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**The Importance of Integrating Teaching the Target  
Culture into EFL Classrooms: Adrar Middle School  
Learners as a Case Study (First Year).**

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## ***Dedication***

*I dedicate my work to my family.*

*I devote this work to Mrs. Leila Mansour whose words of encouragement and support have inspired me to pursue and complete this research.*

*I also dedicate this work to my closest friends Chaimaa, Faiza, Manel and Hadjer for being there for me throughout the entire process.*

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## **Abstract**

Language and culture have a close connection. Many researchers have attempted to understand this dynamic relationship and the significance of the cultural element of English language teaching over the years (EFL). Culture teaching has become increasingly important in recent years because it enables learners to develop their intercultural competence and their cultural awareness. As a result, the aim of this research is to see how important culture teaching is in EFL classrooms, and how it affects pupils' learning process at the middle-school level. Therefore, a study was conducted with teachers of English in Adrar middle schools. A questionnaire was the main instrument of the research along with the analysis of "My Book of English-Middle School-Year One" course book. Accordingly, the data were quantitatively analyzed.

**Keywords:** Culture, Teaching, EFL, Course Book, English Language, Middle School, National Education, Curriculum, Adrar.

## **Résumé**

La langue et la culture ont un lien étroit. De nombreux chercheurs ont tenté de comprendre cette relation dynamique et l'importance de l'élément culturel de l'enseignement de l'anglais au fil des ans (EFL). L'enseignement de la culture est devenu de plus en plus important ces dernières années parce qu'il permet aux apprenants de développer leurs compétences interculturelles et leur conscience culturelle. Par conséquent, l'objectif de cette recherche est de déterminer l'importance de l'enseignement de la culture dans les classes de l'EFL et son incidence sur le processus d'apprentissage des élèves au niveau du CEM. Par conséquent, une étude a été menée avec des professeurs d'anglais dans les CEM d'Adrar. Un questionnaire a été l'instrument principal de la recherche avec l'analyse du livre de cours "*My Book of English-Middle School-Year One*". En conséquence, les données ont été analysées quantitativement.

**Mots-clés:** Culture, Enseignement, EFL, Livre de cours, Langue anglaise, Collège, Éducation nationale, Curriculum, Adrar.

## ملخص:

اللغة والثقافة تربطهما صلة وثيقة. ولقد حاول العديد من الباحثين فهم هذه العلاقة الديناميكية وأهمية العنصر الثقافي لتعليم اللغة الإنجليزية على مر السنين. وقد تزايد أهمية تعليم الثقافة في السنوات الأخيرة لأنه يمكّن المتعلمين من تطوير كفاءتهم بين الثقافات ووعيهم الثقافي. ونتيجة لذلك، فإن الهدف من هذا البحث هو معرفة مدى أهمية تدريس الثقافة في الفصول الدراسية وكيفية تأثيره على عملية تعلم التلاميذ على مستوى المدارس المتوسطة. ولذلك أجريت دراسة مع مدرسي اللغة الإنكليزية في مدارس أدرار. وكان الاستبيان هو الأداة الرئيسية للبحث إلى جانب تحليل كتاب الدروس

*الكلمات الرئيسية:* الثقافة، التعليم، اللغة المستهدفة، كتاب الدروس، اللغة الإنجليزية، المدرسة المتوسطة، التعليم الوطني، المناهج الدراسية، أدرار

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## **List of Abbreviations**

EFL: English as a Foreign Language.

CLT: Communicative Language Teaching.

ICC: Intercultural Communicative Competence.

## **General Introduction**

English has established itself as the world's dominant language. People all around the world started to learn this language in order to communicate more effectively with others regardless of their origins or the languages they speak. This constant demand has increased the interest in teaching English as a foreign language (Mckay, 2003). However, learning a foreign language does not only require mastering the language's structure, grammar and developing the use of language skills, but also the target language's culture is an important element of any EFL classroom.

Culture is the set of characteristics that define a specific group of people, such as language, cuisine, religion, social life, music and arts. Language, however, is the means through which culture is expressed. Thus, learning a new language without its culture is incomplete. Many scholars have been interested in the role of teaching the target culture in EFL classes because culture possesses a big part in learning a foreign language. For this reason, teaching culture must be addressed both directly and implicitly in the Algerian EFL classroom so that young learners are encouraged to function well within new culture while learning English as a new language.

In order to emphasize the importance of culture in EFL teaching in Adrar middle schools, the current research intends to determine the importance of incorporating teaching culture, in addition to its effects on learners' language learning and cultural awareness. As a result, the following questions are asked:

- Is the teaching of the target culture in Algerian EFL classrooms incorporated?
- How does the curriculum and the course books promote teaching culture in EFL classrooms?
- What is the teacher's role in EFL classroom?

## General Introduction

With regards to the present study, we hypothesize the following:

- The incorporation of the target culture into EFL classroom is important because it allows learners to communicate successfully while increasing their cultural awareness and knowledge.
- Curriculum gives EFL teachers a perfect framework for teaching the target culture in the classroom, while the course book provides important cultural tasks to improve the learners' intercultural competence.
- The teacher's role in the EFL classroom is to explore the target culture, and to improve the learners' communication skills by teaching culture.

The goal of this study is to determine the impact of culture teaching in EFL. Therefore, it adopts a descriptive analytical approach with a couple of instruments: a teacher questionnaire, and an evaluation of the English course book entitled "*My Book of English Middle School-Year One*". Furthermore, there are three chapters in this research. The first chapter is a literature review for the purpose of introducing culture and language, as well as the necessity of integrating culture instruction in EFL.

The second chapter, focuses on the concepts of communicative competence, intercultural competence, and intercultural communicative competence, in addition to other related components, approaches, and techniques for teaching culture in EFL classrooms. Lastly, the third chapter, reflects the practical side. It provides a detailed analysis of the collected data as well as the final results including the research design and research instruments. It also contains some suggestions and recommendations.

# **Chapter One**

## **Culture and Language**

### **Theory**

## **Chapter I : Culture and Language (Theory)**

### **I.1. Introduction:**

The relationship between language and culture has long puzzled linguists and educators. As a result, educationalists began to recognize the value of incorporating the cultural aspect into EFL classrooms, as it supports the learning process and exposes pupils to new ideas. We will provide a theoretical context in this chapter in order to introduce this subject.

We included some language and culture definitions and the relationship between these two terms, as well as background of culture teaching before culture was included as an important part of EFL classrooms, also the history and objectives of teaching culture. This chapter intends to explore the importance of cultural awareness in the learning and teaching of English as a foreign language. As well as the role of teachers, will be addressed later.

### **I.2. Culture Defined**

Culture is defined differently from an individual to another or a community to another, culture could be a way of life, inherited values, ideas, views and knowledge within a group of people in a specific context (Brown, 1998). The anthropologist Tyler Edward. B was the first who used the term "Culture" in his book *Primitive Culture*, (1871) stated that culture is "that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society." (Edward, 1871) Since then, the idea of "Culture" has become an interesting topic within both anthropologists and sociolinguists.

Culture includes important social aspects such as language, government, buildings and other human made tools and for some, culture is the beauty of literature, food, music

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and art; in business, culture is the ethics, beliefs and behaviors that employees follow within a company or any business-related organization.

Culture affects perception, cognition and behavior: how an individual sees things, how he or she thinks about them, and how he or she communicates them. Culture is not the same as a gut. Instinct, gut or feeling are inherited, culture is generally learned, it can also be un-learned and re-learned and we see this process happening constantly in the world in different cultures. (Slavik, H. (Ed.). 2004). Which means, culture is acquired throughout the person's life journey, weather they accept it or not, therefore some people tend to change their habits, life style even language effortlessly.

To boot, Atabaki & Rahimy, (2013) Along with Lado, Chastain (1988) define culture as “the way people live”, and for Brown (2000) culture means “a way of life”. In other words, culture is how an individual behave in his or her life journey. According to Spackman, culture presents “the ideas, customs, skills, arts, and tools that characterize a given group of people in a given period of time” (Spackman, 2009). In their views, culture embraces all the social aspects that bond a group of people together and differ them from others. Notably, many scholars have described culture differently to come up with the ultimate definition of the term culture.

In conclusion, all the definitions of ‘culture’, anthropologists agreed to the term ‘culture’, merely, to its general fact. That is to say, their definitions collected all aspects of human life and included everything people learn to do. In spite of the numerous and general meanings of culture.

### **I.3. Language and Culture**

Outstanding communication skills and to be able to speak fluently are not only a “trend” but also seen as a sign of success in the person’s life in many fields. As example, business, sports, art and music, science and education.

Language as an aspect of human behavior is defined by the well-known American Anthropologist Sapir “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols” (Sapir, 1921). Language is a means of communication, people express their thoughts, feelings and desires using words, gestures and symbols which are expressions of language.

In defining culture, many language researchers stress the inevitable connection between language and culture. Each linguist, in his or her way and according to their own field of study, attempts to come as closely as possible to the reality of the relationship between culture and language to the best.

According to Noam Chomsky one of the most of well-known linguists in the world argues that there is still a debate on whether a particular language influences people’s thoughts or is it people’s culture that influences the language, in the end there is no doubt that both culture and language are connected. From the last idea, it is stated that language is one of the most important parts if not the most important of the culture.

Furthermore, language as a cultural phenomenon, it is the means of human’s communication. (Brown, 1994) culture is deeply ingrained part of our being, but language is the means for communication among members of a culture. Communicating can be spread by a change from one culture to another. Similarly, Tang adds that culture is language and language is culture (Tang, 1999). In addition, those who have stressed on the relation between language and culture, Kramsh who stressed that language describes the reality of

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culture (Kramsh, 1998). Meaning, people use words to express facts and ideas but it can also reflect their attitudes which involves how they live and act.

