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***The Relationship Between Culture And Teaching And Its Impact On Educational
Behavior***

Case Study : Second Year Secondary School Degree English Students At

“ ABBAS LAGROUR” UNIVESITY OF KHENCHELA

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foreign languages and cultures

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Dedication

I Miss Bahlouli Barka dedicated to , my mother , a strong and a gentle soul who taught me to believe in myself and my dreams

To my father, for his sacrifices to make me the person I am today.

My beloved brother Ahmed and my lovely sisters .

To my angels Wail , Jad , Moatassim , Mohamed , Choab , Sidra , Sari, Mozamil , and baraa .

To my unique friend who always brings the best in me Sadika merara

My beloved friends Widad, Abir , Bassema, Fouzia, Chahinez, Kahina, Assia, and Khadija

To all those who are forgotten by my pen , but always present in my heart .

I Miss Haoues Basma didicate this work to my father's soul and my lovely mother, the source of my sympathy and love; I wish mum that I had realized your dreams.

To my only brother Zineddine ; to my lovely sister's SABRINA, FAHIMA, SAAIDA

I have to recall my dedication to my best and swety friends

Rahma, Sadika, Baraka, Widad, Khawla, Amel

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List of abbreviations

EFL : English as a Foreign Language

TC : Teaching culture

Big C : refers to that culture which is most visible(holidays , arts ...)

Small C : in contrast , is the invisible type of culture associated with language, group of people etc....

Abstract

Language is used for both communication, and for transferring culture. This present study aims at investigating the rank of culture teaching in the Algerian curriculum .It aims at investigating the linkage between culture and teaching and its impact on learner's behavior.

1. Statement of the problem

Modern approaches of foreign language teaching came to focus on the fact that language proficiency needs more than the ability to master the structural elements of language. Manipulating language's vocabulary, grammar and pronunciation does not ensure one's capacity to use that language successfully. The main cause of misunderstandings of communication is usually the ignorance of the socio-cultural rules of the language. One should have some knowledge of when and with whom to use language; also it should have some thoughts on the speaker's lifestyle of that language.

Culture and communication are linked to each other because of culture not only dictates who speaks to whom, about what and how the communication proceeds, it also helps to determine how people encode messages, and the conditions under which many messages may or may not be sent, noticed or interpreted. Culture must be included in the process of foreign language not only to contribute to the development of learner's language proficiency, but also to develop in them positive attitudes.

Accepting the cultural differences of others is very important in nowadays modern globalized world, in order to get in contact with people with different languages and cultures. This study aims at investigating the extent to which Algerian curricula for teaching the English language are taking the cultural component into consideration.

Research questions

This study aims at investigating the extent to which Algerian curricula for teaching the English language are taking the cultural component into consideration asking the following questions:

1/Are Algerian's teachers and learners aware of the relationship of language and culture?

2/What are the sources and techniques that are used to teach the target culture?

3/What is the role that culture teaching plays in the foreign language classroom?

Background and significance

Learning a new language involves the knowing of cultural ties and its relationship with language teaching. Great researchers gave their own definitions to culture and teaching; and state the relationship between them. Kroeber and Parsons (1958,p 583) stated that "culture is transmitted and created content and patterns of values, ideas, and other symbolic meaningful systems as factors in the shaping of human behavior". However, Gage (1977, p14) defines teaching as "any activity on the part of one person intended to facilitate learning on the part of another". Culture and teaching both have an effect on student's educational behavior. Pianta and Homer (2009, p113) state that "the teaching have emphasized the important role teachers play in supporting student's development", they describe a set of emotional supports and organizational techniques that are equally important to learners as teacher's

instructional methods. However culture integration is obligatory in EFL curriculum “if we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which students attaches the wrong meaning” (Pulitzer 1959, p100-101).The research is significant because it has revealed the close relationship between culture and teaching, also it exposes how the two variables which are culture and teaching effects student’s educational behavior.

Definition of terms

Culture: “is that complex whole which includes knowledge, beliefs, art, morals, law, customs, and any other capabilities acquired by man as a member of society “ Tylor(1871, p 1)

Teaching culture:” teaching culture should be regarded as a fifth skill that will be taught in addition to the fourth traditional skills: speaking, reading, and writing” Byrom (1989,p49)

Research methodology and design

Choice of the method

The method this research work followed is the descriptive method , this is because it attempts to determine the relationship between culture and teaching and its impact on educational behavior , as well as , it tries to check up the suitable themes of culture , and ways of teaching culture that are helpful in enhancing EFL students competences in learning foreign languages . This research work will not deal with experimental approach because we do not have hypothesis to be tested. Moreover, this study will collect quantitative data from both sources; students and teacher’s questionnaire, to give insight on the relationship between culture and teaching and the best themes and ways of teaching culture that can help students enhance their competence in learning foreign languages.

Population

The questionnaire was administered to secondary school students at Boughdiri Mokhtar during the academic year 2018-2019 , additionally to teachers from different schools . As it is difficult to work with the whole population of students and teachers, we have chosen a sample of 30 students and 10 teachers randomly to increase objectivity.

Data gathering tools

Concerning this study the tool used was a questionnaire for both teachers and students to provide data about the population (students and teachers), in addition to that, questionnaire is the suitable tool to gather information in a short period of time, that can help to have a good understanding about this topic.

Structure of the work

This present work consists of two chapters. The first chapter deals with the definition of culture moving to its main elements and feature, then definition of teaching culture and significance of teaching culture. Hence the interconnection between culture and language learning , moving to the overview about teaching culture. This chapter includes also the impact of teaching culture on learner's competence and learner's attitude.

The second chapter concerned with data analysis of the questionnaires administered for both teachers and students , that aims to gather as much as possible of information, this chapter deals also with the discussion and results of both questionnaire. Finally the second chapter offers some themes and ways about teaching culture of target language.

Chapter one:
Literature review

Introduction

Culture is considered as a distinctive feature and a crucial aspect of human beings and their lives. Every human social group whether small or a large one is characterized by a system of laws, rules and values of speaking, eating, behaving, clothing...etc. This system is generally built upon a common set of beliefs and attitudes, it's known as culture. However culture is so global and mysterious that is quite difficult to define precisely. A complex definition was proposed by White (1959/2007) "by culture we mean an extra somatic, temporal continuum of things and events dependent upon symboling".

This chapter starts with providing a bird eye view on the meaning of culture according to different scholars; it also presents the key elements of that variable. Then the next point which is the different features of culture then teaching culture. This survey also promotes the aim of teaching culture, in addition to that culture and FLT objectives and learner's attitudes. Also it presents the communicative competence and the intercultural communicative competence, and its components.

I.1. Culture

The concept of culture has given a lot of interest and a lot of studies concerned with that concept in different field such as: ethnography, anthropology and ethnology of communication.

I.1.1. Definition of culture

The term culture has been interpreted differently by different scholars. However they share some points that the term culture covers different aspects of human life .The English Anthropologist, Edward B. Tylor in his book *Primitive Culture*, published Chapter One: The Notion of ‘Culture’ as a Concept and as a Teaching Component in 1871, says 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” (p. 4). One way of understanding what culture relates to is knowing what culture is and is not. R.Linton (1945, p.32) cited that “culture is the configuration of learned behavior and results of behavior, whose component elements are shared and transmitted by the member of a particular society”. Another definition was given by Benford (1962, p.11) “culture is all those means whose forms are not under genetic control”. B.Malinowski (1964, p.150) “culture is a system of objects, activities and attitudes”. According to Kramsch (1993), culture refers to ‘membership in a discourse community that shares a common system of standards for perceiving, believing, evaluating and action’ (p. 127). This is through the cultural learning, one comes to understand and believe whatever one has to do for the purpose of operating in a manner which is acceptable to other members in that society. Botes and Plog (2005,p.1) cited that “culture is a system of shared beliefs, values, customs, behaviors, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning”. In summary, culture can be seen in various ways: as a process of knowledge. Second, as a way of life of people and a process of intellectual and spiritual development.

I.1.2.The key elements of culture

The definitions mentioned above refer to culture as a unit that is made up of different components, thus this means that culture refer to something which is learned or shared by a group of people such as : behavior, knowledge, feeling, beliefs, assumptions, artifacts and norms ...etc.

I.1.2.1. Assumptions

When a solution to a problem works frequently, it comes to be taken for granted. What was once a hypothesis, supported only by a hunch or a value, gradually comes to be treated as a reality? We come to believe that nature really works this way. Basic assumptions, in this sense, are different from what some anthropologists called "dominant value orientations" in that such dominant orientations reflect the preferred solution among several basic alternatives, but all the alternatives are still visible in the culture, and any given member of the culture could, from time to time, behave according to variant as well as dominant orientations (Kluckhohn and Strodtbeck, 1961).

I.1.2.2. Values

Values are an important element of culture, as social behavior is viewed as partly caused by dominant values and ideologies (Leung & Bond, 1989). All group learning ultimately reflects someone's original beliefs and values, his or her sense of what ought to be, as distinct from what is. When a group is first created or when it faces a new task, issue, or problem, the first solution proposed to deal with it reflects some individual's own assumptions about what is right or wrong, what will work or not work. Those individuals who prevail, who can influence the group to adopt a certain approach to the problem, will later be identified as leaders or founders, but the group does not yet have any shared knowledge as a group because it has not yet taken a common action in reference to whatever it is supposed to do. Whatever is proposed will only be perceived as what the leader wants. Until the group has taken some joint action and together observed the outcome of that action, there is not as yet a shared basis for determining whether what the leader wants will turn out to be valid.

I.1.2.3. Attitudes

Attitudes are emotional responses to ideas, objects, and people. Many attitudes are learned through direct experience with the theme, such as the attitudes toward one's job, church, school...etc. Other attitudes are learned as a result of the process of the interactions with members of one's family, social group, and friends (Rogers and Steinfatt, 1999). Attitudes are essentially the points of view one composes about a given person, object or a group. Thus, they are essential in the rule of stereotypes. For instance many non-Muslims took negative attitudes towards Muslims, regarding Muslim's religious sacrifices as savage practices.

I.1.2.4. Norms

Norms constitute the second major component of culture. Norms are shared rules that prescribe what we ought to do in given situation (Cialdini and Trost, 1998). They function as a guide to the appropriate kind of behavior. The individual is socially punished for not fulfilling the expectations of the system if a cultural norm is disobeyed. (Rogers and Steinfatt, 1999). There is formal norms such as laws and Informal norms like customs relating to the way of shaking hands or eating food. (Shaules, 2007.p.07).

I.1.2.5. Artifacts

Artifacts include essentially the visible products, and achievements of a given group. This requires particular physical and concrete elements that can be touched such as: monuments, architecture, language, and artistic inventions .Artifacts include clothing, hair style, and type of food. An example of cultural artifacts is the pyramids of pharaohs.

I.1.3. Features of culture

Culture is integral to the learning process. It is the organization and way of life within the community of students and teachers and directs the way of communicative, interact, and approach teaching and learning. The roots of one's culture are considered the driving force behind how humans learn to behave (Harris, and Maron, 2004).

Scholars examined work culture from a global perspective and identified some cultural characteristics that describe any group of people such as: space, communication and language, dress and appearance, food and feeding habits, work habits and practices, relationships. Hogbery (1998) focused on the nature of the organizational culture and its assessment, he

claimed that culture is the underpinning and the GPS of an organization, driving and storing its members.

Culture is essentially a constructs that describe the total body of belief, behavior, knowledge, values, and goals that mark the way of life of any people (Herskovits, 1948)

It is the various standards for perceiving, evaluating, believing (Gooknough, 1981). The culture concept denotes on historically transmitted pattern of meaning embodied in symbols. It is the system of inherited conceptions expressed in symbolic forms by means of which men communicate, and develop their knowledge about and attitude towards life (Greetz, 1996). Culture is best seen not as complexes of concrete behavior patterns, customs, usage, traditions, and habits clusters but as a set of control mechanisms, plans, recipes, rules and instructions, for the governing of behavior (Greetz, 1966).

The culture of people is an ensemble of texts (Greetz, 1979). Cultures are equal “no culture is objectively better or worse, superior or inferior to another (Hofsted, 2002, p.34)

Differences between cultures do not mean that one culture is better than another culture. Thus cultures are closely associated with the geographical setting in which they exist; in spite of the relative stability of culture, they are not static (Jung, 2004). Cultures are dynamic, they are always changing, we must always be aware that the norms, beliefs, practices and language of any group are not static but dynamic. Consequently culture may change due to some uncontrolled factors and events such as: wars and colonization, it may also change voluntarily because of some factors such as immigration.

I.2. Teaching culture

Many scholars argued that language teaching and culture are largely linked to each other; it should be on crucial fraction. “If there is no culture, language will be like water without source or a tree without roots” (Sum, p.371).

I.2.1. what is culture teaching?

Research on culture has shown that culture cannot be stand alone. Therefore a huge number of definitions of culture claimed that culture is closely related to human learning. Brown (2007) describes the interrelatedness of language and culture stating that “one cannot separate the two without losing the significance of either language or culture”. According to Lofyette (1988) “teachers spent the greatest amount of time and efforts on teaching

grammatical and lexical components of the language, leaving the culture as the weakest component in the curriculum” which create an instability in learning second language. Brown (2000) said that “is apparent that culture becomes highly important in the learning of second language” which means that he is convinced that there is a truly connection between culture and language. Hommerly (1985) believed language learners were not fully trained until they exhibited the knowledge and behavior of the culture of language they were learning”.

