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Dr MOULAY TAHAR

Dr. Taher Moulay University of Saida

Faculty of Letters, Languages, & Arts

English Department

Integrating Culture in Learning English for EFL learners

Case Study: Second Year LMD Students at the University of

Dr. Taher Moulay, Saida

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Presented by   **Supervised by**

Ms. Rabiaa Chifa DJILALI MERZOUG   Dr.C. MOURI

Board of Examiners

- The president : Dr. MAÀROUF
- The examiner: Dr.L. SELLAM
- The supervisor: Dr.C. MOURI

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Declaration of Originality

I declare herewith that this thesis is my own original work. Furthermore, I confirm that this work, without assistance, has been composed by me. In addition, all data and findings in the work have not been falsified or embellished.

Ms. Rabiaa Chifa DJILALI MERZOUG

Dedications

This work is dedicated to:

The reason I 'am who I 'am, my mother; Boudaoud Fatiha,

All I am, and all I want to be, owe it to my mother. I love you by the number of stars and creatures. You are my paradise, and my eternal happiness.

The man who stands for me, my father; Abdelkarim,

You are the light that illuminates our hearts and every corner of our walls.

My soul mate, my sister; Charaf,

You are a divine blessing, a love filled with beautiful riot, and the apple of my eye.

Whom I'm proud, my brother; Youcef,

You are the security that does not tainted by fear, a support that does not inclined, and love that does not disappoint.

To my brother in law, Rachid,

To whom I owe a great respect, I wish you all the happiness of the world.

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Abstract

This research paper spotlights the topic of integrating culture into English learning. It attempts to examine the process of integrating the target cultural aspects into EFL classes and its importance in building a good English learner. The present study is, indeed, based on the hypotheses that learners would be more interested and learning process would be more successful with integrating cultural aspects. In purpose of proving the credibility of these hypotheses, two research instruments were conducted. First, a questionnaire was delivered to second year English learners (LMD) at the University of Saida. Second, an interview was addressed to English teachers at the same university. The analysis of the data gathered from the research tools applied in this study confirmed the raised hypotheses. Therefore, integrating culture into English language learning has a positive impact on EFL learners.

Keywords: integrating culture, target culture, cultural aspects, English learning, EFL classes

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List of Acronyms

CA: Communicative Approach

DMIS: Developmental Model of Intercultural Sensitivity

EFL: English as a Foreign Language

FCA: Foreign-cultural Approach

LMD: License Masters Doctorate

MA: Multicultural Approach

NCCC: National Centre for Cultural Competence

Q: Question

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GENERAL INTRODUCTION

Background

Far the most, language is a powerful means to convey a message and communicate. It helps in enhancing the quality of life and provides a clear image on how different societies live and think. Due to the sociability of individuals, language is the instrument by which they have the power to defend themselves, acquire knowledge, and advance in various fields. During the previous decades, the world has witnessed remarkable changes owing to several factors including globalizations and wars. In the meantime, English language has emerged on the world stage. Accordingly, many individuals are seeking to learn the English language intensively, and this has contributed to the allocation of international curricula especially in English language. In educational settings, in tandem with the development of teaching and learning the English language, it has been recognized that culture, as an interlinked part of language, plays an important role in learning English as a foreign language. Consequently, in countless studies, integrating culture into English learning became a source of interest, which could help the learners to achieve the successfulness in using the target language.

Undoubtedly, integrating the target culture in EFL learning is significant in the foreign language classroom in its entirety, due to the fact that language maintains culture and culture produces language. For this purpose, learning the English language is not merely to learn grammar and phonology, however, it helps the EFL learners to discover the importance of flexible target language in allowing them to understand meanings and to reflect upon, thus requiring some sort of intercultural awareness.

The Objectives

The aims of conducting this dissertation are:

- Demystifying both language and culture, and explore the relationship between them.
- Introducing different approaches, strategies, techniques, and activities in order to help teachers implement them in their classes.
- Spread awareness and openness to accept the target culture in the EFL environment.

Research Questions

This research paper aims to answer the main following questions:

- How could teachers integrate culture in EFL classes?
- What are learners' attitudes towards integrating culture?

Research Hypotheses

As a first step to answer the above questions, this research work allows and raises the following hypotheses:

- If culture is integrated with the language assigned to it, the educational process will be successful.
- If learners' are more often exposed to cultural differences objectively, they will be more interested to learn the target language.

Methodology

In this research paper, two main research methodologies are to be used for the sake of verifying the hypotheses, acquiring the suitable information, and meeting the objectives. First, the descriptive method, using this method helped in determining the various aspects related to the main concepts, culture and language. Also, it presented different approaches, strategies, and activities of integrating the target culture that would support learning the English language. Second, the analytical method, this method conducted to investigate the topic in vivid manner in order to answer different questions, through both research tools: a questionnaire to second year LMD learners at Saida University, and an interview to teachers at the same University.

Data Gathering Tools

In attempt to bring more consistency to the investigation, two research tools were used in order to increase credibility to the work, a questionnaire for second year LMD learners, at Saida University, and a semi-structured interview for teachers at the same University.

Population and Sampling

As long as the purpose of this study is to explore the notions of culture and the English language, both teachers and learners of English department took a part in the investigation.

Teachers' Sample

Six EFL teachers of English department at Saida University, who are more concerned with the target language and its relation with the target culture, took place in the investigation to provide more information.

Learners' Sample

Forty second-year LMD learners of English Department at Saida University receive a questionnaire in order to answer different questions related to the target culture and the English language.

Data Analysis Procedure

The data obtained from the six teachers and forty learners will be analyzed, interpreted, and discussed in two ways: quantitatively and qualitatively. The quantitative data will be analyzed descriptively through calculating the answers into numbers and percentages, then display it in tables, graphs, and pie-charts. At the same time, the qualitative data is used to analyze the answers and provide commentary paragraphs or interpretation.

Structure of the Thesis

The research dissertation is divided into two principle sections, a descriptive section that includes two chapters and an empirical that includes one chapter. The first chapter (the descriptive part), sheds light on language, education, and culture. Also, it deals with the process of integrating culture into EFL classrooms. The second chapter (the literary review), explores the concept of culture though history, and the role of culture in enhancing learning English language. The third chapter (field of investigation), it introduces and interprets the given results from the research tools used in the work. In addition, it discusses the findings and extracts the conclusions.

The Significance of the Study

Generally, the present work investigates the main concepts: language, culture, and learning the English language in the light of its culture. Moreover, this study has a double-edged sword. On one hand, it helps the EFL teachers be aware about various approaches, techniques, activities that could be used in integrating culture into their classes. On the other hand, it helps the EFL learners to raise their awareness towards different cultural aspects and therefore enhance their English language learning.

CHAPTER ONE

1.1. Introduction

It is significant to mention that education, nowadays, becomes a merely diplomat or a highly grade, that would be put in the closet or in the wall, in order to indicate the value and the statue of the learner. However, the learner would never be asked if he/she is cultivated. Hence, it is significant to understand that the learner is the person who sits in a classroom and receives equal amounts of output formed by information about a given language and culture.

This chapter sheds light on the concept of culture from different scholars, in parallel, the concept of language, communication and education, which they carry the basic to integrate culture in English language teaching/learning. In addition, this chapter investigates the relationship between culture and education, as well as, culture and language. Moreover, this chapter introduces different reasons to teach culture, approaches, strategies, and techniques.