Moreover, Edward Sapir who asserted that to analyze a specific language, its culture also should be analyzed (Sapir, 1929). By the same token, both came to an agreement that language reflects the individual's background

People forget that to learn a specific language does not just stop by learning the basic rules and to perfectly use the four skills, it also needs a full mastery of the culture of the targeted language. Primarily when learning about any foreign region's culture is to get to its language first. Language and culture are strictly intertwined and if there is no culture, there is no language (Tanveer, 2007).

Among those who have emphasized on the bound between language and culture. Kramsh (1998) who recognizes three ways that brings language and culture together. First, with words people tend to express facts and bring ideas but also words unmask their real attitudes. Preceding, people express their realities through the means of communication, to put it another way, people view their language as the mother of their social identity (Kramsh, 1998)

Language is an important part of our culture. Language is human gift in which it helps us communicate and differentiates us from other cultures. It is a huge part of our identity. The relationship between language and culture is dynamic, language is influenced by culture, therefore it is one of the most important carriers of culture and it reflects the latter. On the one hand, culture is the basis and one of the most important attributes of language and exerts great influence on the latter. In case there is no culture, language will be like plants without compost.

#### **I.4. Culture Teaching in EFL**

Teaching culture in EFL is like teaching a fifth language skill. After listening, speaking, writing and reading learning culture is a necessary part of any foreign language classroom. The British Council of Modern Studies (1918) was the first to apply the idea of teaching culture. The council underlined “the need for culture knowledge of a country and its people as parts of a second language education” (Stern, 1992:205). Because culture teaches the learner the mindset and the technique to adapt the foreign language fully. Besides, it helps understanding and accepting the differences between the learner’s culture and the target language culture.

Before 1960, many scholars did not believe in culture within language teaching primarily. At that time, most of teachers focused only on teaching certain cultural aspects such as art, literature and especially history of the target culture. Moreover, the teaching of culture in association with language has long been a source of debate, particularly in foreign language classrooms. Some Professionals and academics (Altan, 1995; Holly, 1990; Hyde, 1994; Alptekin, 1993; Ball, 1999) argued strongly against include it in EFL language courses and coursebooks. Others, on the other hand, believe that culture should not be taken for granted in the EFL classroom like (Byram, 1990; Byram & Flemming, 1998; Atkinson, 1999, DeJong, 1996; Porto, 2000; Thanassoulas, 2001; McKay, 2002; Imara, 2003; Nault, 2006).

Undoubtedly, culture was still not entirely included and presented in language learning “mere information conveyed by the language, not as a feature of language itself” (Kramsch, 1993: 8). In other words, culture teaching was still seen as additional to language teaching and not as a fundamental part of it. In fact, it was until the 1980’s that scholars such as Brook; one of the first scholars who focused on the importance of integrating culture in

language education, and developed successful ways to incorporate culture in foreign language teaching.

All through the history of language instructing there have been distinctive link between language and culture. Byram and Fleming 1998 have succeeded to reflect on only two perspectives about culture when it comes to its position in second or foreign language classrooms. Culture started gaining attention after the Reform Movement which is based on the idea that the linguistic system should be taught along with aspects of the target culture. Since then, culture started to be felt necessary and important in the successful language lessons.

To sum up, culture does have a motivating effect on the language learner and the learning process. It helps learners observe similarities and differences among various cultural groups. In the present, most of foreign language learners around the world live in a monoculture and a monolingual environment. Therefore, they become culture-bound individuals who tend to make prejudgments and inappropriate views about their as well as others' cultural aspects. This can lead them to consider others whose language they may be trying to learn as very peculiar and even ill-mannered, which, in turn, plays a demotivating role in their language learning process.

### **I.5. The importance of culture teaching**

Studying culture gives learners a reason to study the target language as well as rendering the study of foreign language meaningful (Stainer, 1971). One of the major challenges in language teaching is to visualize native speakers of the target language as real people, particularly for younger learners such as middle schoolers.

Although course books give so called genuine real life examples, but without background knowledge on those real situations considered imaginary by the learners. In

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addition providing access into cultural aspect of language, learning culture would help learners relate to the complex sounds and forms of a language to real life events, people and places (Chastain, 1971). Besides, the effect of motivation in the study of EFL, experts like Gardner and Lambert (1959, 1965, and 1972) have addressed its potential multiple times. In some culture classes, motivation can occur in some fun culturally based activities such as dancing, singing, dressing and at times doing research on countries and peoples...etc.

The study of culture increases learners' not only excitement on the target culture but also their passion and interest. For example, when some teachers introduce culture of the target language –English language in this case- the learners' interests in those classes increase, because there might be a special element that hook them in the class like sports and fictional based tasks, unlike the regular traditional classes.

Also, the fact that most people nowadays are aware of how important is cultural awareness in order to not face any racist assumptions, due to being uncultured and generally clueless on the target language culture. Which leads to major problems when they confront a real person from a different culture (Kramsch 2001).

Besides those benefits, learning about the geography, history, etc. of the target culture (Cooke, 1970) improves the learner's capacities and conciseness. McKay (2003) contends that culture influences language teaching in two ways: linguistic and theoretical. Linguistically, it affects the discourse, semantic and pragmatic of the language. Theoretically, it influences the choice of the language elements or supplies because cultural content of the language elements and the cultural basis of the teaching methodology are to be taken into consideration when deciding upon the language materials. For example, while some textbooks provide examples from the target culture, some others use source culture materials.

Foreign language learners must be informed about the norms and the social background of the language they learn, so that to accomplish their non-verbal needs (Littlewood, 1981). Likewise, Wang states that “foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers.” (Wang, 2008, 3) Such declare puts forward the significant role culture holds in the teaching of second and foreign languages. Thus, culture ought to have an integral part of any form of teaching process of any language.

### **I.6. Stereotypes in EFL teaching**

Banaji (2001) states that the concept of stereotype refers to beliefs, knowledge, expectations of social groups. In other words, a stereotype is a set idea that people have about what someone or something is like, especially an idea that is wrong for example someone who is not from the USA would say that Americans can be stereotyped as arrogant and they are portrayed as being overly nationalistic and obnoxiously nationalistic, believing that the United States is superior to all other countries and belittling outsiders. Which is a wrong doing, therefore, culture teaching is needed in EFL classrooms to increase cultural awareness and to stop any stereotypical ideas that learners have built about the target language.

As a result, incorporating target language culture into EFL classes, particularly early on, may result in learners who are culturally sensitive to the target culture. Multiculturalism, tolerance building, and intercultural competency may all be taught to learners in order to teach them the target culture without any stereotypes.

Besides, the importance of addressing issues of stereotypes and raising cultural awareness in EFL classrooms at a young age with age-appropriate content, such as for middle school pupils studying English for the first time, a strategy that not only promotes

the use of the English language but it also develops empathy, analytical thinking, positive self-image and respect for the target culture in the learner.

As a result, teachers are urged to use visual representations and hands-on activities to incorporate music, stories, and folk tales from the target nations.

Teaching culture in EFL can prevent stereotypes and negative comments against the target culture from the learners to happen, and it increases cultural awareness.

### **I.7. Cultural Awareness in EFL classrooms:**

Tomlinson (2001) asserts that cultural awareness adds a gradually developing internal sense of the equality of cultures, an enhanced understanding of a person's culture and other people's cultures, and a positive interest in how cultures connect and differ (Tomlinson & Masuhara, 2004). Further, cultural awareness is the ability to open-mindedly and willingly examine the values, beliefs, traditions and perceptions within our own and other cultures. At the most basic level, it is the ability to walk in someone's shoes in terms of his or her cultural origins.

Tolinson and Masuhara, state that cultural awareness helps learners develop their minds, extend tolerance and achieve cultural empathy and compassion. (Tolinson and Masuhara, 2004) Considering cultural awareness is the identifier of the differences of one's own and other cultures. When Cultural Competence is the ability of individuals to use academic, analytic, and interpersonal skills to grow their understanding and appreciation of cultural differences and correlations among and between groups.

Cultural awareness is necessary for developing learner's understanding of the dynamic nature of the target and learner's own culture. (Lessard-Clouston, 1997)

Additional, Byram (1989) asserts that cultural awareness is a necessity in language teaching because it leads to language proficiency. He also insists that culture should be included in any language curriculum because language pictures the speaker's values and their views towards the world. Another primary aspect of cultural awareness within language teaching is to develop learners' abilities to communicate effectively in the different situations they may come across, for instance, cultural appropriation (which is the inappropriate adoption of the ideas, costumes, acts and ideas, etc. of group of people or a society's culture).

Tomalin and Stempleski (1993), add cultural awareness encompasses three qualities first, awareness of one's own culturally-induced behavior. Second, awareness of the culturally-induced behavior of others. And lastly, the ability to explain one's own cultural standpoint.

Lastly, Knutson (2006) points out that the development of learners' cultural awareness starts by encouraging them to recognize their cultural identity in relation to other cultures. For this reason Knutson (2006) suggests that teachers should analyze learners' real world and academic needs in terms of cultural knowledge, awareness or ability to function in appropriate ways (Knutson, 2006, cited in Beaudrie (2009)).

## **I.8. EFL Teachers and Teaching Culture**

Many foreign language teachers have an inherent and pervasive objection to moving beyond linguistic training and anecdotal transfer of cultural facts. Because they value teaching culture, but it has remained insubstantial and intermittent in most language classrooms (Omaggio, 1993). It is obvious that cultural background information is required while teaching a language.

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However, some teachers are oblivious to the impact of teaching culture in their classrooms as EFL teachers, culture is an important aspect of teaching English as a Foreign Language. Because, the main purpose of teaching culture in EFL should be to promote intercultural communicative skills among learners. The teachers should be able to portray their own culture mirrored in the mirror of the culture to their pupils (Tomalin and Stempleski, 1993).

According to Byram, culture teaching is seen as a comparative process in which teachers encourage their learners to get aware of their own culture and contrast it with the target culture (Byram, 1997). Teachers, according to Brown, must be able to display cultural care and construct a learning community in order to display cultural care and develop a learning community.

Many teachers fail to recognize the bond between language and culture. And it shows when teachers face certain issues while teaching, which results in either not dealing with culture or ignoring it completely (Sercu, 2005). In other words, teachers ignore teaching or incorporating culture at times because it leads to some misunderstanding or confusion in the classroom.