Brennais claims that the close union between language and culture has been widely accepted in American anthropology. Brown cited that learning another language means having to learn another culture (Brown 2000), this means that in one hand teacher should focus on grammatical and lexical components. On the other hand not ignoring the cultural knowledge. They must teach cultural competence alongside linguistic and communicative competence (Meginnis, 1994).

According to Mitchell and Myles (2004, p.235) affirmed that “language and culture are not separable, but are acquired together, with each providing support for the development of the other, and Scheffeten (1988) assert that children in any given social group or community acquire the sociocultural rules of language together with acquiring linguistic rules. It is obvious that learning a second language acquire learning its culture whether implicitly or explicitly. Since culture have two different perspectives are (culture with capital “C”) focused on literature, arts, and similar aspects while (culture with small c) may focus on customs, habits and folk here (Kromosch,1993.p.33-50).

I.2.2. the significance of culture teaching

Many scholars believe that language and culture are related in one way or another. Scholars in the ELT field stated that language is culture, hence according to Mitchell and Myles (2004, p.235) “language and culture are not separable, but are acquired together”. Thus there are many benefits that people can obtain from studying culture; it is useful for understanding people of other cultures (Kitao 1991). It can also help us to be more tolerant (Soz as cited in De Gordon 2007).

It is shown that the relationship between culture and language is undeniable, despite this certain fact we should think of the implication of this reality in real situation, we can find that learning culture gives learners a liking for the native speakers of the target language when it comes to culture is not about teaching everything to students, but rather identifying what is positive about one culture and regroup around it, because culture becomes

an important component in the language curriculum as well as in the teaching programs for language teachers.

Culture teaching would contribute to the personal of learners by offering them the opportunity to have a new perspective on their own language and culture and this chance to relatives their own culture by experiencing another one (Byrom 1989, p.49).

Byrom (1989, p.43) states that teaching a foreign culture is providing learners with a new system of meanings and linguistic and non linguistic symbols. Kramersch (1993) maintains that culture teaching should not be regarded as a fifth skill that will be attached and taught in addition to the fourth traditional skill: speaking, listening, reading, and writing; culture is already there, it is present in every language use, because it is part of language.

I.2.3. Reasons for not teaching culture.

Cultural education does not take place because textbooks and curricula do not foster this kind of education. Teachers mostly focus on the learning of the language itself that is grammar, vocabulary and the purpose of such courses is not to integrate students to the foreign culture but to make them able to communicate in the foreign language. According to Lofayette there are three major components of curriculum are: language, literature, and culture; but culture is the weakest component because of teacher's limited knowledge on the TC the appropriate techniques for teaching (Lafayette, 1988, p.47, cited in Cafyette 2003, p.54). Teachers consider teaching culture as only an additional not an indispensable component for their language class, because some of them have not recognized the close relationship between culture and language or the significance of teaching culture in foreign language courses. They have not fulfill the requirement of the national standards (2006) in which culture is viewed as one of the five ultimate objectives on foreign language classes.

According to Lange and Paige (1993) many teachers fear that discussing cultural differences could lead learners to change their own values and perceptions.

I.2.4. A historical overview of culture teaching

Several researchers claim that culture was not officially known in language education before the 1960s. On one hand, Lafayette (2003, p.57) argues that before the period that witnessed the introduction of audio- lingualism (1950-1960) culture in language classrooms did not go beyond the teaching of a literary content, which was addressed to advanced level students. On the other hand, Risagar affirm that "Language teaching has admittedly always

had a cultural dimension in terms of content rather universal/encyclopedic or national” (Risagar, 2007, p.04). This means that culture has always been present in the content of language teaching, through it was till the 1960s that culture pedagogy began to improve as an independent discipline. He divides the history of culture teaching into two principal periods: earlier culture pedagogy from 1880 and more recent culture pedagogy starting in 1960.

I.2.4.1. Earlier culture pedagogy from 1880

‘Realia’ was the first concept that dominated at the 17 th century, it was associated with background knowledge that is related with speaking and reading texts in educational domains as schools, universities and every place helps to educate. Also ‘Realia’ was used in teaching about polite conversations in different languages which was developed to upper class girls and continued through a lot of countries in Europe. ‘Realia’ not used just in education contexts but also it is used in non-educational contexts like it offered some information on the target country as transports, climate, prices in those countries.

I.2.4.2. More recent culture pedagogy from 1960

The 1960’s was characterized by the publication of many influential writings on culture mostly in the USA ,the USA as a lot of countries of the world were affected by the increasing globalization of the world ,by contracts between people coming from different parts of the world. During this period American culture pedagogy had a considerable practical orientation which is most evident in different methods of teaching cultural aspects like culture capsule, mini-drama , and culture assimilators.

I.2.5. the aim of teaching culture

Culture teaching is regarded as a mean of widening the learner ‘world new’ (Bram and Buttjes,1991); so scholars has different conceptions for the most important reasons of teaching culture, the first one Buran and Buttjes aims for teaching culture, it can be summarized as follow:

Culture is the most important element in the development of learner’s communicative competence (cited in Byram and Margan 1994, p.13)

Culture teaching gives the opportunity to learners to have now perspective on their own language and culture (Byram 1989, p.49).

The second one seelye’s aims, he suggested a list of new aims as follow:

Helps in developing the sense of culturally conditioned behavior; it means helps to understand how people act.

Integration of language and social variables: means learners understand that the behavior of people are related with the effect of social variables as social class and place that was be in.

I.2.6. culture and foreign language teaching

I.2.6.1.culture and FLT objectives

The role of culture in FLT courses helps course designers to receive the educational goals for teaching language. FLT led learners to read classical literature and write in a FL also help in communicative approach which used methods and materials to enable learners to use language outside the classroom and to communicate with others even native or non-native speakers (Byram 1991).

Cook (2002) refers to two types of goals for language teaching, the first type is internal goals which focus on the effects of learners and their cognitive development, the second one is external goals which stress on the developing learner's ability to use the TL in real life, not only in the classroom but also in outside the classroom (when traveling to target country).

These are other goals which are added by Cook in his list:

Training new cognitive processes; learning another language helps learners to know new perspectives.

Entre to another culture; learners would be able to understand other groups through language.

The promotion of intercultural understanding and peace; be aware more about other cultures would promote an international cooperation.

In recent new set of objectives for FLT courses should help learners develop positive attitudes.

I.2.6.2. culture and learner's attitudes

Language does not help to develop learner's ability of using the TL to communicate, also help to develop learner's attitudes. The degree of success of the process of language learning will be influenced by learner's beliefs and attitudes towards the target community (Gardner, 1985, p.146).

Gardner and Lambert (1972, p.132) referred to three types of influential attitudes in language learning: attitudes towards the target language, attitudes towards learning the language, and attitudes towards languages and language learning in general, any process of language teaching should consider the psychological demands of integrated language and culture learning (Byram,1989,p.5).

I.2.6.3. culture and learner's communicative competence**I.2.6.3.1. communicative competence**

The term communicative competence is comprised of two words communicative and competence, both of them refer to the knowledge of language and the ability to use it effectively. Furthermore the concept of communicative competence coined by linguist Dellhynes in 1972 grew out from the theory of the concept of linguistic competence introduced by Noam Chomesky (1965).According to Chomesky (1965) rules of language". Dellhymes affirmed that communicative competence is the aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts (Hymes, 1967-1972). Hymes (1960) regarded Chomesky's definition of competence as restrictive. He introduced the distinction between sociolinguistic (or contextual) competence and linguistic (or grammatical) competence.

Linguistic competence is part of one's communicative competence. Thus Hymes (1971) attacked Chomesky's conception of competence; he cited that native speaker does not only have knowledge of abstract grammatical rules but also knowledge of rules of appropriacy.

There are rules of use without which rules of grammar will be useless, he expanded Chomesky's concept of competence and coined the term communicative competence to include the type of knowledge a native speaker has. According to Canale and Swain (1980) communicative competence involves four areas of knowledge and skills:

1. Grammatical competence: just as Hymes 1972 was able to say that there are rules of grammar that would be useless without rules of language use, so we feel that there are rules of language use that would be useless without rules of grammar.
2. Sociolinguistic competence: addresses the extent to which sentences are produced and understood appropriately. Swain (1984, p.189) such competence enables speakers to vary their language appropriately according to the addressee.
3. Discourse competence: it enables speakers to start a conversation by using appropriate greeting, hi, hello, and keep a conversation going by using appropriate pause fillers (un, err).
4. Strategic competence: refers to the most important communication strategies that may be called into action either to enhance the effectiveness of communication or to compensate for breakdowns in communication due to limiting factors in actual communication or to insufficient competence in one or more of other components of communicative competence. Canal and Swain also agree and add some points, as: guessing from the context in reading and listening, paraphrasing, brainstorming, and revising strategies in writing.

I.2.6.3.2. Intercultural communicative competence

Intercultural learning become an important case in globalized educational context with imperatives related to technologies, demographics, economics, businesses, and collective self-awareness and ethics (Martin and Nokayama,2009).Therefore intercultural learning is all about new we come to understand other cultures and now we learn and communicate in cultural context. According to Byrem and Risager, 1991, p.153) argued that “the intercultural speaker is a person who is capable of perceiving and explaining cultural and linguistic differences and of making use of this capability in communication”. Besides a significant amount of research into intercultural communicative competence is rooted in the idea that there are in some sense “cultural differences, even if at times the focus is equally on other issues like cultural power, identity and stereotyping.

According to Lexianjin and Martin Cortazzi,1988,p.98) “learning foreign language implies a degree of intercultural learning, students may be led to become more aware of their own culture in the process of learning about another and hence may be in a better position to develop intercultural skills”. In the principal objective of FLT has become to develop learners intercultural communicative competence instead of their communicative competence (Sereu et al,2005,p.2) assert that “the objective of language learning is no longer defined in terms of

the acquisition of communicative competence in a foreign language, teachers are now required to teach intercultural communicative competence”.

I.2.6.3.2.1. the components of intercultural communicative competence

Intercultural communicative competence or ICC refers to the ability to understand cultures, including our own culture, and use this understanding successfully to communicate with people from other cultures. According to Sereu (2005,p.2) being intercultural requires some competences and characteristics such as: the ability to see the world through the other’s eyes, and the ability to evaluate other’s point of view, the ability to consciously use culture learning skills and to read the cultural context.

I.2.6.3.2.1. intercultural attitudes

Byram indicates that attitude towards people who are considered as different from us from basis of intercultural competence of the intercultural speaker . this attitude participate in the success of the whole process of intercultural communication. These attitudes are mostly negative ones in the form of stereotypes, in addition these intercultural attitudes require: curiosity and openness, readiness to suspend disbelief about other cultures and belief about own .Byram and Al (2001,p05).

I.2.6.3.2.2.intercultural knowledge:

Is the knowledge that support effective and appropriate interaction in variety of cultural context in order to adopt and build relationship. It can be divided into knowledge about cultural aspects and features of one’s social group. Byram(1997.p06)argued that ”knowledge of social group and their products and practices in one’s own and in one’s interlocutor’s country on the one hand, and of the general processes of social and individual interaction, on the other hand”.

I.2.6.3.2.3.intercultural skills

Intercultural skills are those that describe your ability to effectively communicate with people from different cultural background. It involves a willingness to accept differences of cultures; which means intercultural skills requires an understanding that different cultures have different customs, standards ,and thought. According to Byram(1999.p06)”putting ideas ,event ,documents side by side, and seeing how each might look from the other perspective

,intercultural speaker ,mediators can see how people might misunderstand what is said , written ,or done by someone with a different social identity “.

The major intercultural skills:

1 skills of interpreting reality is the ability to interpret and explain a document ,or event from another country and relate it to document ,or event from our own culture.

2 skills of discovery is the ability to obtain new knowledge from another culture .

3 critical cultural awareness is the ability to evaluate critically practices and products in our own culture and other cultures .Byram (1997).

1.6.conclusion.

This chapter highlighted the review of literature which addressed firstly with culture and teaching as separate variables, in addition to the types related to each one.

Chapter Two:
Data Analysis and Interpretation

Chapter Two: Data Analysis and Interpretation

2. Teacher's Questionnaire

2.1. Description of the questionnaire

This questionnaire is prepared for teachers of secondary school at **Bughdiri Mokhtar** in Khenchela.

The questionnaire was handed out to (10) teachers, they are chosen randomly to investigate the relationship between culture and teaching culture, and its impact on the educational behavior.

This questionnaire is contains (12) questions with deferent types of questions “close” questions and “open ended” questions.

2.2. Analysis of the results

Question One: How long have you been teaching?

Teachers here, are asked to give in numbers how many years they have been teaching to check their teaching experience, most teachers are experienced.