1.2. Culture

The more spread out a specific word, the more it indicates its importance. Nowadays, the concept of Culture is wide spread, however, it is self-evident that the concept of "culture" is puzzling to define, through the difficulty of allocating all its aspects in prominent lines; therefore; its definition can result in a reduction in its meaning, due to its complex, vague, and profound quality.

1.2.1. Definition of the Concept Culture

It is well known that when people hear the word" culture" it may symbolizes to them a lifestyle of bunch of people in a specific area, for instance, art, food, religion, festivals, tradition, customs, and language. Culture, also to them, is perhaps taking a tour of a village, going to museum, attending a concert. According to David Matsumoto, culture is "the set of attitudes, values, beliefs, and behaviors shared by a group of people, but different for each individual, communicated from one generation to the next." (1996, p: 16)

Taking into account this definition, the concept of culture is better to be described rather than to be defined, through the difficulty of finding the exact meaning of the concept. On the authority of Tyler, the British

anthropologist, in his book Primitive Culture , culture is " that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (1870, p: 1). This difficulty resulting from the changes that the concept of "culture" was exposed to over time constantly, accordingly, these changes have created a different meaning each time, in parallel the concept has become more complex.

1.2.2. Kinds of Culture

Despite the fact that there is no question about the difficulty of providing an exact definition of the concept "culture", it is important to clarify the types of this concept. According to Charles A. Ellwood, culture can be divided into two remarkable types, material and non-material "Culture includes on the one hand the whole of man's material civilization tools, weapons, system of industry, and on the other,, all the non-material or spiritual civilization such as language, literature.,-art, religion, morality, law and government."(Ellwood 1925, p: 9)

- **Material Culture**

    Material culture is the noticeable objects that reflect to a certain culture that belongs to human being. This includes, for instance, architects, holiday seasons, customs, literature, music, art, and food. Material culture is a matter of interest owing to appreciations behind when dealing with physical objects, in order to create a better comprehension for the complex lifestyle of the individuals who interact with those objects.

- **Non-Material Culture**

    Non-material culture is the abstract things and non-physical objects that shape up a society, those intangible properties make cultures different from each other. This includes, for instance, verbal and non-verbal language, values, norms, tradition, and dress codes. Non-material culture is a significant aspect of culture, due to its

contribution to the sense of comfort and belonging to a specific culture and society, also, it unites the people and reconnects them.

Both kinds of culture, material and non-material, manage to establish a unified society, on which it has been argued that culture is a social glue that bounds people together. With the contribution of all the pillars (language, gestures, music, art, values, folkways, laws, clothes, dance, crafts, tradition), culture considers as an integral part of the human life environment.

1.2.3. Characteristics of Culture

Some of the major characteristics of culture:

Table1.1: Characteristics of Culture. Adapted from https://historyplex.com

- **Culture is shared:** Culture gives the people a collective identity. It belongs to a community and not to any single human being. It is shared.

- **Culture is learned:** No individual is born with a sense of culture. In the course of life, he/she learns it (The future generations learn to follow the same ideals).

- **Culture changes:** With passing time, a culture develops and changes (Over time, some traditions are dropped out of a culture because they are dangerous or due to their arduous nature. Due to education and increased awareness).

- **Culture takes years to form:** Culture evolves over time and takes years to develop. (Some traditions are created with a cultural or political purpose or in the interest of the nation, such as holidays).

- **Culture cannot be isolated:** No culture can make itself immune to external influences (Trade between two countries, migration of people to different parts of the world, and travel for educational).

- **Culture is essential:** the culture that individuals belongs to, makes them feel a part of the group and give them the guiding principles of life (Culture gives people an identity, thanks to its elements as language, art, and values).

1.2.4. Cultural Awareness

The famous Dutch researcher of culture, Geert Hofstede, has defined culture as "the collective programming of the mind which distinguishes the members of one group or category of people from another." (1991, p: 5). Hence, culture is a set of elements (lifestyle, behaviors, and beliefs) that differentiate people from a society to another. However, due to globalization and technological advances as a way of revealing, the world is becoming smaller, so this has made people from different cultures communicate either to work, study, or travel together. When these individuals meet in the same context, they bring their culture with them. This process makes it important for people to have a cultural awareness.

Cultural awareness is the ability to accept and be open to different global cultures. In that sense, The National Centre for Cultural Competence (NCCC) states that cultural awareness is a major element of cultural competence (Goode, 2001, revised 2006, n.p). In addition, a culturally aware person is the person who solemnizes others' cultural manifestations. Further, he/she understands these changes in cultures and appreciates it instead of describe it as "wrong" or "inappropriate".

Although there are many aspects of cultural awareness includes, firstly, understanding what culture is and having an insight about cultural diversity. Subsequently, comprehend the sense of the importance of culture in peoples' lives. Thereafter, participate in different interactions of people with a different cultural background. Finally, be conscious about one's own culture and be part of it.

Cultural awareness decreases misunderstanding while communicating with colleagues when they behave in a normal manner, thus, it minimizes the chances of falling into awkward situation or communication breakdown. In addition, cultural awareness is a skill that needed to be developed in order to shape a cultural competence, consequently, share a meaningful atmosphere when communicating with people from different cultures.

1.3.Relationship between Culture and Language

As a means of communication, language takes place in any society, where people communicate their culture through the use of language. Language goes beyond the fact of being semantics, however, it represents a meaning, history, and beliefs that build a culture. Consequently, the relationship between the two concepts is inseparable. According to Politzer (1959, p: 85-86):

As language teachers we must be interested in the study of culture not because we necessarily want to teach the culture of other country, but because we have to teach it. If we teach language with teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning.

The relationship between culture and language is inveterate and deeply rooted, because language is embedded within the culture. Kramsch (1998, p: 3) stated that there are three ways how language and culture are bound together and related to each other. First, language expresses cultural reality (with words people express facts and ideas but also reflect their attitudes). Second, language embodies cultural reality (people give meaning to their experience through the means of communication). Third, language symbolizes cultural reality (people view their language as a symbol of their social identity).

1.4.Communication and Culture

Overtime, when any social units -even two- person relationships- gathered in a given society or a given context, they create a communicative context, where language is the principal means. Basically, the words that people perform to express ideas and knowledge that they share in the same environment; it reflects the beliefs, opinions, and attitudes. In other words, culture is expresses by communication and communication creates culture, on which professor Claire J. Kramsch agreed "language expresses cultural reality" (1998, p: 3).

In order to create a meaningful situation and convey a message, people tend to use a spoken or written language, according to C. Kramsch (1998) "through a speaker's tone of voice, accent, conversational style, gestures and facial

expressions. Through all its verbal and non-verbal aspects, language embodies cultural reality"(p: 3), in that sense, individuals use a verbal and non-verbal communication in order to realize their cultural background.

Communication can be categorized as either verbal or non-verbal:

- **Verbal Communication**

    Verbal communication is the process of transferring or exchanging ideas, information, or feelings through writing or speaking between a transmitter and a receiver. Likewise, verbal communication is the basic on which linguistic interaction is built between people, it is the means by which man acquires knowledge and values since childhood. Additionally, verbal communication includes not only oral production, but also written one. To begin with, oral is considered to be the most apparent type, and a large number of examples are very accessible, in particular, telephone calls, conversations, public presentations such as speeches, lectures and conferences, interviews, business meetings and other face-to-face meetings. It could be long as telling stories or short as a simple "No", all these examples can be considered as oral production of verbal communication. In parallel, in parallel, written communication is the use of any interaction that consists on the use of written utterance. The written production is becoming a significant type of communication, through its different uses in different domains, such as emails, letters, contracts, news released, or Instant messages, through these examples, the use of words as a tool to convey a meaningful message indicates the concept of verbal communication. Consequently, verbal communication is very important for language learners and teachers as well, on which both should enhance their verbal communication skill in order to express correctly and create a positive meaningful environment during the learning process.