Language teachers must be aware that their views are subject to interpretation. The cultural setting influences the meaning. It is necessary to not only explain the meaning of the language employed, but also the cultural context in which it is utilized. Meanings are frequently lost due to cultural barriers that prevent such ideas from surviving. Porter claims that misconceptions between EFL teachers arise as a result of cultural differences, beliefs, and cultural limits that limit expression (Porter, 1987). Language teachers must remember, as Hui points out that people from different cultures learn in different ways (Hui, 2005).

Therefore teachers must employ a variety of strategies to assist pupils in overcoming challenges in language and culture learning. In the same time, the variations across language cultures must be understood by teachers because only them that can supply cultural information and teach pupils how to communicate effectively in a variety of situations as EFL teachers. Again, the main aim of any EFL teacher while teaching culture is to learn how to teach diverse cultures in various methods for an effective learning environment. (Saluveer, 2004)

In conclusion, EFL teachers are also the target language's culture teachers because language and culture cannot be separated (Brown, 2000). Teachers are directly required to teach the target culture in their EFL classrooms, by introducing culture teachers help their learners develop a global understanding of the target culture and its people and their communicative competence as an English language class. (Önalın, 2005)

### **I.9. Conclusion:**

Ultimately, all of the information presented in the literature study may be summarized as follows, Language and culture are two separate concepts that are deeply intertwined to one another and a number of different researchers' definitions of culture have also been examined. Moreover, the value of teaching culture in EFL classes has been highlighted. Then, as part of the study's main objectives, stereotypes and cultural awareness, as well as their impact on learners in their language learning process were included. And finally, the role of the teacher as both an EFL and the target culture teacher.

From a theoretical viewpoint, this chapter illuminates the study's topic. The next chapter, on the other hand, takes a more practical framework to examine the approaches, components, and techniques of teaching culture in EFL classrooms.

**Chapter Two**  
**Teaching Culture in EFL Classroom**

## **Chapter II Teaching Culture in EFL Classrooms**

### **II.1. Introduction**

The purpose of this chapter is to provide an overview of the growing role of culture in foreign language teaching. It is divided into three sections in order to accomplish the aim of this study.

The first section looks at various approaches, beginning with the idea of communicative competence, its components, and its use in foreign language classes.

The second discusses the meaning of the term "intercultural communicative competence" and explores how this concept is being introduced in foreign language classes by reviewing its different components.

The third and final section outlines the potential of culture teaching through various foreign language techniques and methods, as well as the difficulties and limitations of classroom activities.

### **II.2. The Approaches use to teach culture in EFL classes**

The cultural part of language learning is nothing new; various ties between language and cultural education have existed in the history of language teaching. (Byram and Fleming 1998).

Different approaches have appeared since the early days of incorporating culture as an important factor and the relationship between culture and language has developed depending on the overall aims of foreign language education and how the concept of culture has been perceived.

Conversely, the representation of culture in the historical development of foreign language teaching approaches has not been clear, and it has undergone through many changes. According to (Neuner ,1997) Thus, those approaches differed greatly in terms of how, how often, and how much second foreign language learners could be introduced to the target culture. A variety of approaches to teaching languages and culture are mentioned below.

### **II.3. The Foreign Cultural Approach**

The foreign-cultural approach, also known as the mono-cultural approach (Byram and Fleming, 1998), is unconcerned with the learners' own community because no distinction or relation is made between the two.

As a result, it concentrates solely on the target culture, along with ignoring the learners' culture as well as the differences and similarities between the two. The key aim of such an approach is to improve the communicative and cultural skills of the students. It has, however, been criticized for not focusing on the interaction between the two cultures. The intercultural approach found as a result of the shortcomings of this approach.

### **II.4. The Intercultural approach**

This method is based on the premise that any culture can be successfully learned by comparing it to the learners' own and gaining a better understanding of both the target culture and the learner's own culture.

However, the primary priority remains its aim to improve learners' intercultural and communicative abilities, allowing them to "act as cultural mediators" (Byram and Fleming, 1998: 244). Also, According to the University of Warsaw's Institute of Specialized and Intercultural Communication, the intercultural approach is concerned with few points.

IC guides learners with understanding how intercultural communication occurs. Second, how different identities play a role in these interactions. Also, one of the most controversial aspects when a person or in this case young learners view other people, as well as other people's perceptions of them, can affect communication performance. And lastly, how they can learn more about the people with whom they are communicating with themselves.

In addition, culture is best understood by comparison, and the intercultural approach takes into account both the aim and learner's culture. It aids learners in developing a kind of "reflective mindset."

In this regard, the learners can escape stereotypes and biased perceptions of the target culture by recognizing and acknowledging the target culture's facets.

The goal is to improve intercultural and communicative skills, which will enable the learner to act as a global citizen. However, Risager (1998) stressed that the intercultural idea is not as successful as everyone believes it is, since it is unsighted to certain multicultural character of almost all existing cultures, the teachers, in a way, are held to use the multicultural approach since it encounters the whole framework that guarantee an overall experience of culture diversities as a component of successful language learning.

## **II.5. The Multicultural Approach**

This specific approach is focused on the belief that many cultures should exist side by side in the same setting, emphasizing on the ethnic and linguistic varieties of the target countries and [on] relations between the target culture and the learners own and even other foreign cultures (Byram and Fleming, 1998). So the multicultural approach focuses on the target language's cultural and linguistic diversity along with the learners' own culture.

Similarly to the intercultural approach, the multicultural approach is also based on comparison and its aim is to improve the learners' or in this our case pupils' intercultural and communicative competence.

However, the multicultural approach allows learners to communicate in the target language as a lingua franca with people who live in the community where the language is used. Indeed, as a result of the emergence of ethnic groups, e.g. French as foreign language but spoken greatly in another culture like Algeria, in which Algerian Arabic is the first language.

As a result of this movement, a phenomenon of intercultural interaction and multicultural society was brought to light.

## **II.6. The Trans-cultural Approach**

The entire idea of this approach is that, in today's world, different cultures are intertwined for different reasons, including tourism, economics, emigration and most importantly globalization, due to technology, internet, social media and many other communication tools.

The trans-cultural approach considers a foreign language to be an international language. The explanation for this is that many people use foreign languages as a lingua franca (i.e., where or when speakers chose a specific language that it's considered common among speakers whose native languages are different). Its aim is to teach pupils how to communicate internationally using the target language. As a result, it is not necessary to link a foreign language to a particular culture. In general, and based on the approaches discussed above, Trans-cultural approach can be divided into two classes:

First, there are the so-called mono-cultural approach (Murphy 1988), which rely solely or mostly on the target community and are no longer deemed appropriate because they do not accept the learners' comprehension of his or her own culture.

Second, the comparative approach which stresses on the importance of connecting international culture to the learners' own. According to Byram (1994), learners cannot actually walk out of their own life style, traditions and beliefs into another. (Byram, 1994)

According to Byram and Planet (2000), the aim of the comparative approach is to provide a double perspective but not to evaluate, or to see which culture is better. This means that learners can see that their own way of doing and seeing things is not the only option. (Byram and Planet, 2000)

## **II.7. Communicative Language Teaching**

CLT which is a theory of language teaching focused on the communicative use of language. It was created in the 1970s as a reaction against grammar-based approach such as grammar-translation and audio-lingual methods.

It arose as a result of growing frustration with those traditional approaches that flopped enhancing learners' ability to use language for communicative purposes in real-life contexts despite years of language study.

Instead, learners needed to know how to communicate efficiently and properly using language. In the dictionary of language teaching and applied linguistics, Richards and Schmidt (2003) described CLT as an approach to foreign language teaching that stresses communicative competence as the objective of language instruction and strives to make meaningful conversation and language usage as the main objective of all classroom lessons

## Chapter Two: Teaching Culture in EFL Classrooms

Which means that the main aim of this modern approach is to focus on the learners' communicative competence and to improve it first in any foreign language classroom. Other linguists and authors in the field of language teaching outlined the main concepts of the CLT in general terms as follows (Richards et al. 2003):

- 1) Learners use a language to communicate with one another.
- 2) The aim of classroom communication should be authentic and constructive communication.
- 3) In language learning, consistency and fluency are also essential targets.
- 4) Communication necessitates the use of a variety of language skills.
- 5) Learning is a trial-and-error mechanism that requires imaginative construction.

Applied linguists agreed that it was time to shift teaching strategies, focusing on communicative abilities rather than form mastery. The brand-new language acquisition and teaching priorities were re-examined as a result of this approach syllabuses, materials, and classroom practices has been a significant contributor to changes in language learning and teaching around the world (Richards et al ., 2003).

As a consequence, a change in direction from studying language in isolation to learning a foreign language in its social sense was necessary (Savignon, 1983). Linguists concluded that it was past time to reform foreign language teaching practices and place a greater emphasis on conversation rather than rules and structure learning.

CLT is a relatively recent approach to foreign language teaching and learning that emphasizes social skills in addition to grammatical rules. It teaches "how to say? What to say? What to say? And when to say it in order to meet his everyday needs as a greater goal" (Patel and Jain, 2008).

## **II.8. Communicative Competence**

Chomsky's distinction between performance and competence inspired the idea of communicative competence, according to Hymes (1972). Competence, according to Chomsky, refers to the listener's experience in a fully homogeneous speech community. Individuals who possess this knowledge are able to generate and comprehend an unlimited number of sentences based on a finite set of rules. Performance, on the other hand, is the application of underlying experience in real-world contexts.

To put it in another way, performance does not always indicate competence. Furthermore, competence is a romanticized version of language that is opposed to the concept of performance.

To understand the relationship between what the speaker says and what he thinks, Chomsky's view of expertise is insignificant according to Hymes, as quoted by Ohno in 2002, social influences affect both the speaker's success and competence. He emphasizes that usage rules take precedence over grammar rules.