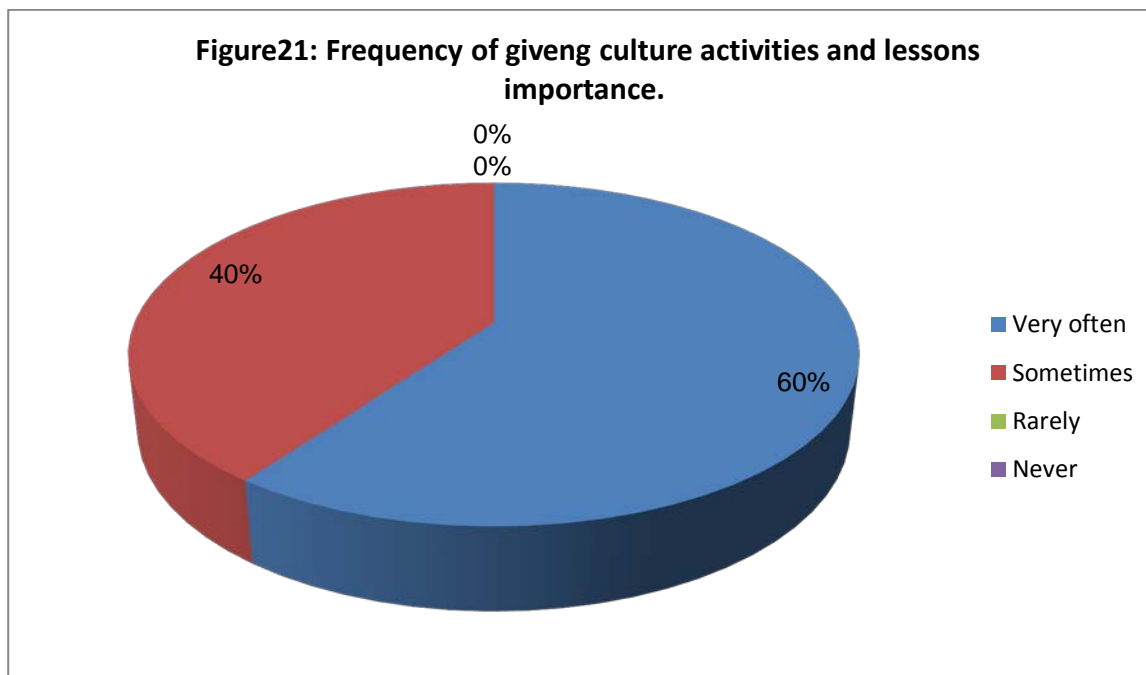
The majority have been teaching from 2 to 4 years. While (3) teachers said that they have been teaching English from 1 to 2 years, we notice that they are not experienced teachers, and only (2) teachers from the sample said that they have been teaching from 5 years.

Question Two: How often do you give culture activities and lessons importance?

- a. Very often
- b. Sometimes
- c. Rarely
- d. Never

Options	Participants	Percentages
Very often	6	60%
Sometimes	4	40%
Rarely	0	0%
Never	0	0%
Total	10	100%

Table21: Frequency of given culture activities and lessons importance



The pie chart represents the frequency of teachers given culture activities and lessons importance.

The results show that the majority of teachers (60%) said that they ‘very often’ give culture activities and lessons importance. While, (40%) from the sample said that they ‘sometimes’ give culture activities and lessons importance, however, none of them choose the both choices “rarely” and “never”.

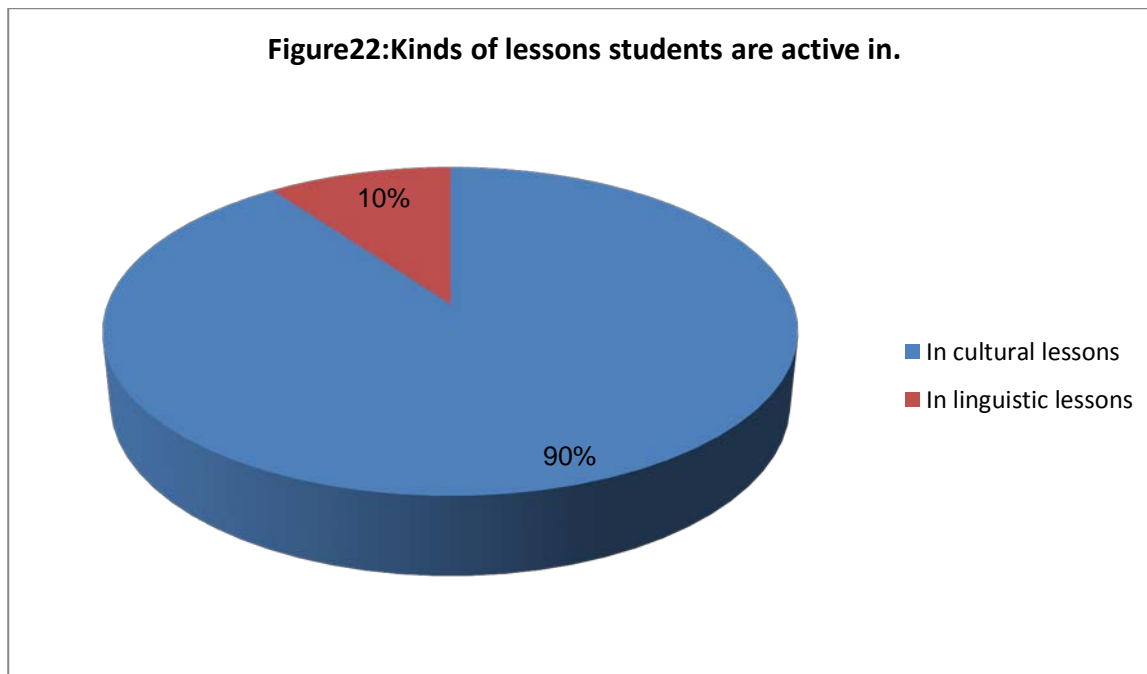
Question Three: The students are more active:

a. In cultural lessons

b. In linguistic lessons

Options	Participants	Percentages
In cultural lessons	9	90%
In linguistic lessons	1	10%
Total	10	100%

Table22: Kinds of lessons the students are active in.



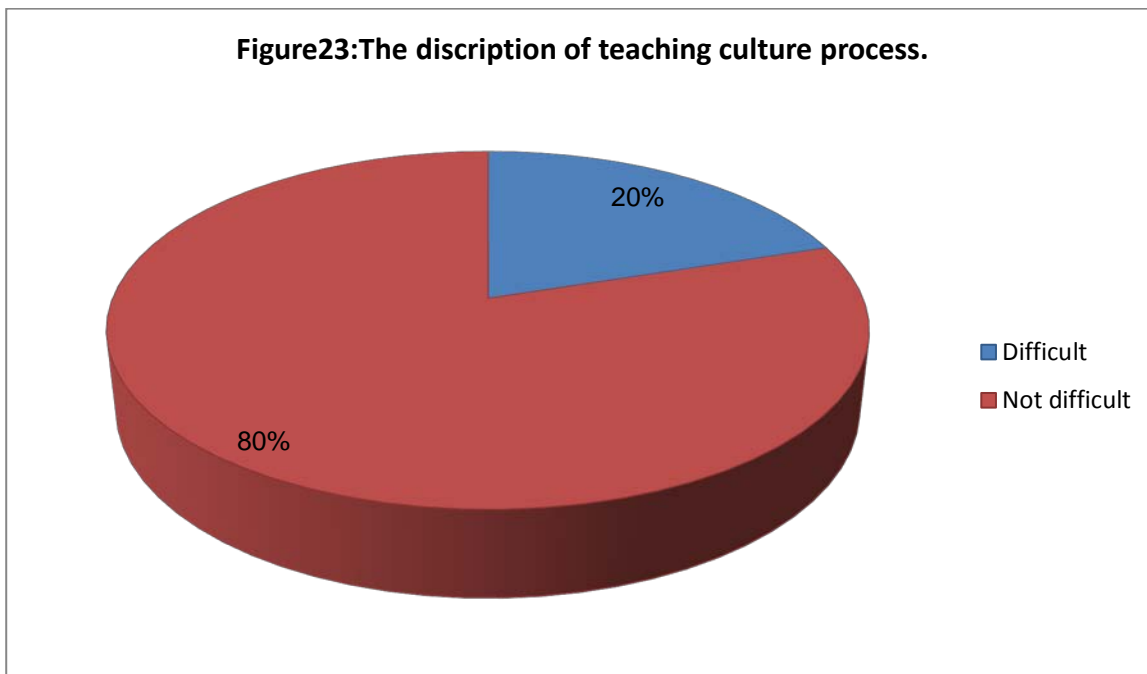
The results in the pie chart above shows that approximately the majorities (90%) of students are more active in cultural lessons, and only one teacher from the sample (10%) said that students are active in linguistic lessons.

Question Four: How would you describe the process of teaching culture?

- a. Difficult
- b. Not difficult

Options	Participants	Percentages
Difficult	2	20%
Not difficult	8	80%
Total	10	100%

Table23: The description of teaching culture process.



The results shows that most of teachers from the sample (80%) confirm that the process of teaching culture is not difficult, but the percentage (20%) represents the teachers who claim that the process of teaching culture is difficult to learn.

Question Five: If you find the teaching culture difficult, what kind of difficulties do you face?

This question aims at knowing the problems that face teachers in teaching culture.

The teachers suggest some difficulties that they may face them:

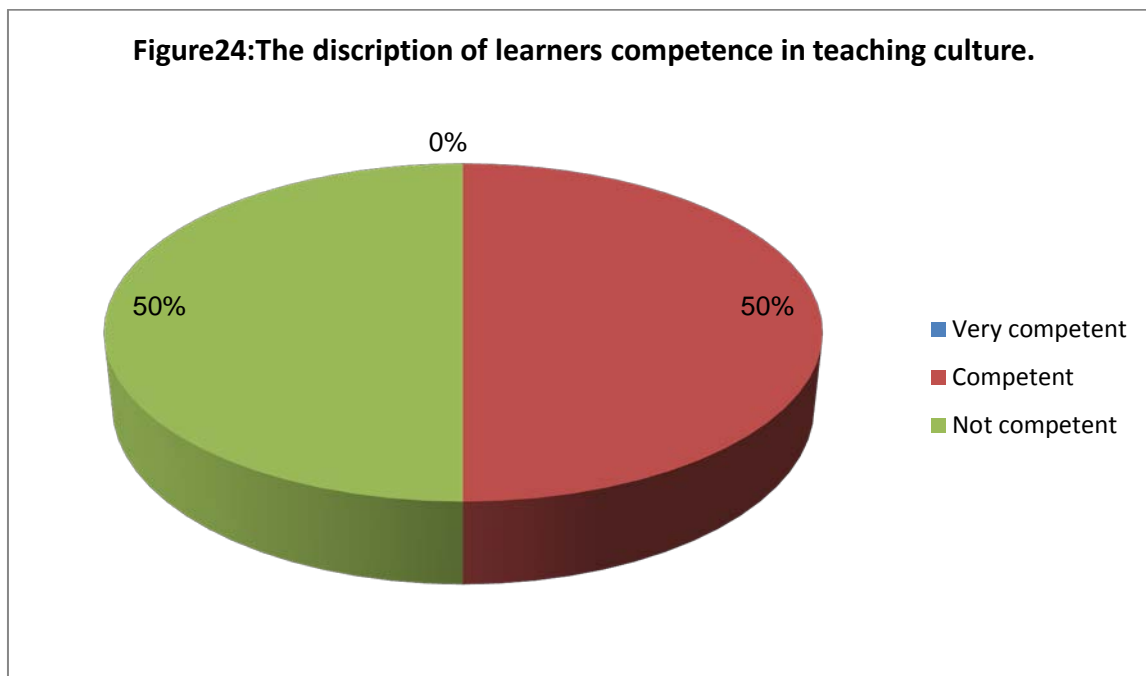
- The difficult that I face is the way that we use it to transmit the message correctly.
- The difficult in the understanding of the students.

Question Six: How would you describe the learner's competence in teaching culture?

- a. Very competent
- b. Competent
- c. Not competent

Choices	Participants	Percentages
Very competent	0	0%
competent	5	50%
Not competent	5	50%

Table24: The description of the learner's competence in teaching culture.



This pie chart discusses the description of learner’s competence in teaching culture, the percentages (50%) represents the teachers who said that learners are both competent and not competent. However, no one said that the learners are very competent.

Question Seven: Do you discuss the difference between the student’s native culture and the target culture?

- a. Yes
- b. No

Options	Participants
Yes	10
No	0

Table25: The discussion of differences between

The student’s native culture and the target culture.

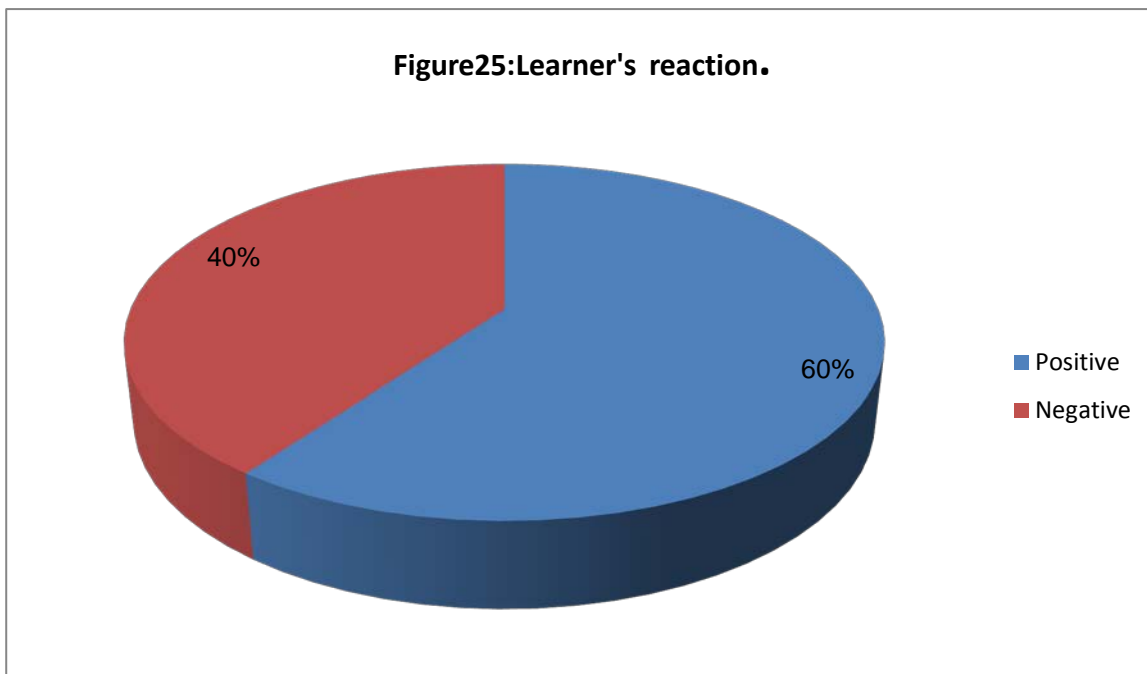
The results show that all the teachers (10) are discussing the differences between student’s native culture and the target culture. So they use both process of culture.