- **Non-Verbal Communication**

    Non-verbal communication, or wordless communication, it refers to these pieces of information and visible acts that convey a meaning except the oral or written words. It is the process of transmitting messages without

using sentences. Eisenberg and Smith assert that non-verbal expressions are all forms communication except those that are coded in words (1971, p: 20). Moreover, physical communication is categorized as a non-verbal communication. A single gesture would be interpreted differently according to different cultures, so that the meaning would be changed when interacting with different cultures. When individuals communicate, several of physical communications would be remarkable for example shaking hands, hugging, gestures, eye contact, and facial expressions. A person may smile if he/she meets a friend, touch to indicate how close the relationship is, or nodding expresses agreement. Ann Esposito, in that sense, stated that "When speech is not available for use, whether for environmental or for physiological reasons, gestures can be used as alternative, and in the right circumstances, it may become fashioned into a fully elaborated language" (2006, p: 04). Non-verbal communication is important in order to, first, express one's own thought, emotions, and feelings like awkwardness, interest, excitement, confusion, pain, anxiety, or happiness, through different gestures that the face or body indicates that words may not be able to convey. And, it supports and supplements the verbal production, for instance, during learning process, when the teacher asks his/her learners if they understand, here their facial expression would support when either they say ' yes, we understand" or "no, we didn't understand".

1.5. The Concept of Education

The concept "Education" has been derived from three apparent Latin words. First 'Educare', which means 'to bring up', 'to rise', and 'to nourish', on which "The child has to bring up like a plant in the garden by the teacher. His potentialities should be developed with proper care and nourishment." Second 'Educere', which means 'to lead out', 'to draw out' and 'to bring from', whereon" Each and every child has the innate powers. The innate powers of the child should be properly cared, given scope to develop. It should be located and proper education to be developed." Finally 'Educatum', which means 'act of teaching' or 'training', on which "Education is something which is imposed from outside. It is external growth through activities and experience. The teacher, through education provides instructions and gives

direction to mould his abilities." According to the dictionary, education is "the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life."

The concept of "Education" has been defined in a number of areas by different scholars, as follow:

Table1.2: Definition of the Concept Education. Adapted from ROUSSEAU'S CONCEPT OF EDUCATION By Ternan Monteiro (p:07)

- Aristotle: "Education is the creation of a healthy mind in a healthy body."
- Socrates: "The aim of education is to dispel error and discover truth."
- Dewey: "Education is the process of remaking experience, giving it a more socialized value through increased individual experience, by giving the individual better control over his own powers."
- Pestalozzi: "Education means a natural, progressive, and systematic development of all the powers."
- Spencer (Cunningham 18): "To prepare us for the complete living is the function which education has to discharge."

The process of education takes place in formal or informal setting. Formal education is a classroom-based in school setting, where well-qualified teachers and the learners meet in an educational setting to receive lessons according to a curriculum. It requires the learner to take tests and exams, to measure their understanding, and to have a feedback for both the teacher and the learner. Normally, it derived into five stages, preschool, primary school, secondary school, high school, and university, under a set of methodologies of teaching "pedagogy". However, informal education takes place in informal setting as home where the parents take the job as a teacher; for instance, the mother teaches her son how to

carry a spoon. Both formal and informal education, participate in providing a positive learning experience, they develop the learner's skills of thinking and communication, and they ensure a better future for them.

1.6. Education and Culture

Every community ensures to educate its citizens the needed skills, to make sure they are able to communicate correctly and according to this community, as believed by Barnhardt "Schools are agents of the dominant society and as such, they reflect the underlying cultural patterns of that society" (1981, p: 2). Among the skills that the learner can acquire and develop during the learning process, culture takes place as a fifth skill (rather than listening, speaking, reading, and writing). Culture as a fifth skill emphasizes the learners to be able to understand, accept, and appreciate culture, be it his/her culture or culture of other communities. The teacher and the learner form a couple that exists as an archetype in almost any society. During the learning process, the teacher and the learner of foreign languages should consider and be aware about cultural differences, also, build a general idea about others' culture through several practices, so that to avoid cultural conflict. Among these practices, learners and teacher should be aware about these cultures, on which learners may feel confused if they are unknowledgeable about cultures when providing a specific time to integrate culture into learning process , also, the teacher should keep the class open so that to accept any kind of expressions that may occur when receiving input, finally, the teacher should specify in his/her objectives of his/her lesson plan a number of instructions that enhance learners abilities for authentic conceptions that strength their capacities to face cultures from all over the world. Therefore, the relationship between culture and education is of back and forth, on which education shed a light on cultural elements, and culture works as a glue between the student and language "If there is no culture, language will be like water without a source or a tree without roots" (Sun, 2013, p: 371).

1.7. Reasons of teaching Culture

Culture is a social behavior and a standard that exists in human societies. It is a central concept in anthropology, encompassing the range of phenomena transmitted through social learning in human societies. And normally, language

helps in transmitting culture, on which cultures around the world would be known and an individual would express his/her cultures, hence, it is needful for the culture to be taught in all EFL classes. According to Anthony Liddicoat et al (2003, p: 46), learning intercultural language include the understanding of their own language and culture, also others language and culture. Hence, to create a suitable environment that allows for accepting, mediating, and recognizing when it comes to point of views and discussions. In addition, those learners of intercultural language learning create an understandable attitude when facing their language and culture or others'. Considering the changing that may occur in different variables that exist in any language or culture, all around the world.

Culture forms individuals' lives, how they look, speak, behave, think, and accommodate. This creates a life that differentiates society to another, because it involves a culture. When learning a language within its culture and taking different elements into account, learners would be able to grip this language as native speaker, and overcome cultural misunderstanding, for example, as an American it is accepted to shake women's' hands, to smile at strangers, to speak about personal life, however in the Muslims countries, it is unaccepted to do so. Hence, teaching a foreign language with its culture may terminal this awkward situation or minimizes it at least, also, it makes learners aware that in this world there are other cultures, and this would not stop them to be right in the eyes of its owners.

1.8. Approaches for teaching Culture

Since ancient times, people couldn't jettison the importance of language teaching and learning in human's life, various approaches to teaching culture came to light and obtained a respectful focus. As determined by Risager (1998, p: 243-252), approaches to the teaching of culture, vis, the intercultural approach, the multicultural approach, the trans-cultural approach, and the foreign-cultural approach.

1.8.1. Intercultural Approach

The intercultural approach relies on the idea that in order to learn a culture successfully, it is important to compare one's own culture with the target one. Even though the focus is on the target culture, yet this approach

takes the learners' own culture into consideration during the learning process. Its purpose is to enhance learners' understanding of intercultural and communicative abilities, enabling them to act as mediators between the two cultures. By the late of the eighties, teaching languages has been influenced by this method as it does not abandon learners' own culture.