As a result, the internalized linguistic structure is governed by speech rules. Therefore he distinguishes between two levels of competence: verbal and communicative competence. The former entails forming and understanding grammatically accurate sentences. The above, on the other hand, is concerned with forming and comprehending appropriate sentences for a given circumstance.

Communicative competence is needed, because it includes a cultural interpretation of social actions, routines, and complexities of discourse, as well as cultural attitudes and beliefs. (Kramsch 1994). Also, Hall states that communicative competence is “both the knowledge and ability that individuals need to understand and use linguistic resources in ways that are structurally well formed, socially and contextually.” (Hall,

2002:105) Similarly, Hymes states that people need to know more about the target culture in order to communicate proficiently (Hymes, 1974). However, Richards (2006) declares that communicative competence encompasses the following components of language learning:

1. Grasp how to use words for a variety of reasons and functions.
2. To know how to change vocabulary depending on the situation and the people involved (e.g. when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
3. To be aware on how to create and comprehend various forms of texts (e.g. conversations, reports, interviews, narratives).
4. Having the ability to sustain communication despite shortcomings in a person's language skills (e.g. through using different kinds of communication tools).

## **II.9. Components of Communicative Competence**

Understanding the principle of communicative competence and adapting it to language teaching is difficult, particularly when considering factors such as lecturers' educational backgrounds, students' feedback, and the department's teaching and learning facilities. Therefore some linguists divided communicative competence into bunch of different components.

As maintained by Canale and Swain (1980), communicative competence is consisted of: grammatical competence, sociolinguistic competence, strategic competence. Later on, Canale (1983) added another component in which he called “discourse competence”.

### **II.9.1.1. Grammatical competence**

“The knowledge of the language code” (Celce-Murcia, Dorney and Thurell, 1995). In other words, grammatical competence covers the lexical elements as well as morphology, grammar, semantics, and phonology rules. In short, it is the capacity to construct grammatically coherent sentences.

### **II.9.1.2. Sociolinguistic competence**

Sociolinguistic Competence combined both language comprehension and the ability to use it properly in social situations. Meaning, “Produce and understand language in different sociolinguistic contexts” (Diaz -Rico and weed, 2010). It is the capacity to use words correctly in communicative conditions within a social context. It applies to the speaker's ability to communicate.

### **II.9.1.3. Strategic competence**

Strategic competence, according to Canale and Swain (1980), is mainly composed of verbal and nonverbal communication techniques that can be used to compensate for communication breakdowns and to enhance the effectiveness of communication. In other words, communicative competence is linked to the ability to deal with communication breakdowns.

### **II.9.1.4. Discourse Competence**

Canale (1983) defines Discourse competence as the mastery of “how to combine grammatical forms and meanings to achieve a unified spoken or written text in different types of texts”. It includes not only knowledge of rules and ability to use linguistic resources, but also creates cohesion and coherence in both oral and written idea.

### **II.9.1.5. Intercultural competence**

Intercultural competence is defined as an individual's capacity to connect and engage through cultural barriers (Byram, 1997). It entails an acknowledgement and comprehension of one's own and other cultures.

It motivates people to consider and appreciate people from different cultural backgrounds, as well as reacting efficiently and respectfully when engaging and speaking with them. Establishing healthy and productive relationships with such individuals, on the other hand, is a different factor. (European Council, 16-17)

Clearly, intercultural competence refers to a person's overall ability to understand and embrace others from various social backgrounds and perspectives.

Intercultural communication, in its general sense, entails the use of various linguistic codes to establish communication between people who do not share the same values and ideas. As a result, intercultural competence is a concept that refers to a learner's ability to develop intercultural abilities in order to communicate through cultures (Beneke, 2000).

#### **II.9.1.5.1. Components of Intercultural Competence**

Intercultural Competence's components, according to Deardorff (2006), is made up of the following elements:

##### **I. Knowledge:**

1. Cultural self-awareness: an individual's abilities and perspective on the world are shaped by his own culture.
2. Cultural knowledge: understanding and learning of other cultures' values, ideologies, practices, rituals, and history.
3. Sociolinguistic awareness: mastering language skills and how to adapt one's voice to accommodate others.

##### **II. Abilities/ Skills:**

1. Listening, watching, and interpreting: this corresponds to being polite and attentive.
2. Analyzing, comparing, and relating: observing and identifying the universe from the eyes of other peoples.
3. Respect: the ability to understand and value other cultures while avoiding bigotry and bias.
4. Internal and External outcomes, Internal results are the product of the above-described behaviors and knowledge skills. Flexibility, versatility, empathy, and ethno-relative insight make up the above. Also external outcomes, are the attribute to the individual's measurable behavior and modes of communicating validate these attributes. They are the tangible evidence of intercultural competence.

## **II.10. Intercultural communicative competence**

Cultures from all over the world are drawn together as a result of globalization, and interaction between people from various cultures has become essential. Cultural variation and intercultural interaction, on the other hand, have long been recognized as the ultimate tools for modern and social life. As a result, having awareness, values, behaviors, and attitudes toward other cultures helps to promote intercultural competence. The latter facilitates intercultural communication between people of various cultures.

Byram (1997) composed both terms to distinguish between the two concepts. Intercultural competence is characterized as the capacity to interact effectively with people from different cultures, while intercultural communicative competence is defined as the ability to understand cultures, including person's own culture, and to use that understanding to communicate effectively with people from different cultures (Byram, 1997)

To sum up, grammatical competence, sociolinguistic competence, discourse competence, and strategic competence are the four facets of communicative competence. With the addition of Intercultural competence to this list. All of these concepts come together to make Intercultural Communicative Competence (ICC).

Byram (1997) and his collaborators popularized the term (Byram and Zarate, 1997; Byram and Fleming, 1998). ICC idea was created to help people improve their communication skills. (Hall, 2002). I.e. Understanding how gestures and speaker distance differ from culture to culture may be part of ICC. In the classroom, Learners can develop this competency by creating a written or online visitor's guide to their own country and culture, reading and discussing visitor's guides, researching aspects of a target culture in various media such as cinema, literature, and television, giving presentations on aspects of the target culture, and using the teacher's own expertise of their own culture.

Nevertheless, while acquiring language skills only, intercultural competence is never complete and flawless, because becoming a good intercultural speaker and mediator does not necessitate that level of proficiency. (Byram, 2002).

### **II.10.1.1. Components of Intercultural Communicative Competence (Byram's Model)**

The components of intercultural competence, according to Byram (2002), are knowledge, skills, and attitudes, which are supplemented by the beliefs one retains as a result of belonging to a particular social community. These values are a part of one's identity, and they are five elements:

- i. **Attitudes:** in which it applies to the ability to suspend disbelief about other cultures and views about one's own through enthusiasm and transparency. This involves a desire to contextualize one's own interests, opinions, and behaviors rather than taking them as absolutes. The only ones that are naturally right, and to see how they function may appear from the viewpoint of an outsider with a different set of values.

- ii. **Knowledge:** which it involves understanding of social classes, their goods and activities in one's own country and in the country of one's interlocutor, as well as understanding of cultural and human exchange mechanisms in general.
- iii. **Skills of interpreting and relating:** which applies to the capacity to perceive a document or event from another culture, describe it, and apply it to one's own documents or events.
- iv. **Skills of Discovery and interaction:** this applies to the desire to learn new things about a society and its traditions, as well as the ability to apply knowledge, beliefs, and skills within the limits of that culture.
- v. **Critical cultural awareness:** which addresses the opportunity to analyze viewpoints, traditions, and items in one's own and other communities and countries objectively and on the basis of established standards.

According to Byram (ibid:9), the teacher's role is to develop skills, attitudes, and a sense of values almost as much as it is to develop knowledge of a specific culture or region. Therefore, neither a native nor a non-native speaker is the "best" instructor. A professional who can assist students in developing an interest in and curiosity about something differentness, as well as people's viewpoints using as much techniques and activities as possible for an efficient communication in the classroom.

### **II.11. The Common Techniques and Activities used in teaching Culture**

Culture cannot be acknowledged from a few lectures about festivals, traditional songs, or costumes from the countries where the language is spoken. The effect of culture on language learning and use, according to Kramersch (1991), is much more dynamic than "the four Fs" (foods, folklore, fairs and festivals). (Kramersch 1991 cited in Hinkel 1999)

In order to get a complete picture of the target language culture, teachers should use a variety of materials to cover a wide range of topics. Therefore, Peterson and Coltrane

## Chapter Two: Teaching Culture in EFL Classrooms

(2003) provide some helpful list of suggestions to teach culture in the classroom in order to enhance the teaching material.

Authentic Material, Material that is real. Learners are more willing to participate and interact in the process of language learning because they have access to authentic sources from the native speech culture such as, films, television shows, programs and other media may be seen as sources. Or photographs, books, newspaper, and restaurant menus and blogs

Menus and a travel brochure are examples of printed materials. Teachers should choose the materials according to their learners' need, age and level of language proficiency. For example, will benefit from this. Also, they can watch and listen to video clips from a television show in English.

The teacher can provide his or her learners with a clear translation or a map to fill out. Following the viewing of the segments by the class,

Moreover, the instructor should engage the learners in a discussion of the cultural norms portrayed in the segments and what these norms might mean in the target culture.

Additionally, nonverbal behavior may be a cause for discussion (e.g., the physical distance between speakers gestures, eye contact and how people in different social roles, relate to each other). At the end learners may explain the behaviors they see and explore which ones are close to their own culture and which ones aren't.

Most teachers in the classroom support role play activities according to Peterson and Coltrane (2003), in which learners will carry out a variety of culturally related scenarios. For instance, young learners can imitate different book or cartoon characters written in English within an appropriate context in order to not encounter any awkward moments or caused ambiguity. Or an activity about how to address people in the target culture, such as people of the same age and older people especially as pupils first year of studying English as both a foreign language and its culture.

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Proverbs, classic proverbs in the target language should be discussed in terms of how they differ from or are identical to proverbs in the learners' native language.