Question Eight: If yes how would you describe their reaction?

- a. Positive
- b. Negative

Options	Answers	Percentages
Positive	6	60%
Negative	4	40%
Total	100	100%

Table26: Learner’s reaction.



The results observed in the pie chart above shows that most of teachers (60%) said that the reaction of learners about the student’s native culture and target culture are positive, and only (4) teachers from the total percentage (40%) said that the reaction of learners are negatively. So they don’t enjoy this type of discussion.

Question Nine: How would you define culture?

In this question, teachers asks to give their definitions about culture, here are some definitions:

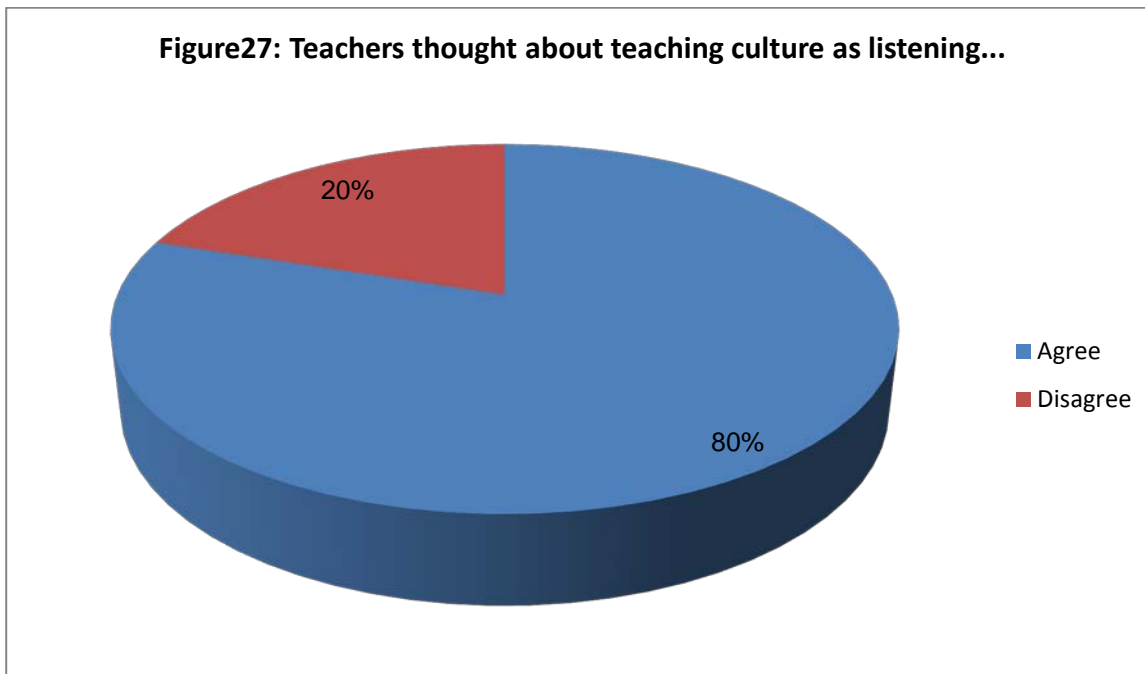
- Culture is the whole set of artistic achievement and activities, music, theatre, dancing...etc.
- Culture is the way of life.
- Culture is the combination of customs, beliefs, way of thinking...etc.

Question Ten: Do you think that culture should be taught as the fifth shift beside listening, speaking, reading and writing skills?

- a. Agree.
- b. Disagree.

Options	Answers	Percentages
Agree	8	80%
disagree	2	20%
Total	10	100%

Table27: Teachers thought about the teaching of culture as listening, speaking, reading and writing.



According to the results that shows in the pie chart above, (80%) teachers from the total sample, they agree about the teaching culture as the four skills. Whereas, (20%) of the teachers said that they disagree.

Justify, please:

This question aims at knowing the causes, and asks the teachers to clarify why they choose the both choices, here are some of them:

- Because culture is very important in order to acquire new language.
- Because culture helps learners to be more active.
- Culture not necessary skills; listening, speaking, reading and writing.

Question Eleven: Which element of culture do you think is important?

No justification	7
Justification	-Values and beliefs. -Language. -Customs and traditions

Table 26: The element of culture that is more important.

Question Twelve: What cultural activities do you suggest in the areas of teaching culture?

This question aims to know the techniques suggested in the areas of teaching culture from the teachers

No justification	5
Justification	-Literary reading. -Watching films. -Student's research.

Table 27: Techniques suggested from the teacher in the areas of teaching culture.

The sample:

10 secondary school answered the questionnaire ,the questionnaire where anonymous, the respondents were asked to give some personal informations and educational

level. The teachers were from BOUGHDIRI MOKHTAR secondary school of kenchela . and were chosen randomly

Discussion of teacher's questionnaire :

From the answers that we are collected of teacher's questionnaire .we found that the most of teachers give big importance to culture lessons and activities 60% because 90% of learners are more active in those cultural lessons .80% of teachers think that culture should be taught as the fifth shift beside listening, speaking, reading and writing. Also the attitude of learners do not insure their cultural competence, 50% of the teachers said that their learners are competent while the others 50% said they are not competent . In addition to that teachers describe the reaction of student's target culture as positive reaction. However, because of the importance of culture, teachers suggested some activities and techniques in the area of culture teaching as literary reading, watching films, student research

II.1. The analysis of the student questionnaire

Introduction

For the sake of this research , we have chosen the descriptive method because ; it is the appropriate approach for our topic. We employ the questionnaire for both students and teachers as a data gathering tool.

The analysis

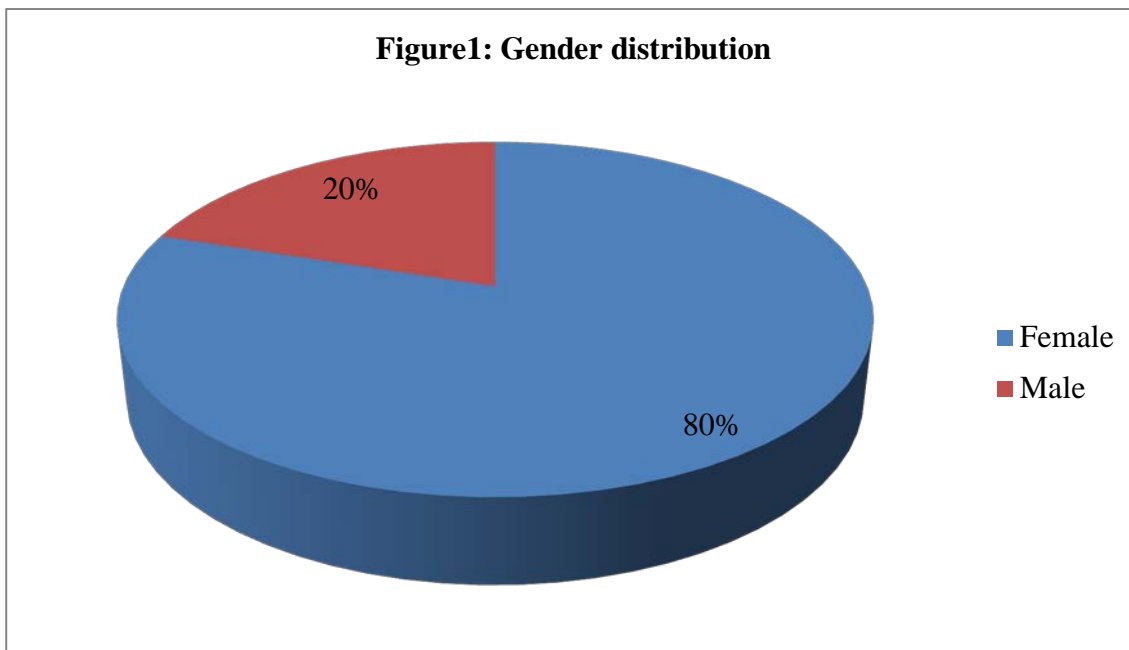
Section one: general information

Question 1: Gender

This question seeks to find the age of students, who are concerned with this questionnaire

Options	Participants	Percentage %
Female	24	80%
Male	6	20%

Table 01: Gender distribution



In the above figure it is observed that the majority of students are female out of thirty participants , twenty four are females (80%). In contrast only (20%) of male, this is not

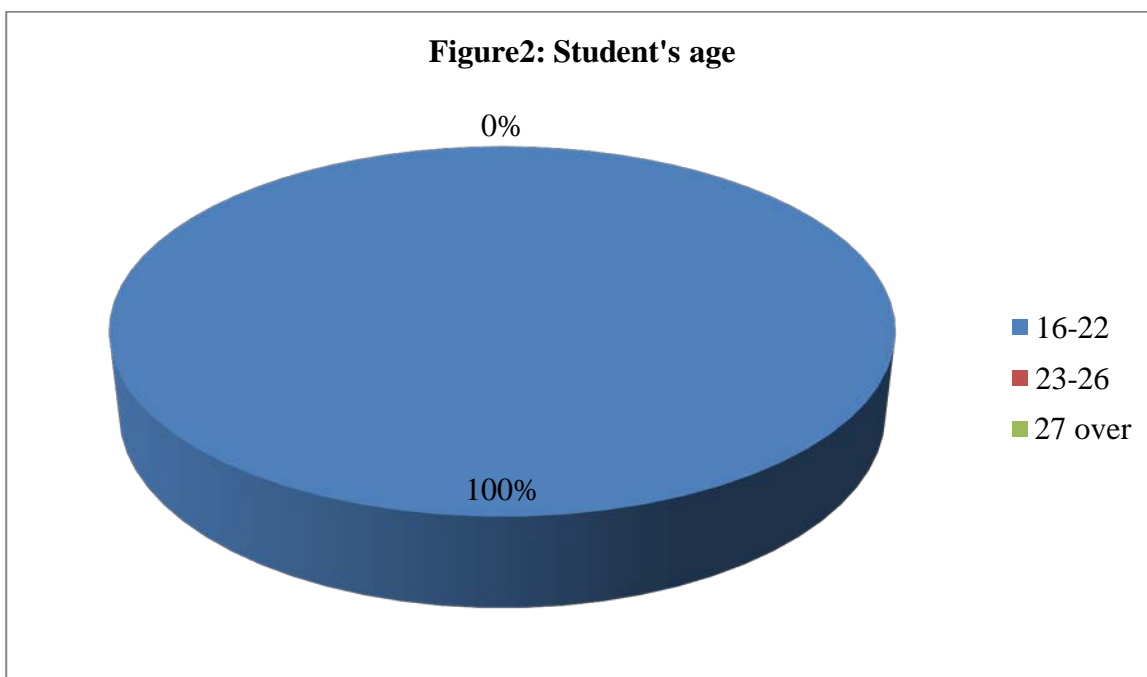
surprising , because as we all know girls are more attracted in learning foreign languages than boys.

Question 2: Age

This question seeks to find out the age of students who participated in the questionnaire.