1.8.2. Multicultural Approach

After the application of the intercultural approach, Risager (1998, p: 246) suggested the multicultural approach to teachers to use rather than the previous one, due to its inadequacy "blind to the actual multicultural character of almost all existing countries or states". The multicultural approach stands on the idea that there are societies that gather several cultures within it, accordingly, this approach focuses on the cultural and linguistic varieties, both of the target society and learner's own. Not far from the intercultural approach, the MA urges the learners to create a relation between the existed cultures through comparison, thus to focus on the ethnic and linguistic diversity of the target country, but also on the learners' own culture. Risager (1998, p: 246) emphasizes on the fact that cultures are not monolithic. Hence, it is significant for teachers to use this approach as an agent that minimizes racism.

1.8.3. Trans-Cultural Approach

The Trans-cultural approach is based on the idea that due to several global changes like globalization, World Wide Web, and mass communication (as advertising, journalism, and political campaigning), nowadays the world is witnessing an intricately interweave. Besides that, since the modern world speaks the foreign languages as lingua franca, it is necessary to consider foreign language as an international language and link it with any specific culture.

1.8.4. Foreign-Cultural Approach

The Foreign-cultural approach is one of the approaches that have been developed by Risager (1998). The FCA focuses on a one and only

culture of the target language of a country or countries. In parallel, it does not make a link, a relation, or a comparison between the target culture and the learner's own culture. Hence, the learner would be able to communicate and gain a competence in the target culture, thus he/she would be able to be confident as a native speaker. Owing to its neglecting of the learner's own culture and the comparative factor, this approach is criticized in the present time.

In addition, Jack C. Richards and Richard Schmidt (2010) proposed other approaches to teaching culture, communicative approach and cognitive approach:

1.8.5. Communicative Approach

It is an approach which focuses on the communicative potential of language, rather than on the mastery of structure, so that the learner would be able to communicate the real meaning of the language successfully. The CA encourages learners to deal with real-life based activities, on which the language teacher boost learners to solve real problems through communicative activities, in order to break barriers that may occur when facing the target culture .

1.8.6. Cognitive Approach

The cognitive approach views language learner as a thinker and an active participant in learning process, where the learner seeks to make sense of the information he/she is exposed to, hence, this approach helps the learners think, remember, learn, use, and solve problems of the target culture, using connections between concepts to increase understanding.

1.9. Strategies for Teaching Culture

As stated by Bennett (1993, p: 16)" A fluent fool is someone who speaks a foreign language well, but doesn't understand the social or philosophical content of that language", on which it is significant for the language learner to learn about the language in order not to be a fluent fool, because according to Onalan (2005, p: 2) " culture is a vital part of the communication process". Hence integrating culture in

EFL classes increases awareness factor about the culture, and helps overcome the idea that language is merely structures. Therefore, the teacher may use different strategies to achieve these objectives.

1.9.1. Lecture

The lecture is a means and a strategy of teaching, interesting in a particular subject. It is an oral presentation of information by the teacher, who is an active member of the lecture via providing ideas, concepts, and principles. This strategy is effective when the teacher explains the lesson briefly; revives it with visual aids and realia; allocates a specific importance of cultural experience; pushes the learners to be active during the lecture through taking notes and use the target language frequently.

1.9.2. Native speaker/Informant

Native speaker/informant considered as a trustworthy source of information about the target culture and as a model of a correct language to the learners. Hence, native speakers can be politely requested to be present during educational process for a discussion with the learners as a vivid example of the target culture.

1.9.3. Audiotaped Interviews/Videotaped Interviews

Providing rich interactive multimedia, such as videos and audio taped, is a key feature of an effective teaching. It enables learners to obtain different information about the target culture easily, without the need to attend a specific place in a given time; these materials enhance the learning process through providing real life scenarios. Learners can be exposed to different experts' and teachers' views concerning the target culture via audio/video taped, on which they are consider as valuable resources who would transmit the subject "to life" in order to make the learners aware and inspired during the learning process.

1.10. Techniques for Teaching Culture

In foreign language classes, culture is an important concept to deal with. Different techniques represent a very simple and direct way of involving learners in discovering new and other cultures.

1.10.1. Cultural Capsule

Culture capsules are among the techniques to teach culture, learners, mostly, prepare it out of classroom then present it in front of the classmates and teaching in 5/10 minutes orally. Culture capsule was developed by foreign language teachers H. Darrel Taylor and John L. Sorenson (1961, p: 351), it consists of a paragraph or so that explains target culture using photos or related realia about a given topic (marriage customs, food, or festivals) in parallel with information about the native culture of the learner. The teacher may provide a brief lecture about the target culture then open a discussion with the learners about the similarities and differences between the target and native culture after finishing the lecture or pause at each important information.

1.10.2. Culture Clusters

In a 30 minutes classroom simulation when the teacher acts as a narrator or a guider of the skit, culture clusters take place as a combination of one or more capsules in one given theme. This technique was developed by Meade & Morain (1973, p: 17).

1.10.3. Intercultural Connections

These techniques allow learners to be creative and active, on which the teacher provides very short cases that contain no more than three sentences, these cases give an overview about a cultural content of the target language. Hence, the learners should work in pair or small groups according to the number of the learners in the classroom, they discuss the case, and then they create conversations according to the case.

1.10.4. Culture Assimilators

Culture Assimilators developed by Fiedler et al (1971, p: 95), this technique provides the learners with 75-100 episodes of behaviors on the target culture, every episode, usually written, describe a "critical incident" that may occur in cross-cultural interaction. After reading the episode the learners select the correct answer from four possible explanations of the behavior describes in the episode. Then, the teacher would provide the suitable feedback to the learners' answers, through either discuss the correct answers or make them reselect. This technique makes learners involve with cross culture misunderstanding and be active when learning the language because it is fun.

1.10.5. Culture Mini-Dramas

Different from culture assimilators, culture mini-dramas takes place within three or four episodes where a misunderstanding or a cultural conflict appears. In educational setting, learners experience an episode in the same time they try to figure out the source of the conflict, through a discussion guided by the teacher. Learners gather the information with each episode. However, till the last scene they become aware about the cause of the miscommunication. Mini-drama activity helps learners become aware and notice how they can build wrong idea about individuals in the target culture, because they react according to their biases and ethnic perceptions.

1.11. Conclusion

In this chapter, culture and English learning, there has been a humble investigation upon the concept "Culture", in spite of the fact that it is a hard task to deal with according to several scholars, due to its complexity. Wherefore, this chapter took a path starting with defining the concept" Culture" taking into account the importance of rather to describe this concept than to define it literally, without forgetting to mention some important notions trying to understand it. Then on, this chapter turned its way into some concepts that could be pursued with the concept of culture as language, communication, and education. Thenceforward, the relationship between "Education" and "Culture" was drawn to build the importance of teaching culture in EFL classes due to several reasons that has been mention in this chapter. Consequently, it was important to mention different approaches, strategies, and techniques that could enhance learning the English language. Finally, it is crucial when learning a foreign language to learn its culture, in order to achieve a highly advantageous education.

Now what seems more important is the integration of culture in different aspects while learning the English language, all that are going to be talked in the following chapter.

CHAPTER TWO

2.1. Introduction

In tandem with the development of the educational system in language learning, the focus on culture has been emerged due to its intense significant as an interconnected part of language. Hence without integrating culture into language learning, teaching is inefficient and incomplete.