Significantly, using proverbs in an EFL classroom to highlight the target society is a great way to investigate misconceptions and misunderstandings about the culture, as portrayed in their native culture's proverbs.

Literature, literary texts are often helpful when it comes to learning a foreign language, therefore, teachers need to add literary references (drama, literature, poetry). Since young readers will remember the detail and the emotions caused by those references.

According to Peterson and Coltrane (2003), texts should be carefully chosen for the class, notably, texts that are related to their age are more varied and richer than realistic texts. Because young learners have narrowed preferences and ideas. (Peterson and Coltrane, 2003)

Fenner (2001) agrees and literary texts are significant, because reading can be useful and effective to get a sense of the target culture.

Lastly cultural capsules, which are one of the most well-known and conventional methods of teaching culture. A brief overview of certain characteristics of the target culture (e.g., what is usually prepared for meals and when these meals are eaten, marriage, clothes etc.) is required for this technique, which is supplemented by contrasting detail from the learners' culture, for example Christmas in comparison with Mawlid al-Nabi (Arabic: مولد النبي)–the birth Prophet Muhammad's celebration- presented by the teacher, but preferably learners should be given the chance to participate if possible. Even more, the distinction is better pointed out by the teachers himself/herself.

In order to assist pupils culturally in EFL classrooms, a variety of techniques can be used in order so they can be able to resolve cultural "fatigue." Seeking the help of the providing tools whether it is oral or written communication, also facilitating cross-cultural

dialogue simultaneity in communication. Like reading, culture capsules, films, games and other methods and techniques as mentioned above.

## **II.12. Conclusion**

This chapter aimed to explain the most important issues surrounding culture In EFL schools, culture plays an important part. Its initial goal was to explain the growth of the components of communicative competence and their use in EFL classrooms.

Overall, this chapter discussed the key approaches to intercultural communicative competence and how this concept could be put into practice in the classroom, the aim was to explore the concept of intercultural communicative competence and how this definition could be put into practice in the classroom in order to enhance the learners' communication along with teaching them about the target culture. Besides he position of the various materials and activities for teaching, and the teaching culture in light of Algeria's or even more specific Adrar's current situation of teaching culture as an important element of teaching English as a Foreign Language classroom first grade at middle school.

# **Chapter Three**

## **Case Study**

## **Chapter III Case Study:**

### **III.1. Introduction:**

The current chapter is dedicated to provide an overview of the research methods used in this current study. It sets out to explain: to what degree does "My Book of English" provide intercultural competence and, more importantly, what role does it play in improving intercultural competence when taught to first-year middle school pupils? In addition, this chapter describes the research tools that were used to conduct this study, namely a teachers' questionnaire and an evaluation of the cultural content of the textbook "My Book of English." It also discusses the data analysis methods that were used to analyze the collected data.

### **III.2. Research Methodology and Design:**

The preceding chapter contains a well-rounded information on the use of culture in EFL classes and how learning the target language culture enhances the learners' language learning. Besides, no successful study is done without a practical research therefore, numerous research methods have been given to examine teachers' thoughts and perspectives toward this case using a questionnaire, and a general analysis of the cultural content in the Algerian course book of teaching English lessons of the first year at middle schools. In order to answer questions logically, precisely and objectively.

### **III.3. Research Setting**

The main goal of this study is to explain the role of culture in EFL classes using descriptive and quantitative method. As well as attempting to evaluate the target language's

cultural content in the course book. As a result, the current study was conducted in different middle schools in Adrar where English is taught as a foreign language.

### **III.4. Research Participant**

The data for this study was gathered from 20 middle school English teachers in Adrar. To whom a paper form questionnaire was sent in order to collect their thoughts on the topic of this research, which is the incorporation of culture studies in regular English classes.

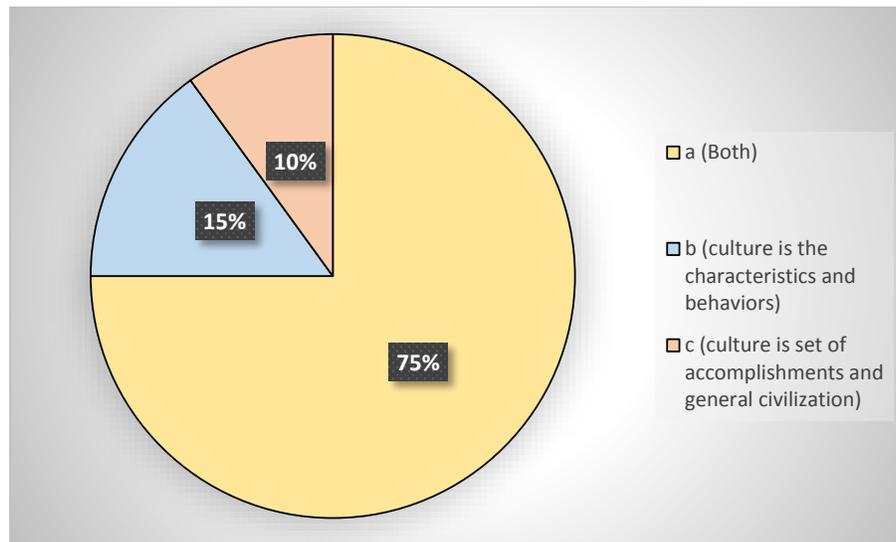
### **III.5. Research Instruments**

One questionnaire was devoted to teachers and it includes thirteen (13) questions about this study. It is divided into one open-ended question which is about the teachers' definition of culture, and the rest are several close-ended questions primarily based on teachers' opinions on incorporating the target language's culture into EFL classes, how does the curriculum help them teach culture, and what techniques they use.

### III.6. Analysis

#### III.6.1 Analysis of the Teachers' Questionnaire

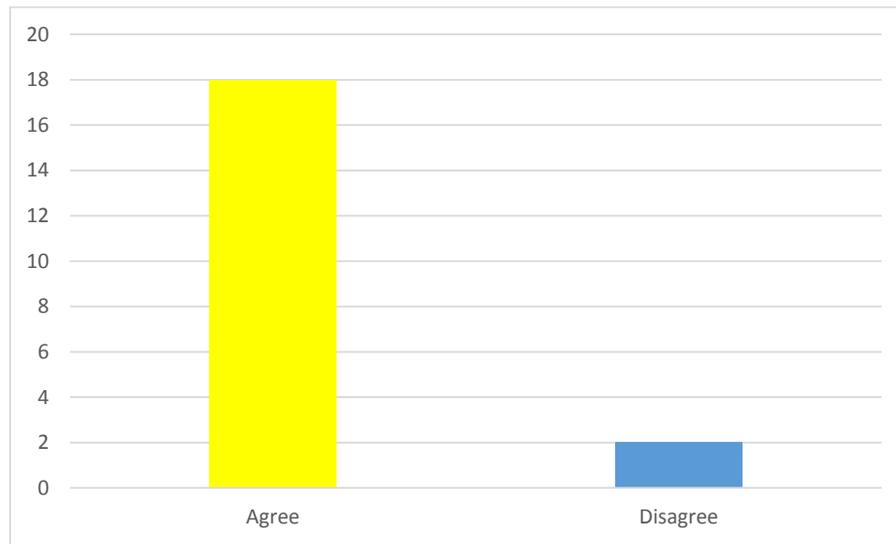
**Question 1:** What is Culture according to you?



**Figure 1 :** The Teachers' definition of culture.

Concerning the definition of culture according to the teachers, (b) 15% of the total number of teachers claimed that culture is the characteristics and behaviors of a particular country or a group of people. Moreover, (c) Representing 10% said that culture is set of accomplishments and general civilization of a certain group. The rest of teachers (a) representing 75% pointed out that in fact culture is both definitions, as the pie chart showed.

**Question 2:** Is teaching culture necessary in EFL classrooms?

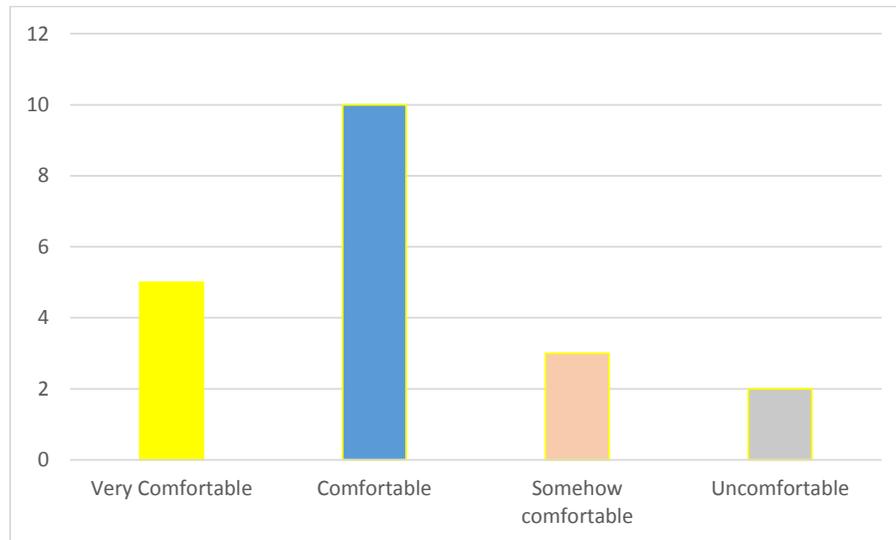


**Figure 2: The necessity of teaching culture.**

This chart reveals the participants' opinion on the importance of teaching culture in EFL classrooms, (90%) the majority of teachers said yes, however only (10%) of them disagreed with the idea.

This demonstrates that middle school EFL teachers are conscious of the target culture and its significance.