Options	Participants	Percentage %
16-22	30	100%
23-26	0	0%
27 over	0	0%

Table 2: student's age



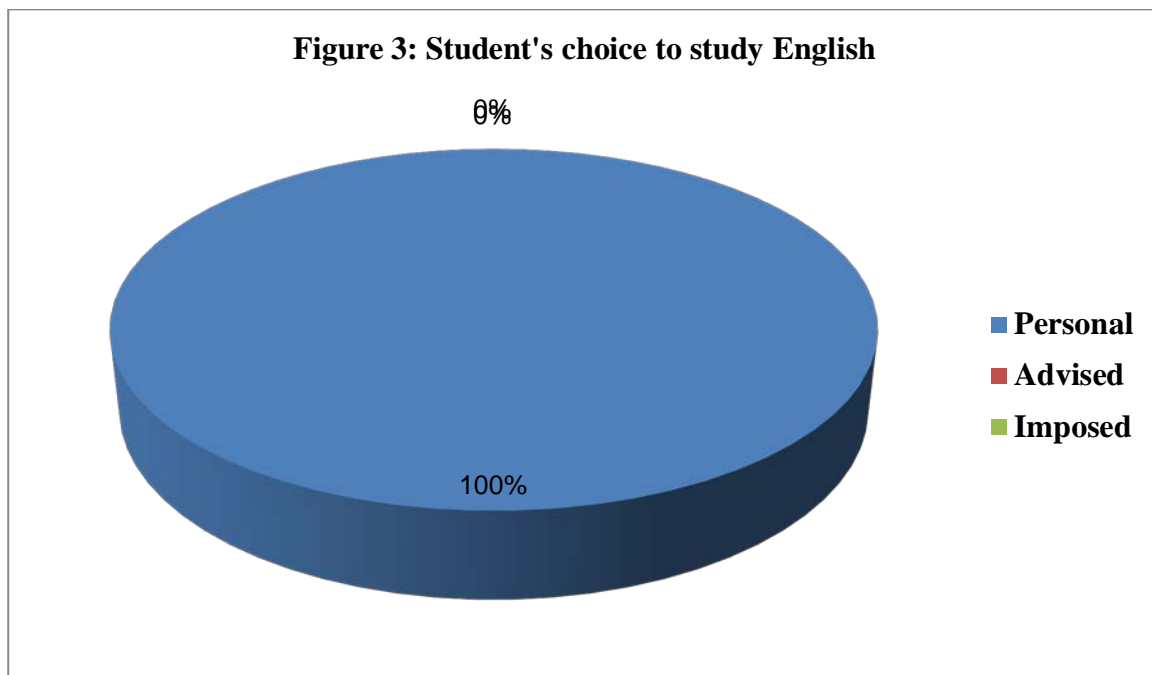
From the figure above , it is seen that all participants are between the age of 16-22

Question 3: Your choice to study English

This question aims to determine the student’s choice to study English .

Choices	Participants	Percentage%
Personal	30	100%
Advised	0	0%
Imposed	0	0%

Table 3: Student’s choice to study English



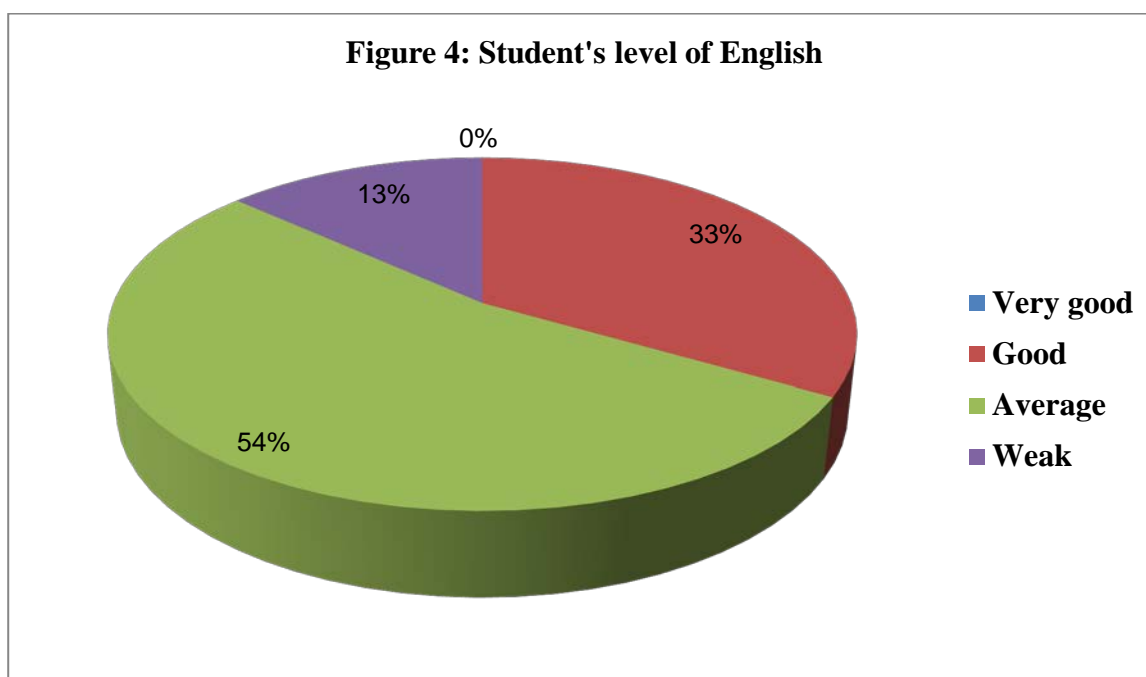
When asking student’s about their choice for taking English ,we notice that all answers (100%) related with the fact that they prefer English language ; this means that it is their personal choice .This is due to the worldwide spread of English .

Question4: Level of English

This question aims to determine student's level in English .

Choices	Participants	Percentage
Very good	0	0
Good	10	33.33
Average	16	53.33
Weak	4	13.33

Table 4: Student's level of English



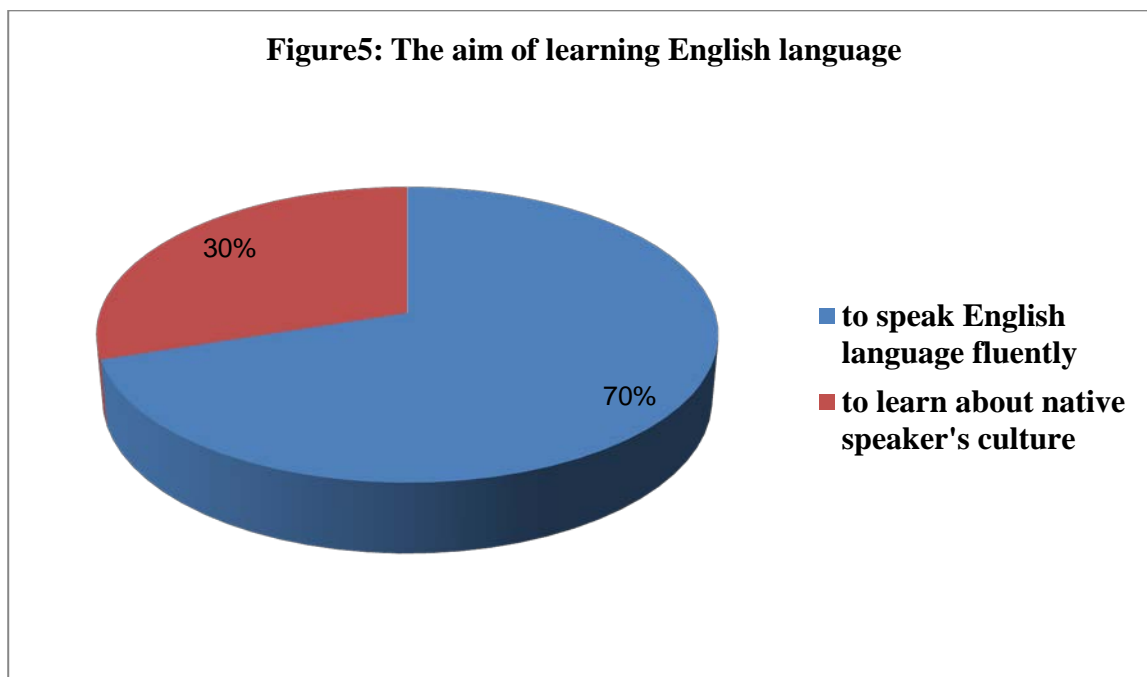
As it is shown the majority of participants (53.33%) state that their level is average , while (33.33%) consider their level to be good in English , whereas (13.33%) assume that they are weak in English .No one of students (0%) state that his/ her level is very good

Question5: The aim of teaching English language

This question seeks to determine the awareness of students about the aim of teaching English language .

Choices	Participants	Percentage %
Yes	21	70%
No	9	30%

Table5: The aim of teaching English language



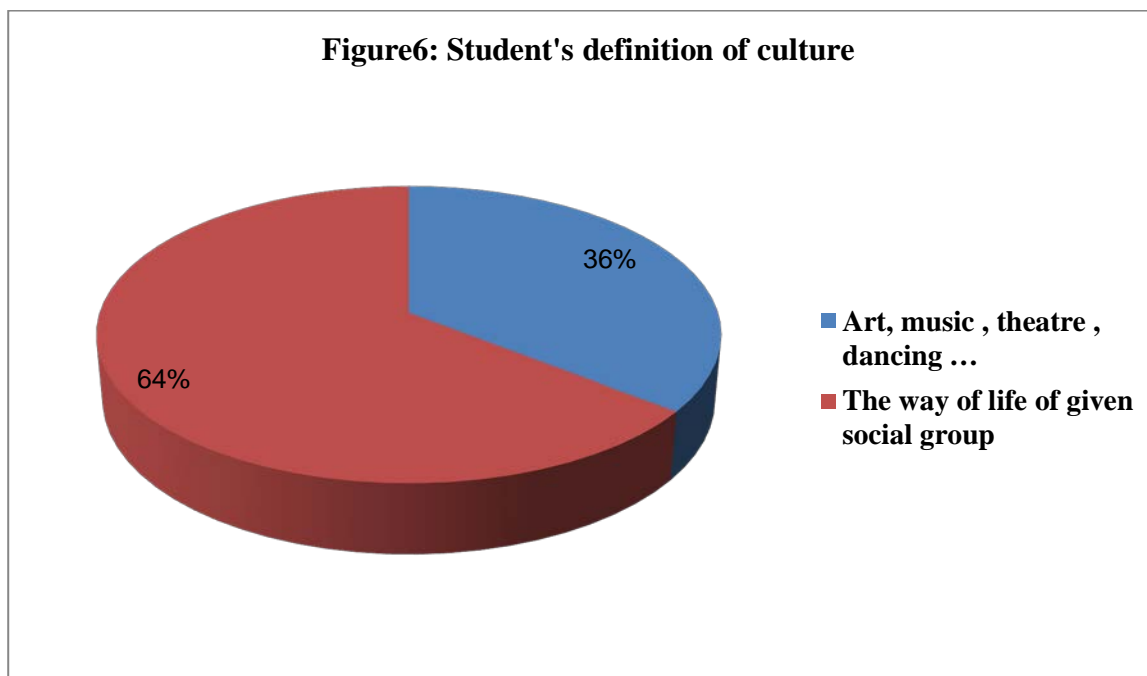
According to the results shown in the chart above (70%) of participants state that the aim of teaching English language is to speak English fluently , while (30%) affirm that the aim is to learn about native speaker’s culture . This has to do with the lack of culture awareness between students .

Question6: The definition of culture

This question aims to discover the meaning of culture according to students

Choices	Participants	Percentage%
Art, music , theatre , dancing,	11	36.66%
The way of life of given social group	19	63.33%

Table6: student’s definition of culture



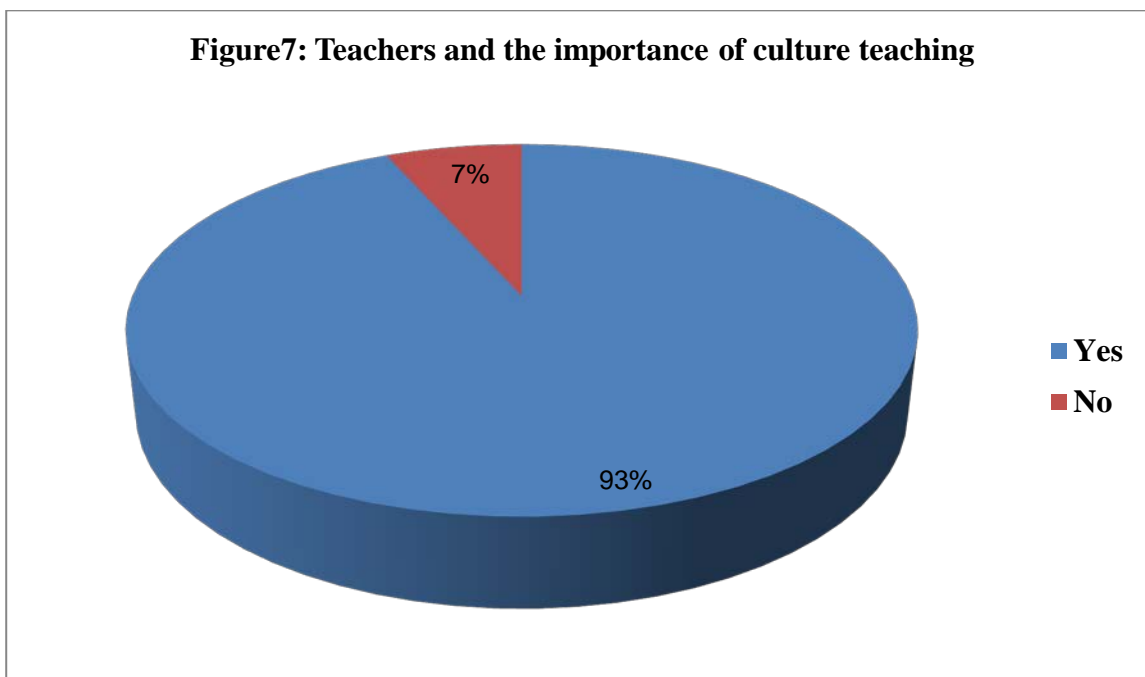
The figure above shows that , the majority of students (63.33%) state that culture is the way of life of given group , whereas (36.66%) of participants said that culture is in connection with arts in general .

Question7: Teacher and the importance of culture teaching

This question seeks to determine how it is important to talk about culture between teachers and students .