This chapter, integrating culture in the EFL classrooms, elucidates some notions about culture and English language learning in EFL classes. Start with enlighten the history of culture learning, then culture as a new concept in EFL classes, after that culture as a fifth skill. In addition, this chapter explains how culture could be a motive for learners to learn a foreign language, and how it provides activities to enhance learning the English language. Another point, this chapter sheds light on the attitude of learners toward cultural differences, the role of the teacher in promoting culture among learners, the challenges that a teacher may face when integrating culture in learning English, technology's role in the integration, which culture is the target culture, and different positive affect of teaching culture.

2.2. History of Culture Learning

As educators, it is significant to understand that culture is not just a list of language, religions, or food recipe; however; it is a lived experience to each individual. Hence, with the passage of time, over fifty years, integrating culture into EFL classrooms has been the centre of intention for many scholars.

2.2.1. Culture in 1960s

In the 1960s, according to Fischer (1967, n.p) language was viewed as primary content and goal for language teachers, then culture as a second goal. Teachers were teaching culture through everyday life for speakers of the target culture (Little-C culture). In this area, several techniques promoted in the classroom, include weaving cultural knowledge into audio-lingual drills (Fischer, 1967, n.p; Matthies, 1968, n.p), role-plays, and authentic materials. In addition, teaching materials that developed in this time too, culture capsules and cultural assimilators.

2.2.2. Culture in 1970s

For scholars in the 1970s, the debate between language goal-teaching and culture goal-teaching continues. In parallel, an important point raised concerning communicative competence in culture learning. According to Seelye (1977, n.p), communicative competence is about helping learners to avoid cultural pitfalls during participation in target culture daily life. On the other hand, according to Nababan (1974, n.p), the concept is related to the interpreter role and his/her ability to mediate two cultural groups. This emphasis on developing learners who can interpret cultures, led to emerge of the concept intercultural competence. Moreover, many techniques were developed in the 1970s to involve contrastive analyses of nationalized cultures, culture capsules, cultural assimilators, role-plays, discussions, fill-in-the-blunder exercises, authentic materials of various text types, interpretation of authentic materials, and Big-C culture, which is more productive such as holidays, art, and food.

2.2.3. Culture in 1980s

According to Damen (1987, n.p), culture teaching objectives for assessment purposes appear in the 1980s, on which it formalize to take place in the educational setting to see the ability of learners to interpret different contexts. In addition, different techniques where introduced to them in order to understand the target culture as the culture capsule, culture assimilator, critical incidents, role-plays, and quizzes, on which both of Crawford-Lange & Lange (1984, n.p) and Nostrand (1989, n.p) argue on the importance to expose learners to cultural variation.

2.2.4. Culture in 1990s

Scholars, in the 1990s, enhanced culture-general, the frameworks that provided a perspective for comparing and contrasting cultures for example time, as an orientation to teaching culture for learners, which is a substitute to culture-specific that refers to the characteristics that belong to a certain culture for example handshake. Different techniques were presented in this period of time as ethnographies, learners' investigative projects, portfolios, and other familiar techniques like culture capsules and role-plays.

2.2.5. Culture in 2000s

By the year 2000s, there was a focus on intercultural communicative competence, as well as teaching culture, where the goal is centre to build intercultural speaker who can mediate between two different cultures. Scholars in this given time, proposed different techniques for culture teaching, includes dialogues, critical encounters, role-plays, reading assignments, journals, guest speakers, micro-teaching, and diversity workshops(Agudelo, 2007, p: 185-217), in addition to case studies which encounter a great appreciation due to its effectiveness.

2.2.6. Culture in 2010s

In the 2010s, scholars improved their conceptualizations of culture teaching, and how it should appear under intercultural orientation. In that sense, Liddicoat and Scarino (2013, n.p) proposed intercultural perspective, that concentrated on how to build language learner as both producer and interpreter of different meaning of the target culture in intercultural situations. Scholars, in the 2010s, promoted specific techniques as face-to-face intercultural talks and project-based learning.

2.3. Culture as a New Concept in EFL Classes

It is well known that the ability to communicate successfully is the fundamental goal of foreign language learning. In order to provide a well learning process, EFL learning is nowadays more considered as acquiring linguistic and communicative competencies. This competence is achieved unless the learning process is complete, and integrating culture into teaching language process is one of the essential parts to reach the successfulness. As (Mckay, 2002, n.p) states "The role of culture in language teaching covers diverse cultural concepts from aesthetic, social, semantic, and pragmatic points of view". In the modern language learning, culture takes place as an important focus; it is the mirror that reflects an aware, competent, flexible EFL learner, who can communicate in a place where all the cultures meet without obstacles. Hence, the correlation between language and culture should be the primary goal of all the educational institutions, where foreign languages are taught. Accordingly, a well-planned curriculum should be based on a solid ground, and attention should be paid to this aspect when designing the curriculum.

2.4.Culture as a Fifth Language Skill

As any subject in the curriculum, the majority argued on the importance of teaching English language as being a core of educational system. Accordingly, it is significant to take each component of English language learning into account, includes grammatical competence, textual competence, communicative competence, and culture incorporation. Teaching a language is teaching its culture, so that, directly or indirectly, culture is present and taught in all education settings where foreign language teaching exists. Similar to the known skills (listening, speaking, reading, and writing), culture has been developed to be a fifth skill to learn a target language, in order to avoid misinterpretation. According to Tomalin (2008, p: 1), learning a culture along with the language is important. The reason for this is globalization and the need to use lingua franca to operate internationally. It is not enough learning the target language to learn the target culture. Learning cultural features (as a town, road, bridge, or house) of a region does not provide sensitivity, awareness, and how to behave in some situations. Thus, the fifth skill teaches the learners the suitable techniques to adapt the use of English language, to accept differences, and be flexible when dealing with different situations in the target culture, on which Regmi claims that "the students who are provided with such input about the culture and the language will be more motivated to learn different cultural situations and therefore, understand that learning the linguistic structures of a language might not be enough to be competent in using the language in its original setting" (2011, p: 1)

2.5.Culture and Learning Motivation

In the field of motivation and language learning, researches has shown that positive attitude toward target language and culture contributes in raising the motivation to learn the target language among EFL learners. Put differently, the advantages of teaching culture of the target language are double-edged. First, it enables learners to acquire an understanding of others' culture and theirs. Second, it motivates them to learn the target language. As stated by Mavi (1996, p: 54), learning about lifestyle of foreign countries that speaks the taught language motivate the learners to learn more. Likewise, Niederhauser (1997, p: 8-11) argued that providing the opportunity to be familiar with foreign counties, their culture, and the life of people who speaks the target language is the ideal way to motivate foreign language learners.

Culture, also, can contribute in raising the learners motivation, prevent an amount of anxiety, and make lessons meaningful, where foreign language classes are sometimes boring "When pace lags, when the eyes drop, when the heat comes, the smart teacher will have the cultural unit " (Steiner, 1971, p: 63). This is due to the fact that cultural matters usually stimulate learners' interest; they increase their curiosity about the foreign culture country, people and way of life. Furthermore, activities based on culture as singing, dancing and role playing are generally entertaining and enjoyable.

2.6. Cultural activities for EFL Classes

Many pedagogues thought about a balance educational setting in learning matters, in order to eliminate the gap between the learner and learning the language. Consequently, several activities were developed to help learners to be efficient in intercultural skills. These activities are considered to be the practical side of theories about culture, which would not just entertain but also provide knowledge in funny and useful manner. Moreover, these activities allow learners to grasp an idea about the target culture, also to be involved within the culture, so that the academic achievement can be enhanced positively.