**Question 3:** How comfortable are you when mentioning the target language's culture?

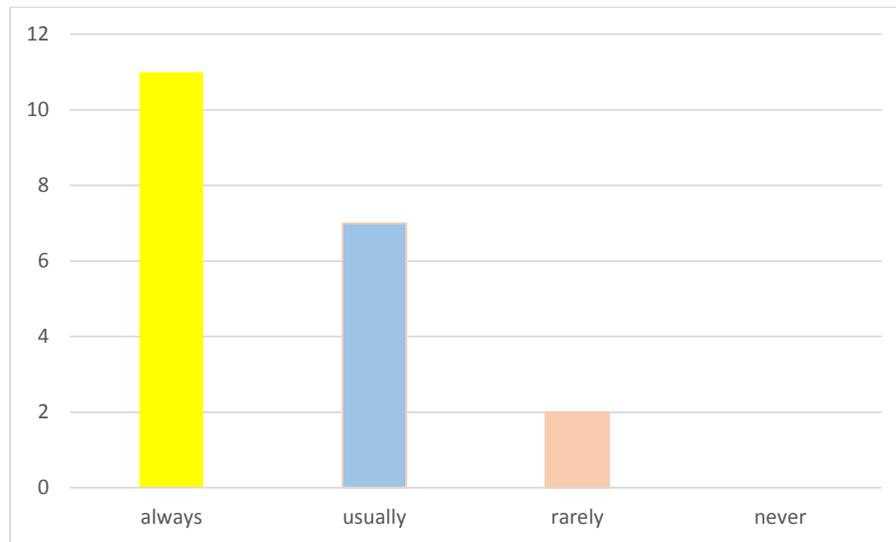


**Figure 3: The teachers' thoughts on talking about culture.**

As the chart shows, 50% of the total number of the teachers are very comfortable speaking about the target language's cultural elements, 25% of them claim that they are comfortable explaining cultural issues, while (13%) pointed out that they are somehow comfortable presenting cultural aspects. The remaining teachers (10%) are uncomfortable talking about the target culture.

Although the majority of teachers are comfortable talking about a foreign culture for the purpose of learning, some teachers' answers indicate that they do not fancy mentioning the target culture in their classroom.

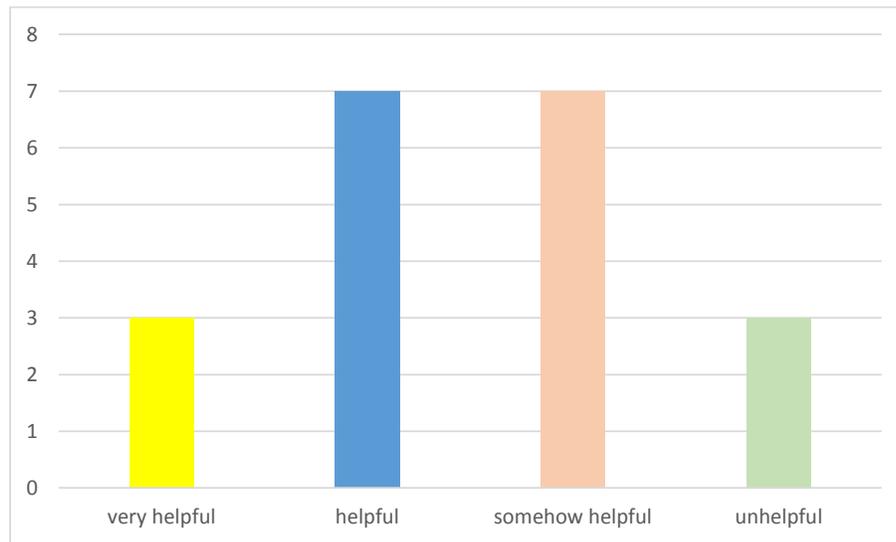
**Question 4:** How often do you incorporate the target language's culture elements?



**Figure 4: Integrating the target culture in the classroom.**

We also asked the teachers how often they explain the target language's elements in their classes and (55%) of them answered with always, similarly (35%) of them said usually, however the rest of them (10%) replied with rarely. As represented in the bar chart. Notably, most teachers integrate the target culture frequently.

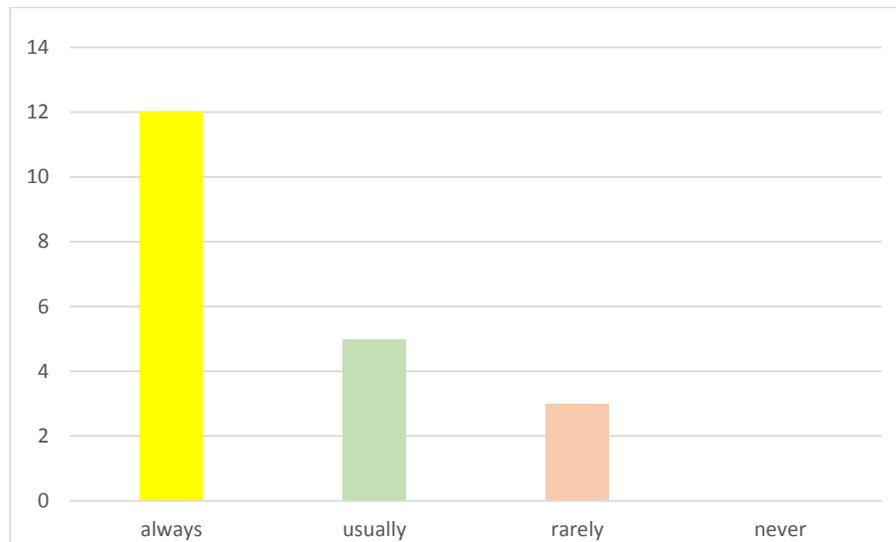
**Question 5:** How well does your curriculum help you teach culture?



**Figure 5: The curriculum’s help when teaching culture.**

Concerning the 5<sup>th</sup> question in this questionnaire, the teachers were asked if the curriculum of English first year of middle school helps them teach culture along with English, only (15%) of them say it is very helpful and (35%) of them say it is helpful. However, (35%) of the teachers answered with somehow helpful and in fact, (15%) answer it is unhelpful as mentioned in the chart above. Which shows how the curriculum limits the teachers’ time and content.

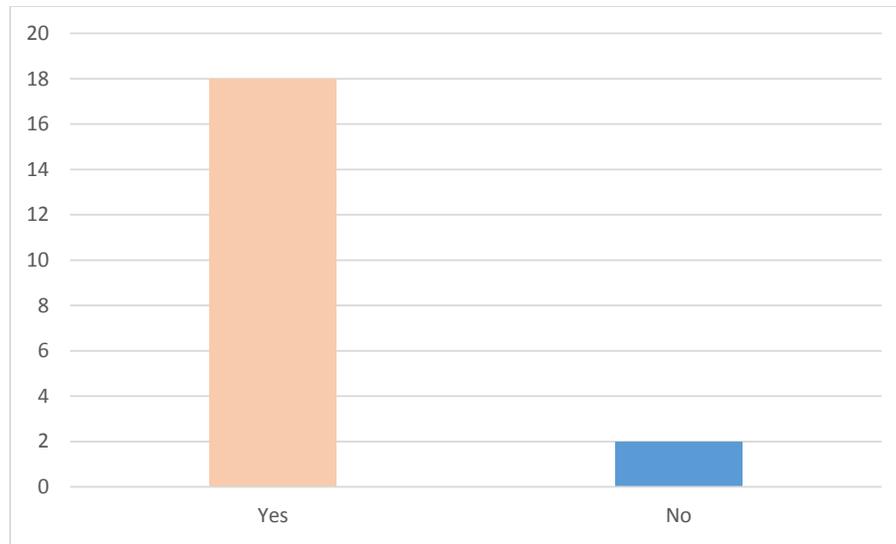
**Question 6:** How often do you encourage your pupils to learn about the target language's culture?



**Figure 6: The motivation to learn culture.**

The sixth question is about how regularly teachers motivate their pupils to learn more about other cultures, (60%) and clearly the majority of them say they always do besides, (25%) of them say usually. and only (15%) of them state that they rarely motivate their pupils. Clearly from the answers, teachers believe that incorporating certain cultural features into the language teaching/learning process helps learners communicate effectively across cultures.

**Question 7:** Do you think it is a must to integrate teaching the target culture into every EFL classroom?

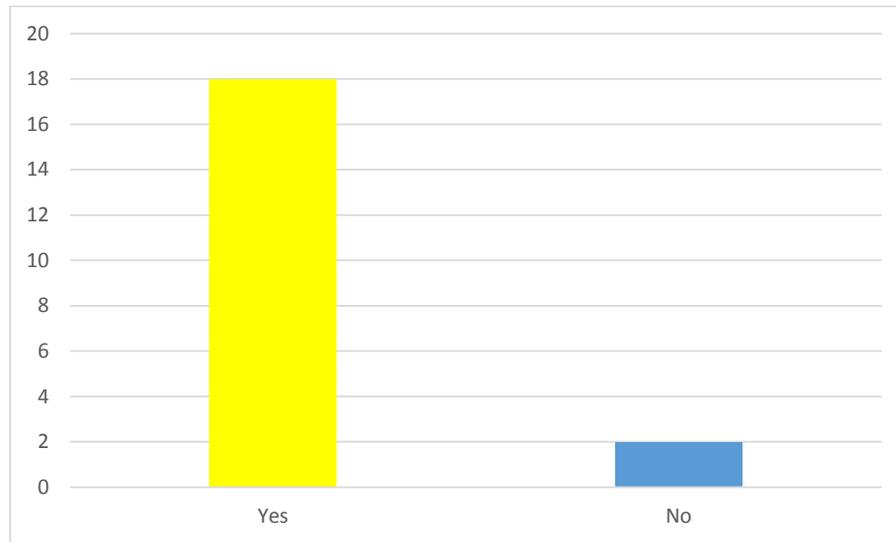


**Figure 7: The importance of teaching culture in EFL classrooms.**

This question stresses the priority of teaching culture in every EFL classroom. Therefore, almost all teachers said yes to the idea (90%), whereas only (10%) were against it and answered with no as it is stated in the chart.

Decidedly, this shows how influential teaching the target culture of the taught language is, in our case English.