Choices	Participants	Percentage %
Yes	28	93.33%
No	2	6.66%

Table7: Teachers and the importance of culture teaching



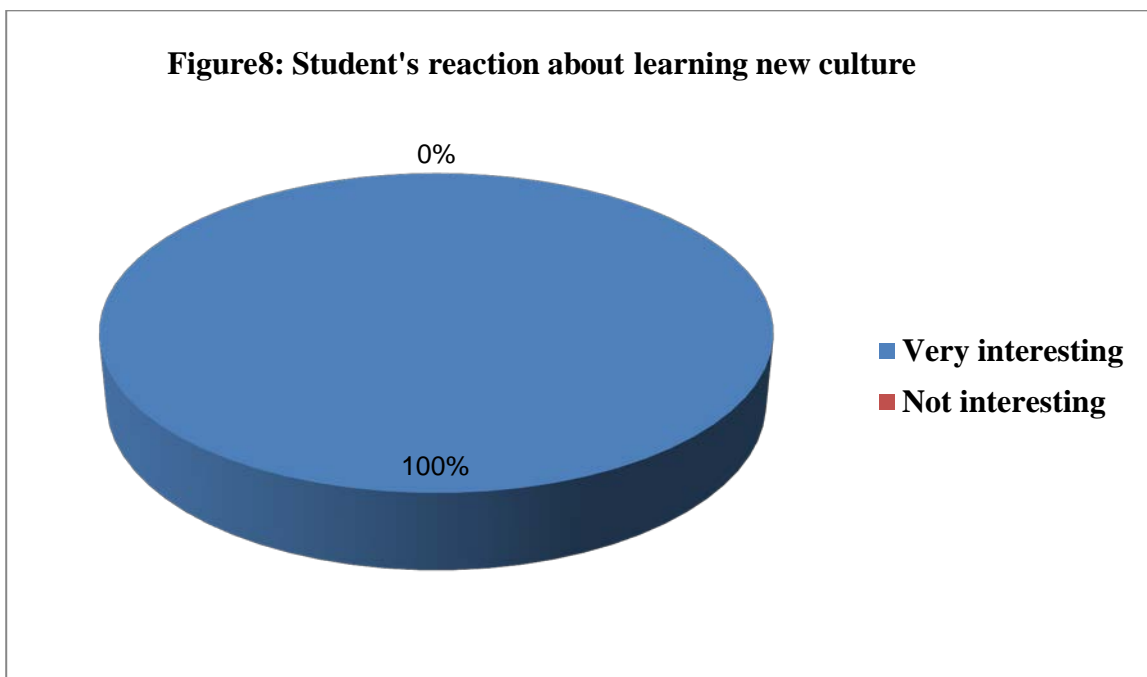
From the results above , the majority of students (93.33%) said their teachers talked to them about the importance of learning culture when learning of foreign language.

Question8: Student’s reactions about learning about new culture .

The aim of this question is to determine student’s reaction about learning new culture .

Choices	Participants	Percentage
Very interesting	30	100
Not interesting	0	0

Table8: Student’s reaction about learning new culture



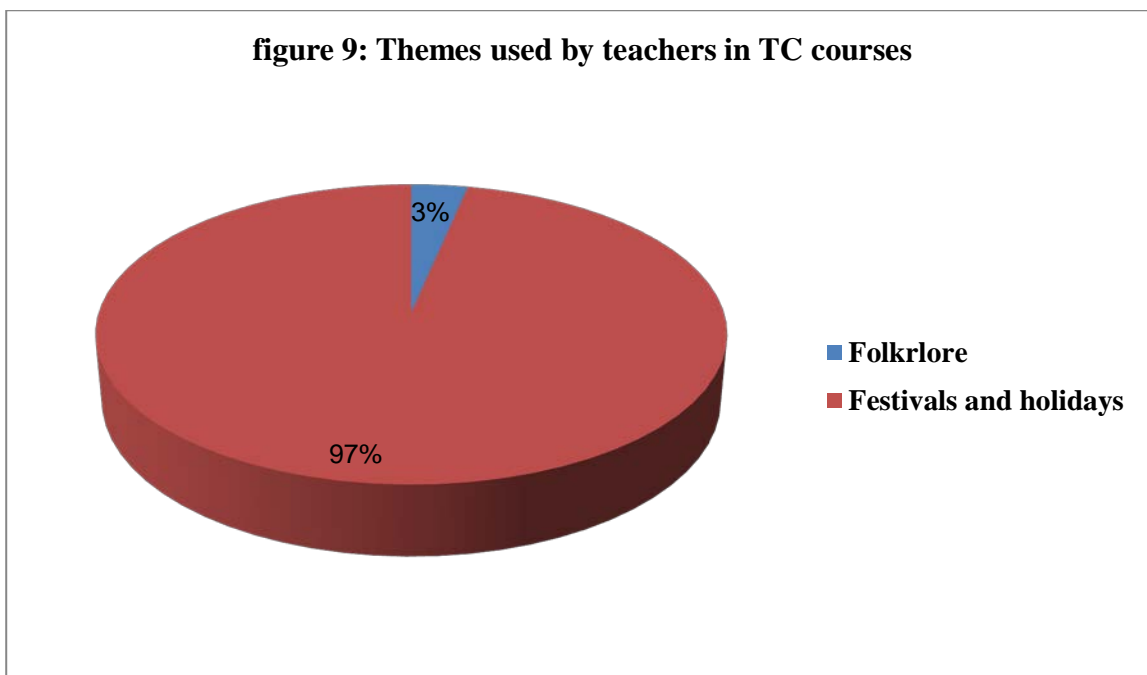
The figure above shows that the entire number of participants state that they are very interesting in learning about new culture .

Question9: The most themes used by teachers during teaching culture course .

This question try to obtain the most theme used during a culture teaching course

Choices	Participants	Percentage %
Folklore	1	3.33%
Festivals and holidays	29	96.66%

Table9: Themes used by teachers in TC courses



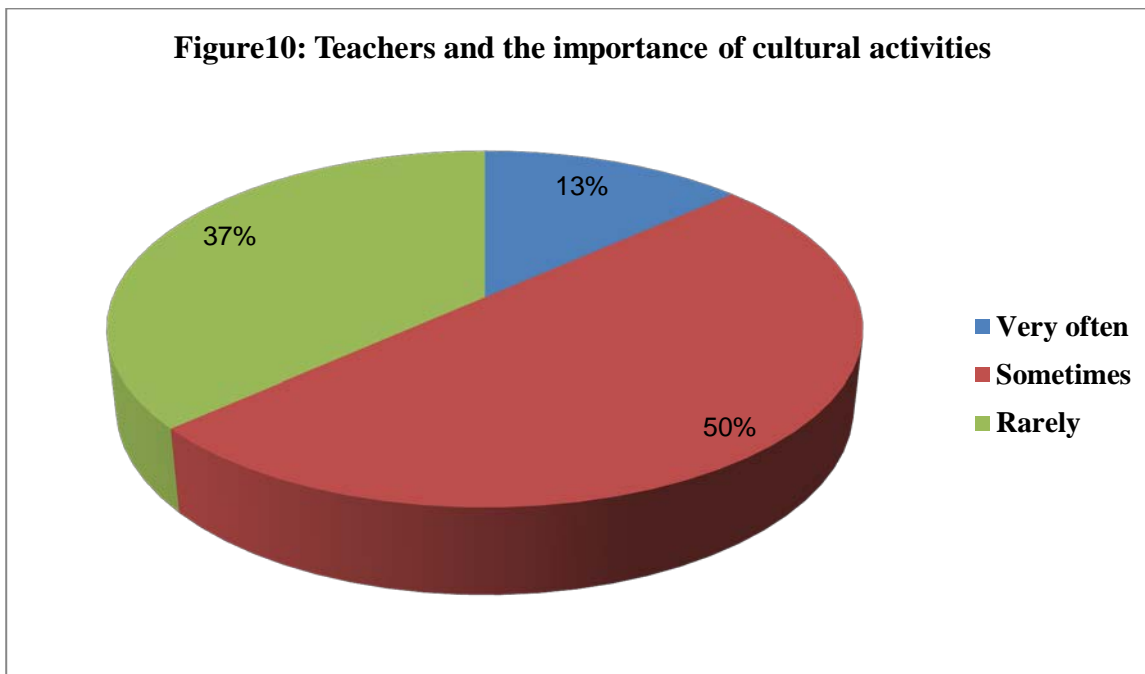
As the chart above shows that (96.66%) of students affirm that the most theme used by teachers in teaching culture is festivals and holidays , in opposite (3.33%) go with folklore .

Question10: Teacher’s and the importance of cultural activities

The aim of this question is to determine the importance of cultural activities and lessons .

Choices	Participants	Percentage
Very often	4	13.33
Sometimes	15	50
Rarely	11	36.66

Table10: Teachers and the importance of cultural activities



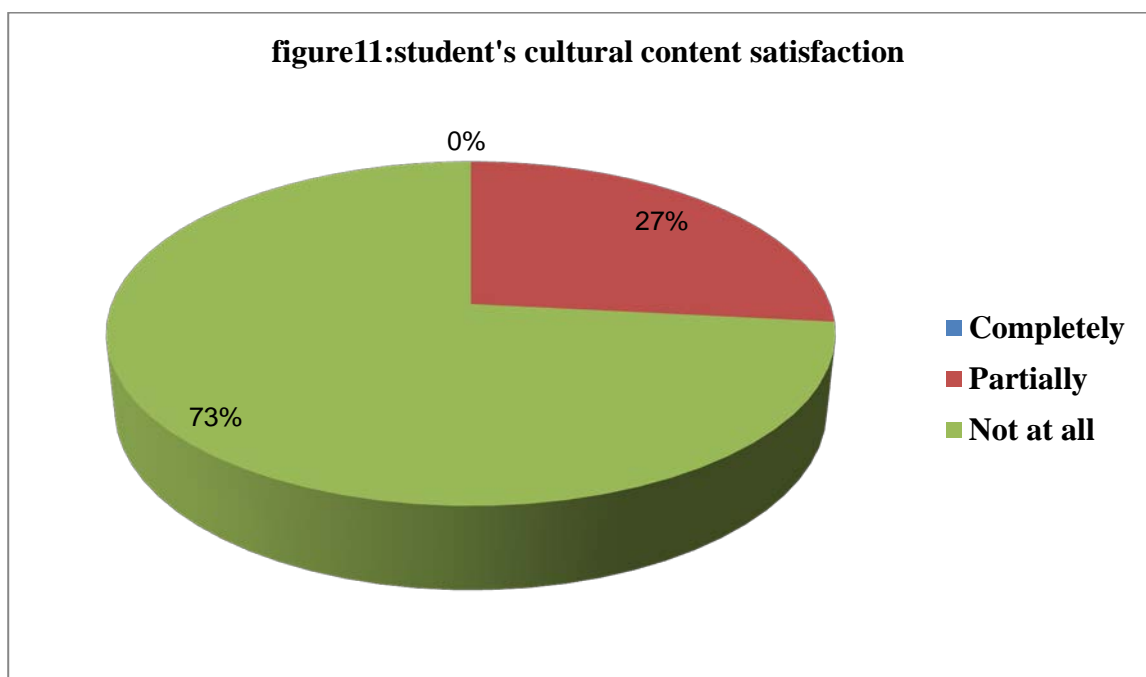
From the statistics above we noticed that the majority of students (50%) state that their teachers sometimes focused on cultural activities, while(37%) said that they rarely dealt with cultural activities with their teachers, but (13%) of participants said that their teachers often talk to them about cultural activities .

Question11: Student's satisfaction about cultural content

This question seeks to determine student's satisfaction about cultural content they have been learned .

Choices	Participants	Percentage
Completely	0	0
Partially	8	26.66
Not at all	22	73.33

Table11: Student's cultural content satisfaction



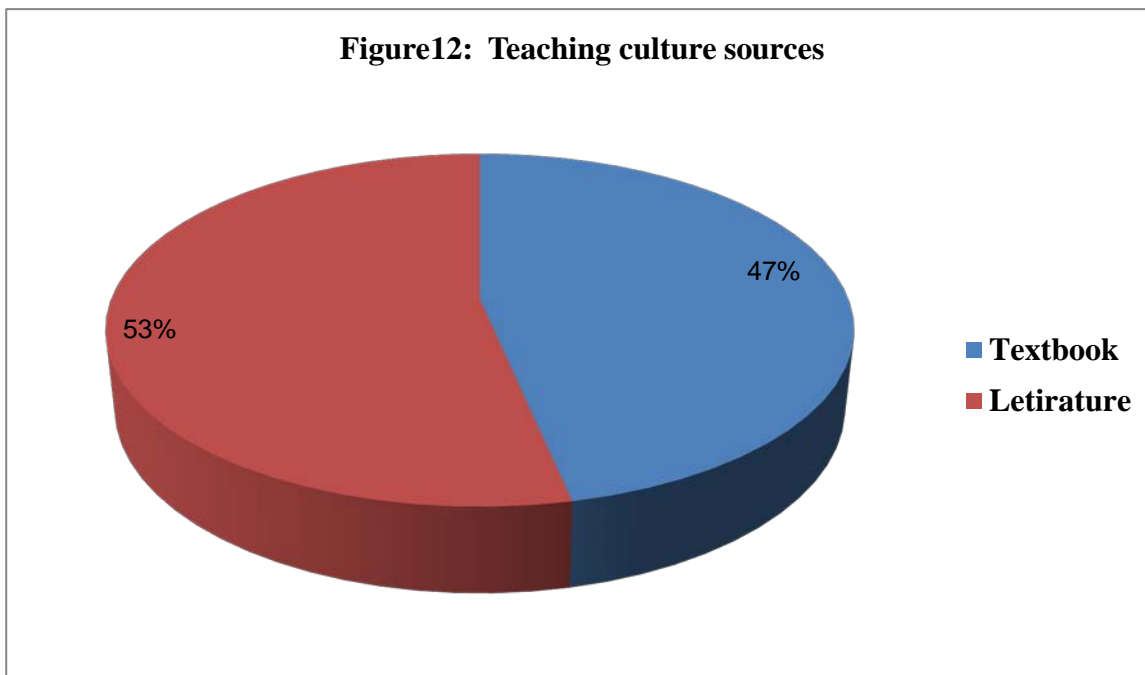
As it is shown the majority of the students(73.33%) assert that they are unhappy about the cultural content that they have been learned , while (26.66%) of participants said they are partially satisfied about the cultural content they have been learned .