2.6.1. Say Hello: Getting Learners Talking

The first impression is the most significant part of the communication, it usually starts with the simple word "Hello"; however greeting is far from being mere words, it is, indeed, about body language and tone. For instance, in some cultures they prefer to kiss each other, others to handshake, and others saying" Hello" is enough and safe for them. When it comes to teaching how to greet in suitable manner, teachers in the educational setting provide a theoretical part as well as practical part. For the theoretical part, the teachers provide different methods. First, they present different ways of greeting verbally, like in America it is preferably to say "Hello" or "Hi", at the same time introduce the learners to formal and informal ways. Second, the teacher examines with learners the proper way of greeting physically, for example in America greeting physically comes as a handshake, long eye contact, or a hug/kiss for a close friend. Third, the teacher asks the learners to check the differences or similarities with their own culture. And for the practical

part, the teacher divides the learners to groups/pairs and provides different contexts and topics (e.g. business, police officer, hospital, on the street, attending a party), then he/she inquires the learners to greet according to the context.

2.6.2. Awkward Timing: Helping EFL Learners Adapt

When becoming immersed in other cultures, timing is the headmost noticeable element, due to its importance in succeeding in many fields. It is significical to keep the learners aware about the difference in timing and what can cause as an issue when dealing with the target people from the target culture. Hence, the teacher should provide both theoretical and practical part for better understanding. In the theoretical part, the teacher provides a lecture about time differences for standard activities, as the suitable time for eating specific meals, time for schools/works, or the time to attend entertainment activities. Besides, in the practical part, the teacher writes a quiz as a practice to check if the learner grasps from the lecture. For instance, the teacher suggests an activity (e.g. going to school). Then, he/she provides two lists as options, one contains different countries, and one contains different timings, afterwards, the learner would match the appropriate timing with the appropriate country (e.g. in America schools start at 8:30, in England schools start 8:50).

2.6.3. Eat It Up: Teaching Food Differences

Food is the most enjoyable thing, but sometimes foreign dishes may seem strange and "weird". Hence, it is the role of the teacher to switch this weirdness into pleasant, through providing theory side and practical one in order to introduce the foreign cuisine as an exciting and an attractive element. In the theoretical, the teacher provides a video tape with typical breakfast, lunch, snack, and dinner foods/times of different countries according to the target culture. Simultaneously, he/she provides different activities to supply the learners with the practical part as a worksheet, where the teacher distributes a menu with common food from the target culture (e.g. hamburger, Tacos, Thanksgiving, Hominy Grits, apple pie of the target culture America) and the learners would order from the given menu, or the teacher chooses a dish and asks the learners to narrate a step-by-step recipe. These activities would help the learners to review important vocabulary and revise tenses.

2.6.4. International Education

In foreign language classrooms, learners are facing different cultures. Accordingly, the teacher chooses the appropriate activities that suit his/her learners' needs. In the international education, the teacher introduces to the learners a single culture during a particular period of time (at least a year), where they immerse inside the target culture including food, costumes, festivals, music, and art. Consequently, the leaners shift from learning mere rules about the target language to something deeply, that may interest them to learn and like the language more.

2.7. Developmental Model of Intercultural Sensitivity

Cultural sensitivity sets a foot with the recognition that there are differences between cultures. Learners in EFL classrooms, while learning the target language, may face differences between their own culture and the target culture. These cultural differences create different attitudes according to different learners. Thus, a framework was created by Dr. Milton Bennett (1986, n.p) knows as Developmental Model of Intercultural Sensitivity (DMIS), in order to explain the attitude of learners while engaging in cultural difference. When experiencing another culture, ethnocentrism and ethnorelativism take place to guide the journey of learners' cultural sensitivity.

2.7.1. Ethnocentrism

2.7.1.1. Stage 01: Denial (deny difference)

In this stage, learners are far from believing in cultural differences, they consider that individuals who behave differently don't know any better. They think that they are right and others are fault, so that they tend to force their own culture on others. Moreover, these learners or people in general think that their behaviors are normal, but different behaviors are abnormal. However they are not threatened, they just don't accept it, so they create a less or no communication with foreign cultures, owing to the lack of experiential basis for believing in other cultures than themselves.

2.7.1.2. Stage 02: Defence (accept but demonize differences)

In the second stage, defense against different, learners start to believe that their values and principles may not be absolute, in return they are not happy about

it. In addition, unlike the first stage, learners in this stage are threatened by other culture and think that they are inferior, but meanwhile they believe and accept it as a different culture. They are more knowledgeable to force their values and principles. However, they have negative attitude toward other cultures, so that they create a less or no communication with individuals of different culture.

2.7.1.3. Stage 03: Minimization (trivialize difference)

Similar to the last two stages, learners in this stage are still threatened when dealing with the target culture; consequently, they minimize it thinking that people who are from different culture are not wrong or inferior. Simultaneously, they consider the differences as a real fact but still not important or huge "as different as people are, they are still more similar than dissimilar". These learners believe that no matter how different people are, they will always reach a specific point that combines their values.

2.7.2. Ethnorelativism

2.7.2.1. Stage 04: Acceptance (neutral about difference)

In this stage, learners start to accept the differences as deep and legitimate, knowing that these differences symbolizing the fact that people are truly different, hence they accept this difference with what it holds as values, behaviors, and norms, without being threatened or creating a judgmental attitude, but they may adapt some of the behaviors for themselves or adjust their own behavior to become culturally sensitive, neutral, and permissive.

2.7.2.2. Stages 05 & 06: Adaptation/Integration (difference is a positive thing)

In the adaptation and integration stages, learners' behaviors and attitudes change, on which they are ready to shift and adjust their behaviors to different norms, and being capable to be flexible and showing understanding when facing different culture. Eventually, they integrate some sides of others' culture, without abandoning their own culture. As a result, they "become bicultural, effortlessly adjusting behavior to suit the culture of the people they are with", namely "style switching".

2.8.Teachers' Role in Promoting Culture among Leaners

EFL teachers should not just focus on other cultures, however, they should teach in a certain way, objectively, to clarify that communication is not just sharing opinions. Intercultural communication demands respect, tolerance, and awareness. Moreover, they make use of the classroom to make the learners aware about the importance of learning language within the culture. However, it should be clarified that learning the culture and its language is not restricted to few days; in fact it takes time to achieve the successfulness in using the language correctly and understand the culture. Also, effective teachers should be patient in promoting respect among learners towards the target culture. They should encourage learners to read in foreign languages in various stages of their studies by holding group reading seminars, book exchange campaigns, and providing books on the electronic version, thus enhancing cultural knowledge and raising the vocabulary of the learners. Likewise, encourage learners to attempt to various cultural competitions, in order to promote language learning as an integral part of culture.

2.9. Teachers' Challenges Regarding Teaching Culture

Due to several reasons, teaching English language within the concept of culture becomes necessary. Learning English is important and individuals all over the world decide to study it, so that many countries include English in their school syllabus. In addition, English language is the most common spoken language. However, while this language is taught in parallel with its culture, teachers face numerous challenges in the classroom. One of the most challenges that teachers experience is the overcrowded curriculum. The application of some methods, strategies, and activities of teaching culture requires time; accordingly, the majority of teachers face problems to specify time for teaching foreign language culture in an already overcrowded curriculum. It is believed that learners will be introduced to cultural material after mastering rules of grammar and basic vocabulary of the target language, but culture, afterwards, would never come to a lot of learners. A different challenge is that teachers may seem not having enough knowledge on the target culture. So that, teachers may fear to teach the culture owing to the thought of not knowing sufficiently about it; consequently, they provide their learners to basic facts only. Another challenge is that many learners feel

that they cannot master the culture one hundred percent. Finally, they cannot become capable of dealing with foreign culture, and getting familiar with its element.