**Question 8:** Do you think pupils are more interested and motivated in learning English when they learn its cultures?

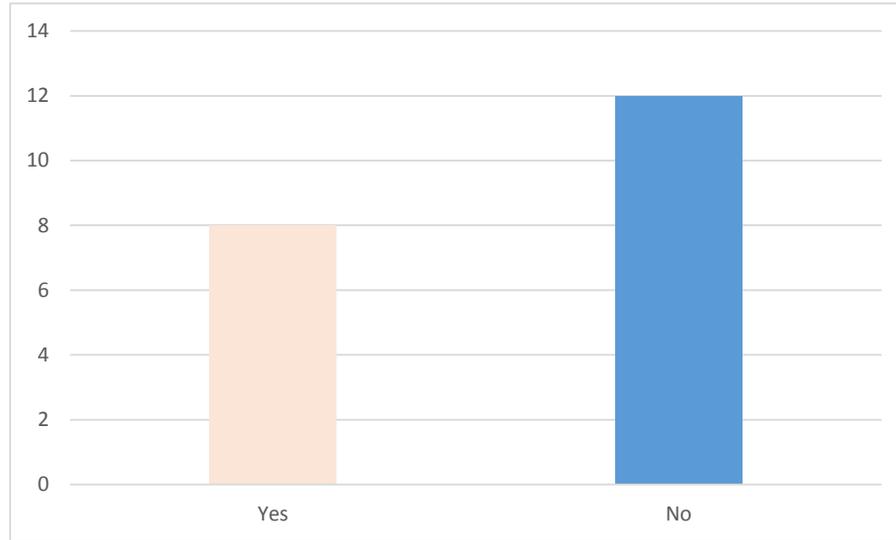


**Figure 8: The motivation of pupils to learn English.**

Notably, pupils are more motivated and interested in learning English when they learn about its culture, because 90% of teachers confirm the idea by answering yes, however only (10%) of them answered no.

Learners, especially young learners become more motivated in learning the language when they know more about its culture according to the teachers' answers.

**Question 9:** Do you teach all the cultural tasks in the coursebook?



**Figure 9: Teaching the cultural tasks of the coursebook.**

This specific question targets the cultural tasks in the coursebook, and surprisingly most teachers with (60%) do not apply those tasks in their classrooms and only (40%) of them do as shown in the chart above. The majority of teachers pay attention to the cultural tasks in the academic course book. However, so many teachers do not. Which might neglect a huge part of the cultural knowledge for the learners.

**Question 10:** Do you use different techniques to teach culture in your classroom? (Role play, culture capsules, authentic materials...)

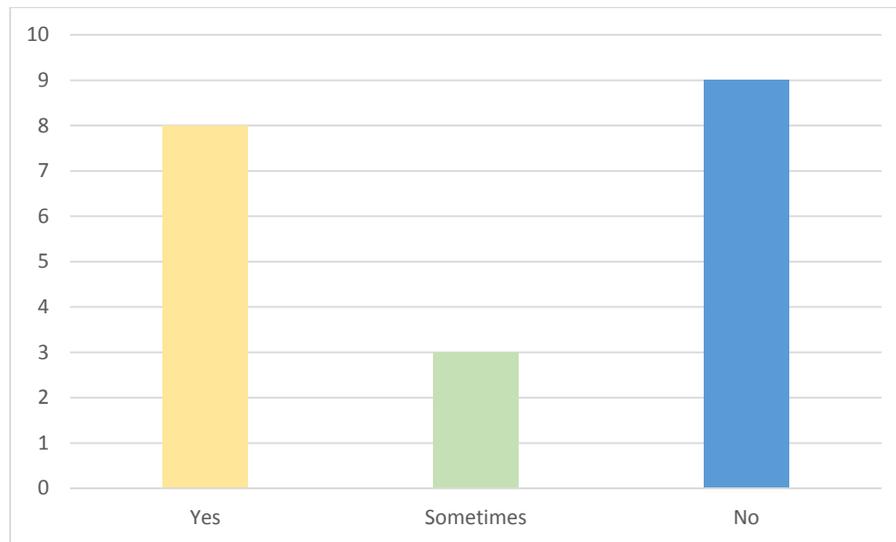
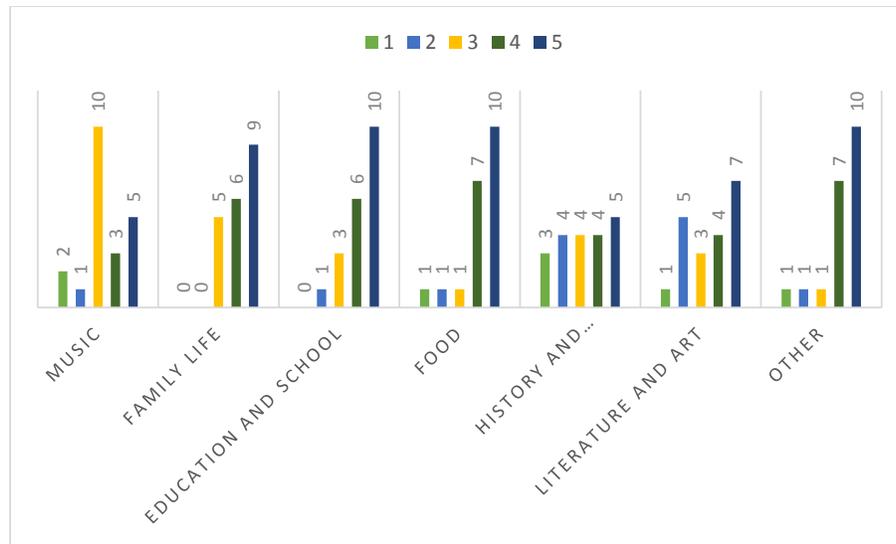


Figure 10: The use of different techniques.

As the chart shows, this specific question targets the cultural tasks in the coursebook, and surprisingly most teachers with (60%) do not apply those cultural tasks in their classrooms and only (40%) of them do. Surprisingly, most teachers do not use various techniques to teach culture in their classroom, results from their use of traditional methods and techniques of teaching language.

**Question 11:** Rate these aspects of culture according to what you think is the most effective or important?

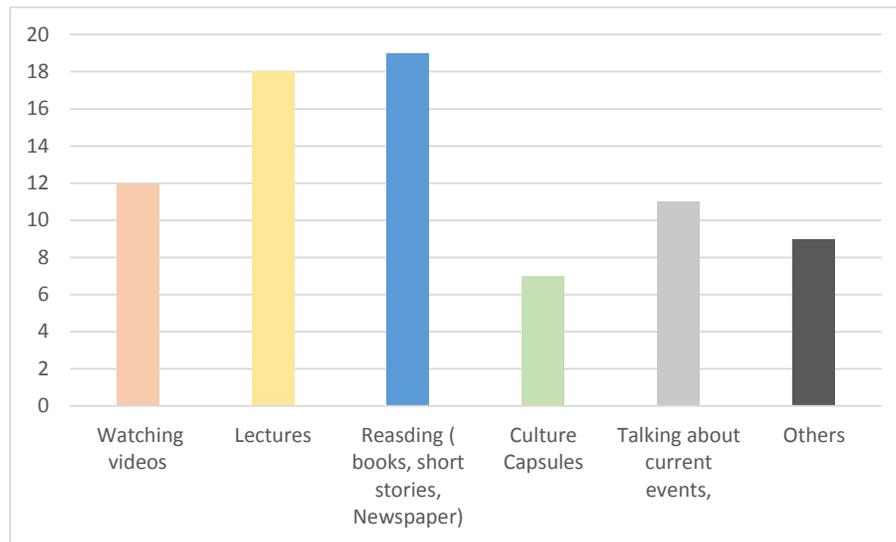


**Figure 11: The rate of the important elements of culture**

This question concerns the important aspects to teach culture according to the teacher. The aspects are music, Family life, education and school, food, history and geography, literature and art. And the teachers were asked to rate these aspects from the most important to the least (5 most important and 1 is the least) Moreover, the elements that were voted with 5 the most according to teachers with 10 votes for each education, and food. However, the elements that were voted as the least important to teach the most music and geography and history.

According to teachers, food, education and family life are the best aspects to teach the target culture.

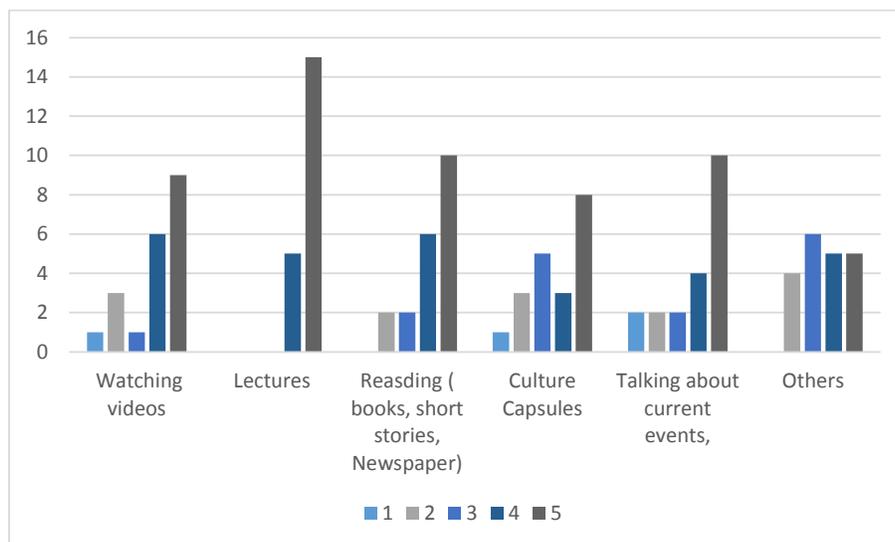
**Question 12:** Put a cross next to the techniques you use the most when teaching culture?



**Figure 12: The teachers' techniques of teaching culture.**

In this question, the teachers were asked to put a cross next to the techniques they use the most, (95%) of teachers chose Reading as the most important technique to teach culture, comes next as a second, organized lectures to teach culture (90%), and (60%) of the teachers chose watching videos, (55%) of them crossed talking about the current events (that might be either worldwide or only related to the target language). Some of the teachers (45%) chose others referring to sports for example lastly, only (35 %) of them chose Cultural capsules as a valid technique they use.