Question12: Sources used in teaching culture courses

This question aims to determine the different sources used in TCC

Choices	Participants	Percentage %
Textbook	14	46.66%
Literature	16	53.33%

Table12: Teaching culture sources

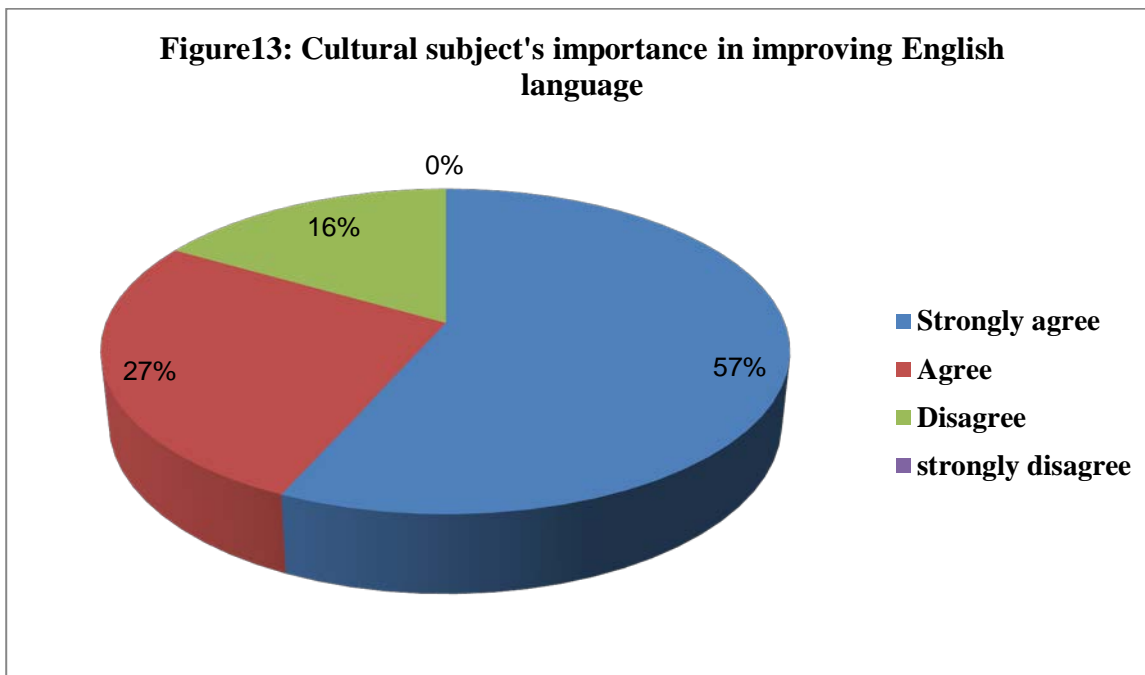


The chart above shows that (46.66%) of students claim that the most used source is textbook ,whereas (53.33%) , because most of learners are aware with the rooted relationship between culture and literature .

Question13: The importance of cultural subjects in improving our English language

Choices	Participants	Percentage%
Strongly agree	17	56.66%
Agree	8	26.66%
Disagree	5	16.66%
Strongly disagree	0	0%

Table13: Cultural subject’s importance in improving English language



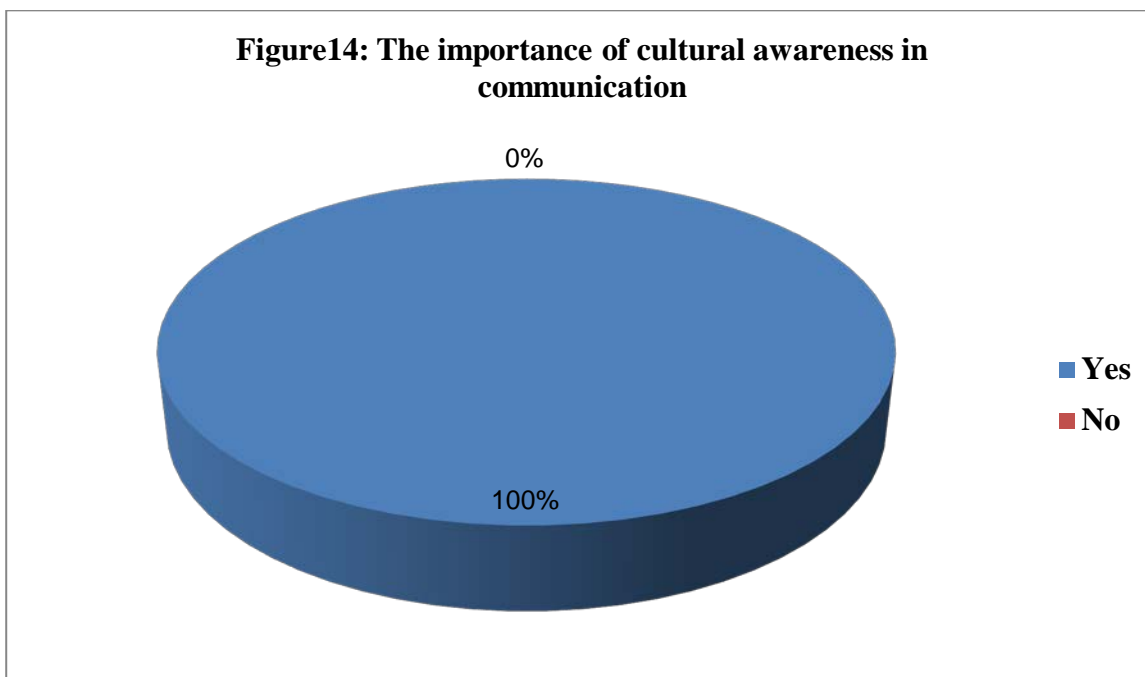
From the results above the majority of students (59%) strongly agree that cultural subject is an important element in increasing their English language , but (27%) of participants agree with that idea . In addition 5 students (16.66%) disagree with the claiming that cultural subjects help them improving their English language .

Question 14: The importance of cultural awareness in communication

The aim of this question is to determine the importance of cultural awareness in communication .

Choices	Participants	Percentage
Yes	30	100
No	0	0

Table14: The importance of cultural awareness in communication



The results display that the entire number of students (100%) reported that being aware of other’s culture facilitate the communication with others . However they said being aware of other’s culture means consequently being aware of the language ; linguistic aspects and also cultural aspects such as idioms because the idiom awareness help them to link the literal and figurative of a particular statement.

Question15: Teaching materials used by teachers .

This question aims to find out the different kinds of teaching materials used by teachers during teaching culture course .

Choices	Participants	Percentage %
Audio-visual aids	3	10%
Prints aids(book ,.....)	27	90%

Table15: Teaching materials used by teachers

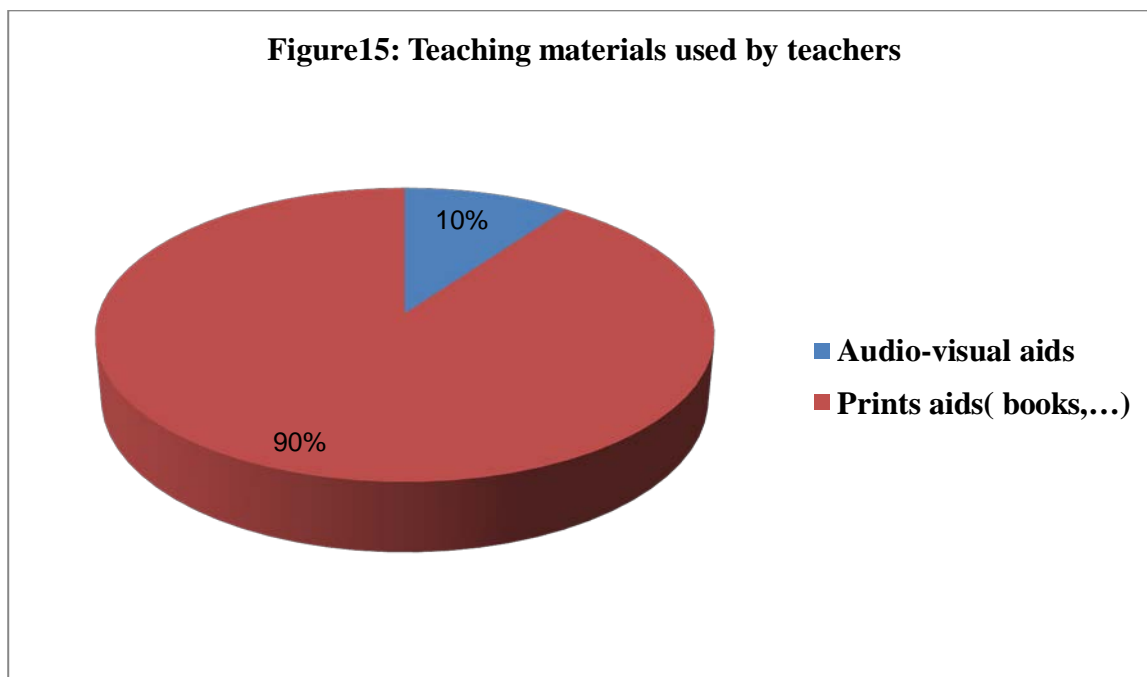


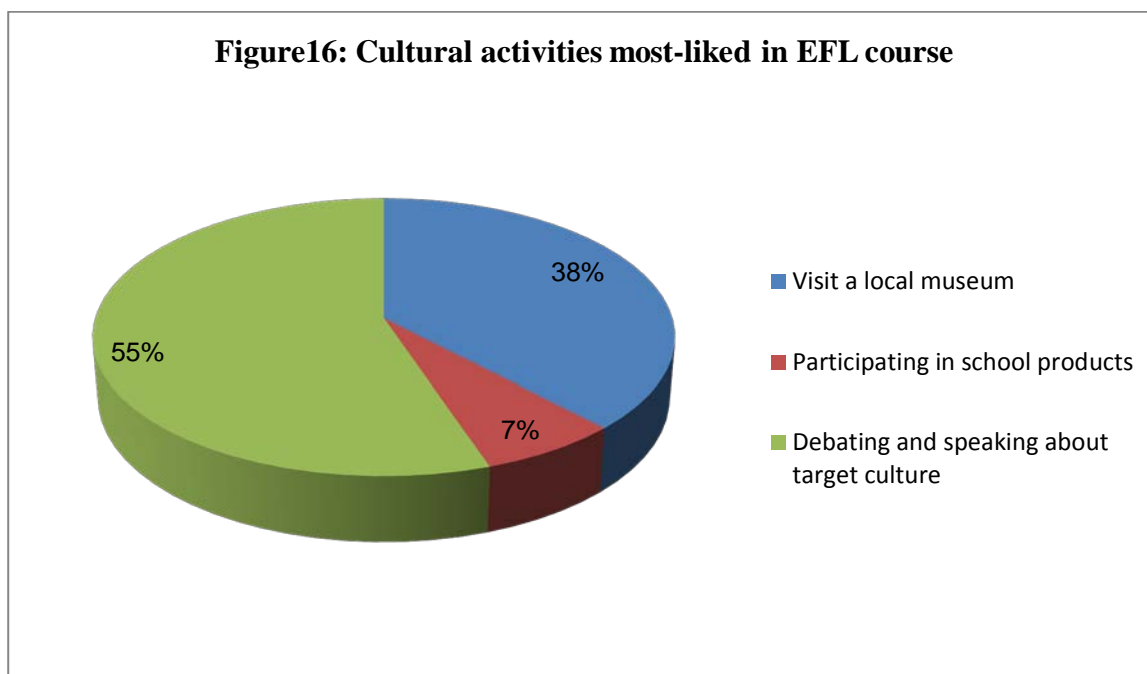
Figure16 shows that the majority of participants(90%) said that prints aids(books..) are the most used materials , in addition 3 students (10%) state that their teachers used audio-visual aids .

Question16: Cultural activities most-liked in EFL course.

The aim of this question is to detect the favorite cultural activities of students .