2.10. Technology Applications in Teaching Culture

Several researchers support the use of technology to enhance learning in EFL classrooms. Technology provides various tools that can be used in foreign language classrooms unlike traditional techniques, it helps bring the target culture into the classroom and gives the learners a more engaging and interactive tool to learn and experience other cultures, on which it is well known that leaning languages should occur in active environment. Moreover, technology allows learners to interact with the English language directly, with exploring a deeper acknowledgment of the culture. According to Kukulska-Hulme (2010, p: 8), at the present time several activities can be promotes in EFL classes including social applications (e.g. Facebook), mobile Internet access (e.g. websites), and multiple media (e.g. movies and audio books), these technology-based activities authorizes EFL learners to have a great opportunity to be exposed to the English language in meaningful context. Consequently, learners would be able to fulfill their baggage knowledge of the target language as well as the target culture.

2.11. Which Culture Is The Target Culture?

When learning English vis-à-vis culture, most of the teachers and learners face an instant choice: among all the cultures of the world, which culture to learn? Most foreign language teachers and learners as well lean towards either the British or the American culture. Nevertheless, it is far from being easy to choose. The more one unpack the concept of culture in learning the more hard it becomes. As a major problem, the world is place where different cultures meet, indeed there is no a monolithic national culture, on which there is different ethnics, foods, and costumes. Moreover, it would be true to say that the English language these days occupies a great place among all the languages. It no more seen as a language of specific countries as Britain, America, New Zealand, or Australia, as Kachru (1992, n.p) named it the "Inner Circle", in fact many consider English language as international language. Even with the cultural differences, it is undoubtedly not to abandon the cultural materials when teaching the target language. Hence, it is significant to make the learners able to

operate effectively with individuals from the target culture, though the notion of intercultural competence. So that, the learners would become aware of differences between their own culture and others', and able to occupy "the third place", which means dropping the idea that everyone sees the world similarly. Consequently, in EFL classrooms, cultural elements should be introduced in EFL classrooms to push the learners to reflect on their own and others culture, also, to master skills as avoiding prejudice, negotiating and establishing common ground.

2.12. Positive Effect of Learning Culture

Naturally, both of language and culture are intertwined and interdependent to each other. According to Jiang (2000, p: 328) "a living organism; language is flesh, and culture is blood. Without culture, language would be dead; without language, culture would have no shape". In this context, EFL learners should be aware of the fact that the relationship between language and culture are deeply rooted. Through this, learning them together at the same time produces positive effects on learners, owing to the learning process that focus on specific materials as lifestyle and the interactive mode of presenting the data as role plays.

2.12.1. Acculturation

In many ways, the concept of acculturation has been defined. As stated by Collier et al. (2007, p: 355), it is "an adaption to the presence of two (or more) cultures in the environment". It is likewise as Acton and Felix (1986, p: 20) further mention "the gradual adaption to the target culture without necessarily forsaking one's native language identity". Many researches affirm the importance of the acculturation in language learning classrooms, on which Mekheimer have confirmed that second or foreign language learning should go hand in hand with acculturation (2011, p: 44). That is, learners need cultural guidance in order to acquire the English language effectively, through adapting the new culture's behaviors, values, customs, language, and forms of dress that are characteristic of each group (Vanessa Smith Castro, 2003, P: 13). As an advantage, acculturation helps learners to create a positive thought on foreign cultures, which may inspire them to study the language with positive energy and to overcome the negative emotions and anxiety of learning a foreign language.

2.12.2. Culture Shock

In the 1960, Karl Oberg coined the term "culture shock" arguing that it is «the anxiety that results from losing all our familiar signs and symbols of social intercourse" (p: 142). According to Vanessa Smith Castro, culture shock is far from being a clinical term or medical condition, however it is a the confusion, uncertainty and nervous feelings an individual may have after abandoning his own culture to live in a new foreign culture. (2003, p: 6). In educational setting, teachers may sense the cultural shock among their learners through sings including moments of anger. Hence, it is the role of the teacher to help his/her learners to manage culture shock, in order to preserve their morale, through providing tools to adapt to the target culture without rejecting their native one. First, the teacher explains the concept to the learners, so they would be able to control their reactions. Second, the teacher encourages learners to respect others' culture, knowing that the world is not limited to a specific culture, but it is made up of many cultures. Next, the teacher provides different information about the target culture through different activities, methods, approaches, so they would feel part of a new community network.

2.12.3. Prejudice

With the globalization, the world has become more in contact. When individuals from different nationalities communicate, the resulting interaction patterns can take many different shapes. Judgment as prejudice may often be the leading issues at the present time. According to Dovidio and Gaertner, prejudice can be defined as "an unfair negative attitude toward a social group or a member of that group" (1999, p: 101). Hence, many agree that it encompasses a negative prejudgment about a group of people of "other" culture. Learning foreign language with its culture makes a difference in learners' prejudice toward other groups; also learners would overcome some negative thought. For example, Americans are overweight, superficial, and materialistic. The more learners experience and the more they are exposed to other cultures, the easier it is to apply the target language and their new worldview to a multitude of situations.

2.12.4. Cultural Tolerance

Over the past decades, the world has changed considerably. Acquiring both of linguistic and cultural abilities is today prominent, that is the reason of teaching culture has become importance in EFL classrooms, in order to instill cultural tolerance in learners. According to Von Bergen et al "authentic tolerance…involves showing respect and dignity of others" (2012, p: 116). "No Muslim, no Jew, no Christian, no Hindu, no Buddhist—no one who is true to the principles of any of the world's faiths, no one who claims a cultural, national or religious identity based on values such as truth, decency and justice—can be neutral in the fight against intolerance" (United Nations Information Service 2004). Consequently, learners acquire cultural tolerance, empathy and cooperation in the environment of trust and respect toward target cultures.

2.12.5. Misunderstanding

As English is not EFL learners' mother tongue, they remain under pressure of understanding messages, decrypting symbols, and interpreting the meaning. They mostly fear of misunderstanding the target language specifically and the target culture generally. For example, this simple utterance may cause a problem "Do you have a problem?" which it means "Is there something you don't understand?", but it would be interpreted as a threat. Learners should achieve some understanding of the target culture, in order to avoid misunderstandings and achieve successful interaction in the target language, on which misunderstanding may lead to embarrassment, confusing and awkward moments. In Educational setting, cultural misunderstanding causes a negative impact on the learning experience of the target language. Thus, as a matter of fact, learners should go beyond learning the foreign language as a mere symbols, but to deeply rooted in what can the language hold.