**Question 13:** Rate these techniques of teaching culture according to what you think is the most effective or important?



**Figure 11: The rates of the important techniques of teaching culture.**

The teachers were asked in this question to rate again, but in this case rating the techniques they believe they are most effective or important. First, 14 votes with the rating 5 -as the most important- teaching culture in the regular lectures, comes in second talking about current events, reading and watching videos with 10 and 9 votes from the teachers and the least used technique is culture capsules with 8 votes.

Some responses indicate that teachers are aware of the importance of teaching the target culture in the language learning process. However, some answers to questions reveal that they do not often address culture related elements; this can be explained by their lack of understanding of the target society and the various cultural teaching methods.

Furthermore, cultural shocks, especially those related to religion, are likely to be feared by the teachers. This uncertainty explains why they have difficulty explaining

culture-related elements and topics. Also, culture does not have a real part in EFL at the middle school level, as teachers reported.

### **III.6.2 Evaluation of the Algerian Middle School First Year Course book:**

The findings of the course book analysis reveal that culture exist in *My Book of English* to some extent. For example, the examined book considers the elements that are related to the countries, like flags, nationalities and geographical locations on pages 41, 63, 117 and 129.

Learners can benefit from this type of knowledge because it allows them to learn more about the places where the target language is spoken, it also provides pieces of information about the common symbols and the well-known places in the U.K, such as London's Big Ben, Scotland's Edinburgh National Monument and Wales's Cardiff Castle. Also food related tasks as in pages 60, 130 and 141 where kids from different backgrounds (Algeria, Nigeria, China and USA) talk about their famous national dishes, in which it helps the pupil learn more about other cultures' food. Besides the book gives a good representation about how young learners should behave when communicating with other people from different cultures using social media as a modern communicating tool (emails) as represented in pages 49 and 57.

However, there is a significant lack of incorporation of certain cultural elements such as slang words, music, humor and more aspects, implying that culture teaching receive less attention in English language teaching/ learning.

The findings of the coursebook assessment showed that it is lacking certain cultural characteristics such as social life, idioms, and proverbs. Another flaw is that the courseboo

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k does not emphasize comparisons between the learners' native culture and the target culture, which are uncommon in the book; mediation between cultures is also undervalued.

To conclude, the course book *My Book of English –Middle School Year One-* does not include enough materials to improve learners' intercultural competence, it was confirmed based on the results of the course book evaluation.

### **III.7. Final Findings and Discussion:**

As the results of the data analysis of the teachers' questionnaire and the evaluation of the course book conveyed, culture teaching in EFL classes at the middle school level is unfortunately underestimated.

The results indicate, that the first grade at middle school curriculum does not provide learners with sufficient knowledge of the target culture because the teacher is not given adequate time and freedom to enhance the target culture's teaching in his or her classroom.

Also, due to a lack of time, teachers are unable to discuss all of the culture-related tasks in the coursebook, focusing only on grammar and reading comprehension-related tasks.

And most importantly, learners are typically required to read a document or listen to a script and complete cultural tasks that are focused on grammar or vocabulary, they are not offered the chance to investigate and observe the target culture, let alone correlate and compare it to their own. Also, the cultural lessons of the coursebook under consideration prevents learners from reflecting on their own views, values, and behaviors, as well as those of the target community. As a result, pupils are unable to dig further than their own personal interpretations.

To conclude, the course book designers neglect the influence of teaching the target culture on pupils' intercultural competence and language learning, as the cultural material

was portrayed very poorly in which it does not promote cross-cultural contact in practical lectures. Moreover, the traditional methods that most EFL teachers still use even nowadays, like basic reading and memorizing, plus the curriculum that limits teachers' time and capabilities in the process. Without a question, all the obstacles mentioned will not promote intercultural diversity and cultural awareness nor will it develop language learning.

### **Challenges and limitations:**

There were some limitations and shortcomings in this study. First, several middle schools refused to assist in the completion of the questionnaire, and others even failed to return the questionnaire sheets after several weeks.

### **Recommendations:**

This section summarizes several instructions and recommendations provided to both teachers and learners in order to improve learners' intercultural competence through culture teaching in EFL. Because, promoting cultural knowledge can have numerous consequences:

- I. Teachers should assist pupils in identifying similarities and differences between their own culture and the target culture.
- II. Developing the learners' English by understanding words and phrases in a larger context.
- III. Confirm that the target culture is understood and respected by pupils.

### **Developing the CC of Course Book:**

The coursebook, as one of the most fundamental authentic materials, can contribute significantly to the teaching of the target culture.

However, in order for EFL learners to study about culture effectively, the book should include a wide range of cultural features from the target culture. In the same time,

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the coursebook's cultural material has an influence on pupils' perceptions of the target culture as well as the entire culture teaching and learning procedure. It also plays a crucial contribution in molding their perspectives of the target culture.

Coursebooks should mirror the target culture and provide cultural background knowledge such as food, lifestyle, history, literature, proverbs, music, national and religious celebrations, and etc. As a result, to stimulate the comparisons between the two cultures, course books should also serve as a reflection of the learners' own culture. As a result, learners will have the opportunity to broaden their understanding of the target culture, as well as their cultural awareness and, of course, their intercultural competence.

It is a must that course book and curriculum designers to reexamine the development of middle school EFL books. Because, for foreign language course books to be effective, the cultural information contained in them must be accurate and current. It should be non-biased and reflect the backgrounds of English-speaking cultures as in this case.

### **III.8. Conclusion:**

This chapter aimed to analyze the data which has been collected by means of a questionnaire plus an evaluating of cultural content of *My Book of English* before offering a series of ideas and recommendations for incorporating cultural content into both the “My Book of English” course book for first-year middle school learners and the teachers of English as a foreign language teaching process.

In fact, it has been discovered that middle school EFL teachers are not well acquainted about the target culture they are teaching. As a result, the latter is not often addressed during teaching. Although the course book offers some cultural information on

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the target culture, it does not help enhancing their intercultural competence and to increase learners' cultural awareness of the target culture.

Furthermore, a number of strategies and techniques for the role of culture teaching and intercultural competence in EFL learners in middle school have been offered. It also creates a stable environment in which young pupils enjoy learning about and exploring the target culture's elements.

## **General Conclusion**

Teaching a foreign language is a complicated process that involves not only the structural and grammatical characteristics of the target language, but also its culture. Notably, the learning experience would be insufficient if the pupils had no prior knowledge of the language's target culture. The purpose of this study was to examine the role of teaching culture in EFL classrooms in middle schools in Adrar.

Initially, we hypothesized that the target culture is neglected. The second hypothesis states that while the course book offers some cultural information about the target culture, it is insufficient to enhance target culture teaching/learning and develop EFL learners' intercultural competence. Moreover, the third hypothesis claims that EFL teachers overlook teaching the target culture.

Our findings were not compatible with the hypotheses. Although the target culture is present in the Algerian curriculum, culture teaching is generally left out at the middle school level and the target culture is poorly covered in the course book. Therefore, some recommendations were provided to help EFL classrooms develop cultural awareness as well as intercultural competence. An example is including 5 minutes cultural capsules in each session. Moreover, cultural teaching should be prioritized in EFL course books and by teachers. Not only should teachers be interested in culture as part of the English teaching/learning process, but pedagogical materials, course books and curriculum should also be encouraging.

The current study provides an evaluation of the cultural content of EFL course books serving as a background for future research.

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## Appendices

### Questionnaire

This questionnaire is undertaken in the framework of a research study which objective is to see to what extent teachers integrate English culture in EFL classrooms to improve their students' abilities in communication. Please answer the following questionnaire. Thank you for your contribution.

**1- What is culture according to you?**

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

**2- Teaching culture is necessary in foreign language classrooms.**

- Agree
- Disagree

**3- How comfortable are you when mentioning foreign cultures to your students?**

- Very comfortable
- Comfortable
- Somehow comfortable
- Uncomfortable

**4- How often do you include foreign cultural aspects in your classroom?**

- Always
- Usually
- Rarely
- Never

**5- How well does your curriculum help you teach culture?**

- Very helpful
- Helpful
- Somehow helpful
- Unhelpful

Appendices

**6- How often do you encourage your students to learn about different foreign cultures?**

- Always
- Usually
- Rarely
- Never

**7- Do you think it is important to integrate the teaching of foreign cultures into foreign languages classes?**

- Yes
- No

**8- Do you think the students are more interested and motivated in learning the language with some cultural background knowledge?**

- Yes
- No

**9-Do you teach all the cultural tasks in the coursebook?**

-Yes

-No

**10-Do you use different techniques to teach culture in your classroom (Role play, culture capsules, authentic materials...)**

-Always

-Sometimes

-Never

**11- Rate these aspects of culture according to what you think is the most effective or important (1 being the least and 5 being the most):**

Appendices

<b>Aspects</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Music</b>					
<b>Family Life</b>					
<b>Education and School</b>					
<b>Food</b>					
<b>History and Geography</b>					
<b>Literature and Art</b>					
<b>Others</b>					

**12- Put a cross next to the techniques you use the most when teaching culture:**

<b>Watching Videos</b>	
<b>Lectures</b>	
<b>Reading (Books, Short stories, Newspaper...)</b>	
<b>Culture Capsules (a brief description of an aspect of culture followed by a discussion of the contrasts between cultures in the first language)</b>	
<b>Talking about current events.</b>	
<b>Others</b>	

Appendices

**13-Rate these techniques of teaching foreign culture according to what you think is the most effective or important (1 being the least and 5 being the most):**

<b>Techniques</b>	1	2	3	4	5
Watching Videos					
Lectures					
Reading (Books, Short stories, Newspaper...)					
Culture Capsules (a brief description of an aspect of culture followed by a discussion of the contrasts between cultures in the first language)					
Talking about (worldwide) current events.					
Others					