they just consume and follow the usual syllabus. This confirms our hypothesis, it is true that they integrate culture in their teaching but they do not provide learners with sufficient cultural knowledge. Thus, one can say that TC is neglected in EFL classroom.

## **General conclusion**

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This research study has got some limitation in terms of the sample population as we not have access to question many teachers. The number of participants cannot allow us to generalize the results unless other studies will take place elsewhere with a larger sample population.

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# *Appendices*

## Appendices

### Appendix 01

#### Additional information

Email: [Tahani22.adouma@gmail.com](mailto:Tahani22.adouma@gmail.com)

Addressee: Tiaret

Thank you very much for your answers and your honesty

*Dear teacher ,*

*I am carrying out Survey to complet the requirement for obtaining a master's degree in english language, my research is about "English Culture Intégration in Teaching English as Foreign Language between Slogan and Reality".*

*I would be very grateful if you answer the following questions to help me in my research Please, tick the aprppriate answer ( ✓ ) and make full statement when neccesary*

#### Part one :Personal Information:

- **Gender:** a-Male  b-Female
- **Your educational degree :**
  - BA (license )
  - MA (magister / master)
  - Other degrees /certificates
- **Employement statues :** Full time  Part time
- **Work experience (how many years have you been teaching)?**
  - 6 Month - 1 Year
  - 1 – 5 Years
  - 5-10 Years
  - 10 Years and more
- **Have you ever been abroad?**
  - a) Yes
  - b) No
- **If your previous answer is yes, which contries did you visite?**
  - English speaking contries
  - None English speaking contries
  - Both.
- **While traing to be a teacher : did you have any cultural course?**a) Yes  b) No

# Appendices

## Part two : Teacher's conception of teaching culture in EFL classroom:

**Q1) Do you think that the teaching of culture should :**

- a) Take place in the classroom
- b) Take place outside the classtoom.

**Why?**.....  
.....

**Q2) Do you think that cultural diffrenceese affect your learner's intiguraltion with people?**

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

**Q3) Do you think that cultural should be the fifth skill to be taught while teaching a foreign language?**

- a)Yes
- b)No

**Why**  
**?**.....  
....

**Q4) What the majore goals of teaching cultural?**

Goals	Yes	No
To develop and encourage learner's intelcultural curiosity and empathy about the target cultural	<input type="checkbox"/>	<input type="checkbox"/>
To encourage the learner's to recognize thier cultural identity	<input type="checkbox"/>	<input type="checkbox"/>
To accepte all aspects of target cultural and appreciate them	<input type="checkbox"/>	<input type="checkbox"/>
To toss aside our primary culture	<input type="checkbox"/>	<input type="checkbox"/>

**Q5) witch teaching mateiels are used by you as teacher?**

Teaching mateiels	(√)
Audio visual aids	<input type="checkbox"/>
Books, newspaper, magazines	<input type="checkbox"/>
Chalk and board	<input type="checkbox"/>
Others....	<input type="checkbox"/>

**Q6) do you think that the teaching materials used are good enough for teaching culture?**

- a) Yes
- b) Little
- c) Not at all

**Q7) do you train your learners to be broad minded and to encourage them to accepte tradutions and styles of living in USA and britain, if yes**

**.Why?**.....

**Q8) how do mesure the algerain programmes (the curriculum) in shaping learner's cultural knowledge, comunicative skills to behave adequately in liguistic and cultural setting :**

- a) Very poor
- b) Poor
- c) Average
- d) Good
- e) Very good

**Q9) do you think that it is the teacher responsability to deliver cultural knowledge.**

**Justify?**.....  
.....  
.....  
.....

## Appendices

### Appendix 02 :

N°	General Analysis Related Questions	Y	N	Pages Found	F	%
01	Does the textbook cover cultural items of big 'C' culture or of small 'c' culture?	×				
02	Is the cultural content up-to-date or not ?	×	×			
03	Is it suitable to the learners' age, level, cultural background and interests or not?	×	×			
04	Is the cultural content suitable to the curriculum goals?					
N°	Socio-cultural Analysis Related Questions	-+				
05	Does the book provide knowledge of geography of the target language country in question?					
06	Does the textbook display different TC institutions, traditions, customs, festivals...?					
07	Is the cultural content given a historical dimension?					
08	Does the cultural content discuss some well-known characters from different cultures?					
N°	Intercultural Analysis Related Questions	Y	N			
09	Is there reference to the learner's native culture?					
10	Does the textbook mirror several target language-speaking cultures and other non-target language speaking cultures?					
N°	Techniques of Presentation of Content Related Questions	Y	N			
11	Is culture integrated in texts, dialogues or exercises?					
12	Are there any illustrations (pictures of people, places, drawings, cartoons, diagrams)?					
13	Is the cultural content geared to comprehension (explanations) or production (role-plays, problem-solving activities...) or both?					



Appendix 03 :