Choices	Participants	Percentage
Visit a local museum	11	37.93
Participating in school products	2	6.89
Debating and speaking about target culture	16	55.17

Table16: Cultural activities most-liked in EFL course



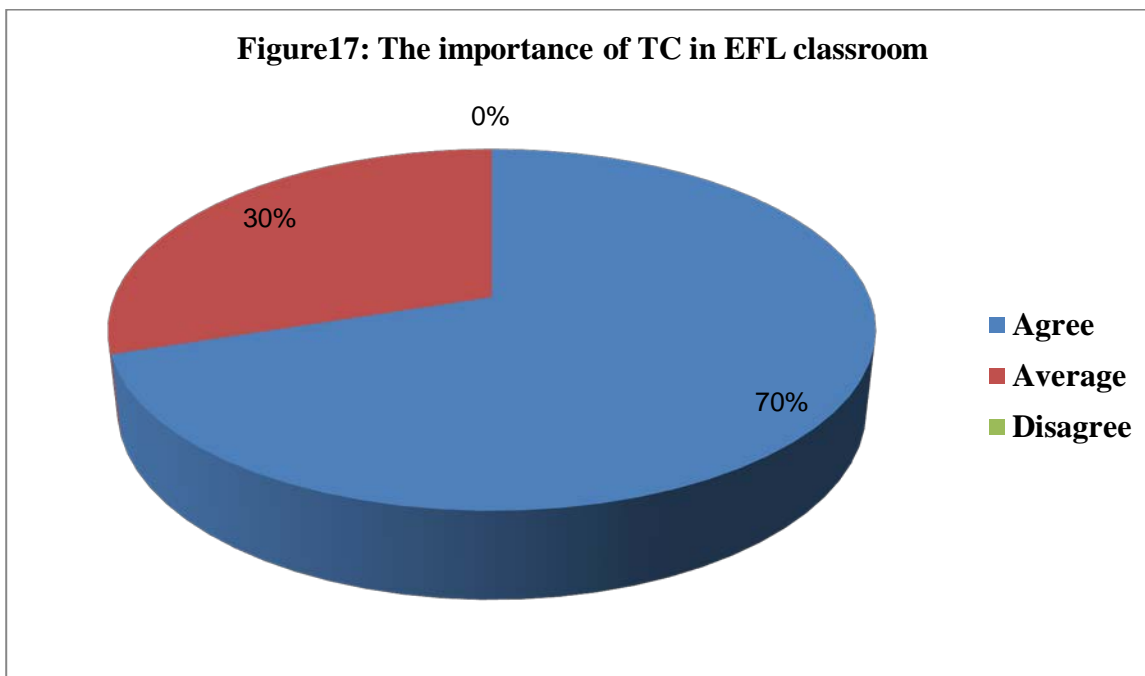
The statistics above shown that 36.66(11 students) of the participants claim that they prefer to visit a local museum , and 6.66 (2 students) are prefer to participate in school products . While 53.33 (16 students) said that the cultural activities most-liked is debating and speaking about target culture . One of the students did not answer about this question.

Question17: The importance of teaching culture in EFL classroom

The aim of this question is to determine the important role of teaching culture in EFL classroom.

Choices	Participants	Percentage%
Agree	21	70%
Average	9	30%
Disagree	0	0%

Table17: The importance of TC in EFL classroom



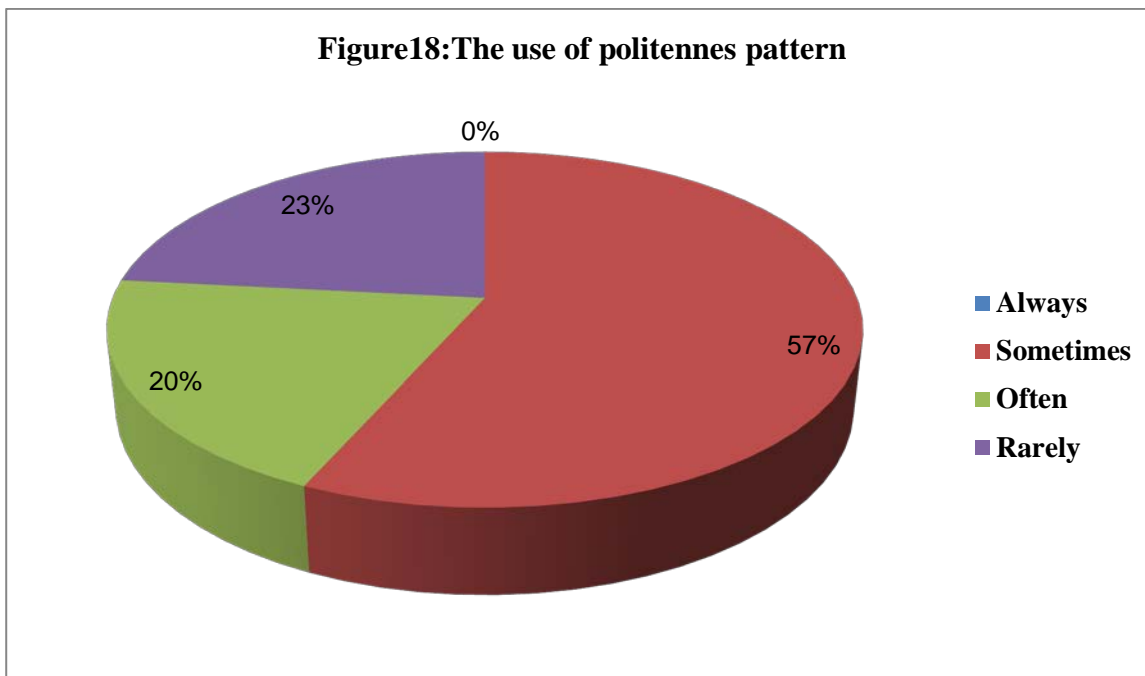
The chart 18 shows that (70%) of participants claim that they agree with the importance of teaching culture in EFL classroom , while (30%) are average , and no one of them are disagree with this idea.

Question18:the use of pattern of politeness

This question aims to determine the use of pattern of politeness during TC courses.

Choice	Participants	Percentage%
Always	0	0%
Sometimes	17	56.66%
Often	6	20%
Rarely	7	23.33%

Table18:The use of pattern of politeness



The statistic above shown that the majority of students(56.66%) said that they sometimes use the pattern of politeness during TC courses, while (23.33%) said that they rarely use them. (20%) state they often use the politeness pattern, whereas no one of the student goes with the first choice.

The sample:

30 secondary school students answered the questionnaire . This questionnaire were unspecified, the students were chosen randomly to increase objectivity

Discussion of the results

From the collected answers of the student's questionnaire, we found that learners consider culture teaching as an important activity in learning. Consequently they are very curious to know about other's culture. Thus (100%) of them are unhappy about the tiny activities done by the teachers in the classroom, so they try to find other sources to learn more about target culture. The recent study shows that the aim of teaching culture is to increase the learner's capabilities to communicate effectively with native speakers, despite all the cultural barriers.

In addition to that the questionnaire shows that learners are aware about the differences between culture. Thus most of them are against the idea of all aspects of culture are to be accepted . However, most of students state that TC is difficult activity to learn and the textbook did not include the important aspect of culture that can help students enhance students communicative competence .

Teaching culture is considered as an important activity , according to learners TC can be as the five basic skills , because when we include TC in the textbook it may improve the learner's communicative competence; which is one of the goal of teaching a foreign languages.

From the answers of students we can also arrived at several results . Culture is a part of school practice that can be connected with teaching vocabulary, grammar and the four language skill.

Shemshadsara (2012-p96) support the idea that teaching culture plays a significant role in most teaching foreign language.

Conclusion

In the this chapter we have presented the results of the study as well as the discussion of the findings , the next section will provide students and teachers with some suggestion that can help during EFL courses

General conclusion

General conclusion

General conclusion

The present study aims at investigating the relationship between culture and teaching and its impact on educational behavior. This work is administered to second year secondary school students at Boughdiri Mokhtar secondary school . The main aim of this research is to answer the questions which are :

- 1.Are Algerian teachers and students aware of the relationship of language and culture ?
- 2.What are the sources and techniques that are used to teach the target culture?
- 3.What is the role that culture teaching plays in foreign language classroom?

Accordingly language teaching associated in way or another, implicitly or explicitly with culture teaching . Culture and language are two inseparable entities , therefore teaching culture must be an important part in EFL teaching to improve the learner's communicative competence. Then based on the findings achieved , the researchers provide some suggestions to for both students and teachers to increase the communicative competence: giving the students reasons to study the target language, focusing on the cultural activities that can attract the learners , and try to motivate the learner .

It can be concluded that culture and language are inseparably linked .

General conclusion

Techniques to teach culture

Culture assimilation :

Is process in which a person or group of different ethnic heritage absorbed into dominant culture of a society :or assume the values, behaviors, and beliefs of an other group .

It takes place between at least one person from the target culture and others from different cultures

Culture capsule:

It was developed by Taylor and Sorenson in 1961 . Culture capsule is one of the best technique for teaching culture , it is a brief description of aspects of the target culture such as

Themes to use for teaching culture

Nylson brooks(1986) suggest a wide list of the important topics that teachers should dealt with in teaching culture courses :

- 1.Greeting:** how people introduce themselves
- 2.The morphology of personal exchange :**personal relationships, social position
- 3.Level's of speech:** social status, academic achievement
- 4.Pattern of politeness:** what are the pattern of politeness, and when should be used
- 5.Folklore:** includes stories, traditions, legends, beliefs ...
- 6.Childhood literature :** songs, rhymes, lullaby..
- 7.Festivals and holidays:** what days of the year are officially designed as national holidays or festival , and the themes of these celebration.
- 9.Music :** instruments , tone
- 10.Meals:** what meals are usually served
- 11.Sports:** what are the most popular sports

Bibliography

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Appendices

Questionnaire

Teacher's Questionnaire:

Dear teachers

We would very grateful if you accept answering the following questionnaire by putting a tick () in the corresponding box or giving a full statement whenever necessary

Your answers will help us to accomplish our study about the relationship between culture and teaching and its impact on educational behavior

Thank you for your cooperation .

1.How long have you been teaching English ?

2.How often do you give culture activities and lessons importance?

a- Very often

b- Sometimes

c-Rarely

d-Never

3.The students are more active:

a-In linguistic activities

b- In cultural activities

4.How would you describe the process of culture teaching?

a- Very difficult

b-Difficult

c-Not difficult

5.If you find the teaching culture difficult , what kind of difficulties do you face ?

.....
.....

Questionnaire

6. How would you describe the learner's competence in teaching culture ?

- a- Very competent
- b- Competent
- c- Not competent

7. Do you discuss the differences between the student's native culture and the target culture ?

- a- Yes
- b- No

8. If yes, how would you describe their reactions ?

- a- Negative
- b- Positive

9. How would you define culture ?

.....
.....

10. Do you think that culture should be taught as the fifth skill beside listening, speaking, reading , and writing?

- a. Agree
- b. Disagree

Justify

.....
.....

11. Which element of culture do you think is important ?

.....
.....

12. What cultural activities do you suggested in the area of culture teaching?

Questionnaire

Thank you.

Questionnaire

Student's Questionnaire

Dear student,

This questionnaire serves as a data collection tool aims at investigating the importance of culture teaching in English learning classrooms. Your cooperation would be deeply appreciated.

Please have the kindness to provide us with the necessary answers to the following questions by putting a tick () in the appropriate box or giving full answer (s) in the space provided . Thank you .

Section one: general information

1.Gender :

a.Male b.Female

2.Age:

a.16-22 b.23-27 c.28- over

3.Is English your Choice ?

a. Personal b. Advised c. Imposed

Please justify ,why?

.....
.....

4.How can you rank your level in English ?

a. Very good b. Good c. Average d. Weak

Section two: culture learning

1.The aim of teaching you the English language is :

a. To speak English fluently

b. To learn about the target culture

2.According to you culture is:

a. Art , music, theatre , dancing.... etc

Questionnaire

b. The way of life of a given social group

3. Does teachers talk about the importance of learning a foreign culture ?

a. Yes

b. No

4. How do you find learning about other's culture ?

a. Very interesting

b. Not interesting

5. What is the most theme used by teachers in teaching culture.?

a. Folklore

b. Festivals and Holidays

6. How often your teacher focused on culture activities or lessons ?

a. Very often

b. Sometimes

c. Rarely

7. Are you satisfied with the cultural content that you have been learned?

a. completely

b. partially

c. not at all

8. What sources do you use in teaching culture courses?

a. Textbook

b. Literature

9. Does the cultural subjects that you have been taught increase your English level?

a. Strongly agree

Questionnaire

- b. Agree
- c. Disagree
- d. Strongly disagree

10. Do you think that being aware about other culture and language helps people to communicate with others easily ?

- a. Yes
- b. No

Justify.....
.....

11. Which teaching materials are used by your teachers?

- a. Audio-visual aids
- b. Print aids (books, newspapers ...)

12. What kind of cultural activities do you like to have during EFL courses?

- a. Visit a local museum
- b. Participating in school productions
- c. Debating and speaking about target culture

13. Do you think that the role teaching culture is important in EFL classroom

- a. Strongly agree
- b. Agree
- c. Average
- d. Disagree

Section three: language use and behavior

1. How often do you use the pattern of politeness during courses?

- a. Always

Questionnaire

b. Sometimes

c. Often

d. Rarely

المخلص

تدور هذه الرسالة حول موضوع تدريس الثقافة في قسم اللغة الأجنبية. وهي تحاول أن تدرس وضعية تعليم وتعلم الثقافات الإنجليزية لطلبة السنة الثانية من التعليم الثانوي كما تسعى إلى معرفة آراء طلبة وأساتذة اللغة الإنجليزية في بعض المسائل البيداغوجية التي قد يكون أساتذة وكذا مواد هذه السنة في حاجة إلى مراعاتها من أجل إثارة اهتمام الطلبة بتعلم اللغة والثقافة الأجنبية، وهذا من أجل بلوغ تعليم وتعلم فعالين للإنجليزية والثقافات المرافقة لها وكذا من أجل تكوين متعلمين ومستعملين أكفاء للإنجليزية.