2.13. Conclusion

In this chapter, integrating culture in the EFL classrooms, there has been a research upon the history of learning culture in EFL classes from 1960s until 2010s. Accordingly, throughout its history presence, an investigation takes place upon the importance of introducing culture as a new concept in EFL classes. Simultaneously, this chapter sheds light on the concept of culture as being a fifth skill to foreign language classes, and how it could be a motivation for EFL learners to learn English as foreign language. Hence, it is significant to provide the appropriate activities, also to develop the attitude of learners toward the target culture over the six stages (DMIS Model). Subsequently, the role of the teachers in promoting culture among their learners, as well as the challenges that they may face when doing therefore. Following, this chapter clarifies the usage of technology while integrating culture in EFL classes, and how it makes it easy for the teacher, as well as for learners to achieve the goals concerning learning English successfully. Furthermore, in this chapter the ambiguity about what culture is targeted has been removed. Finally, there has been a research upon what could the integrating of culture into EFL classes effects positively on learners when facing the target culture. Thus, there is no doubt that the successful integration of culture can contribute significantly to successful language learning.

The next chapter will investigate the practical part of integrating culture while learning English language.

CHAPTER THREE

3.1. Introduction

Continuing the investigation from the theoretical part to the practical part, the third chapter is purposed on the investigation's field of the present study. This chapter will elicit the findings on the teachers' and learners' expectations vis-à-vis integrating culture into learning English at the Department of English at Saida University, in order to confirm the hypotheses and answer the research questions. Thus, two appropriate research tools were used to collect the data needed, an interview for teachers and a questionnaire for second year LMD learners of the English stream at Saida University. Moreover, the collected data will be presented in tabular and graphics form (quantitative data) and on commentary paragraphs (qualitative data). Furthermore, this chapter gathers various recommendations, which may help in providing much more attention in incorporating the concept of "culture" within EFL classrooms, for a better learning of the English language.

3.2. Field of Investigation and the Research Method

The investigation was carried out at the University of Saida along with the collaboration of a sample of second year learners and teachers of the English Language Department. Relevant information about the participants and the instruments are presented in the sub-sections below.

3.2.1. Learners' Profile:

Randomly choosing, 40 second year learners were selected at the English Department of Saida University. Out of 40 participants, there have been four males and thirty six females.

3.2.2. Teachers' Profile:

Six teachers were interviewed, two male teachers and four female teachers. These teachers, who teach English as a foreign language in the department of English Language, are all of the Algerian nationality.

3.2.3. The Research Instruments

In order to collect and extract the suitable and valid data, this investigation was managed in form of two research tools. First, a questionnaire requested to the second year LMD English learners at the Department of English at Saida

University, in the academic year of 2018-2019. Second, an interview requested to the teachers from the same department.

3.3. Learners' Questionnaire

3.3.1. Description of the Questionnaire

The questionnaire of this study is designed to second year English learners at the department of English at Saida University of the academic year 2018-2019. The case of study is forty learners, whom they are collected randomly from different groups in order to explore the research topic" Integrating Culture into English Learning". Various types of questions were inducted, from closed-ended to open-ended questions. Closed-ended questions inquire the learners to tick the suitable answers for them from a set of choices. On the other hand, open-ended questions require the learners to provide a full answer according to their background information or personal view. The questionnaire (See Appendix A) includes nine questions presented in background question and two sections:

Gender:

This question deals with the learners' background information.

Section One: Learners' Attitude toward Language and Culture

The first section addresses the attitude of the learners towards two main concepts "culture" and "language", in addition to their strong connection. This section contains 04 questions, which aim to investigate the learners' opinions about learning the target culture and their appreciation towards it.

Section Two: Culture and Learning

The second section deals with the learners' assumption towards learning process regarding the target culture and language. This section tends to discover the process of culture being taught, the efficiency of culture when they communicate the target language, and how much they are satisfied with the cultural content that they have learned from second year's subjects.

3.3.2 Analysis of the results

Gender

As a helpful question, the questionnaire begins with an only one question about the participants' personal information.

Table3.1: Learners' Gender

Gender	Male	Female	Total
Number	04	36	40
Percentage %	10%	90%	100%

As demonstrated in the table above, the majority of the participants were females with superiority of 90%, however the rest are males with a 10%.

Section One: Learners' attitude toward language and culture

1- Teaching English as a foreign language requires teaching its culture

Table3.2: The Relationship between Language and Culture

Choices	Number	Percentage %
Yes	38	95%
No	02	5%
Total	40	100%

Graph3.1: The Relationship between Language and Culture
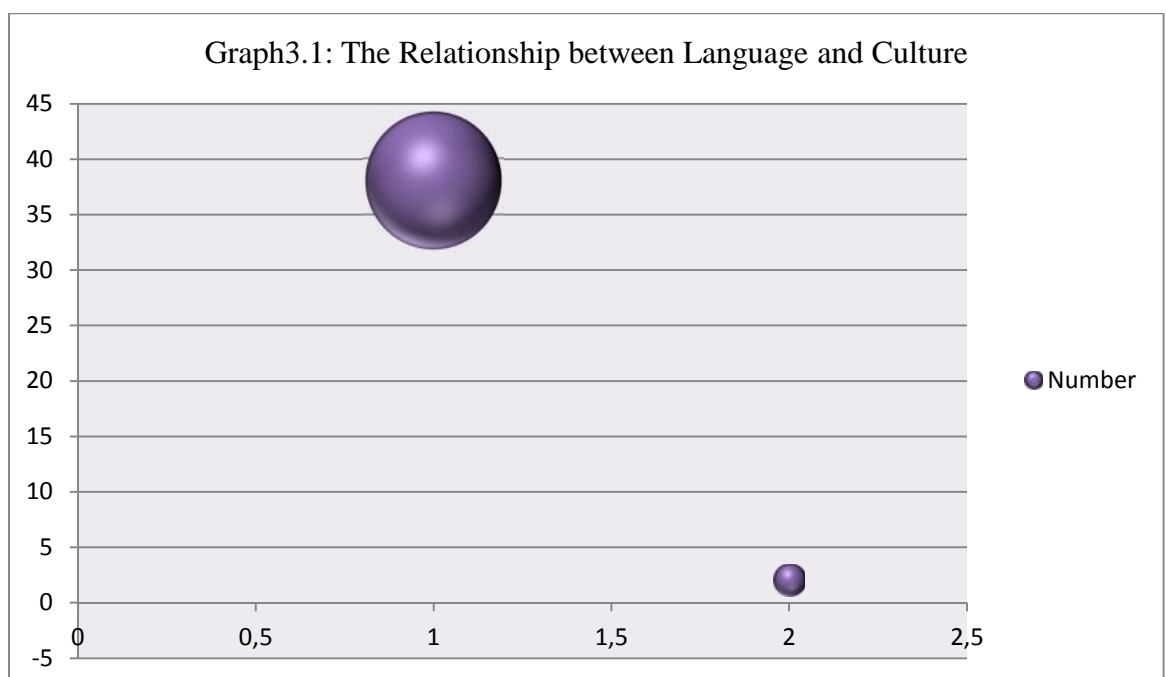
The table and the figure above deduce that a percentage of 95% of the participants, who take part on the questionnaire, answer with "yes" on the fact that teaching English as a foreign language requires teaching its culture, whereas the 5% of the participant answer with "no".

For the majority of the English learners, having an amount of knowledge about the culture should be integrated while learning the English language. The 95% shows how much the EFL learners are aware about the importance of building their language competence in parallel with its culture.

2- Teaching culture helps you develop your language proficiency

Table3.3: Culture's Role in Developing Language Proficiency

Choices	Number	Percentage %
Yes	30	75%
No	10	25%
Total	40	100%

Pie-chart3.1: Culture's Role in Developing Language Proficiency
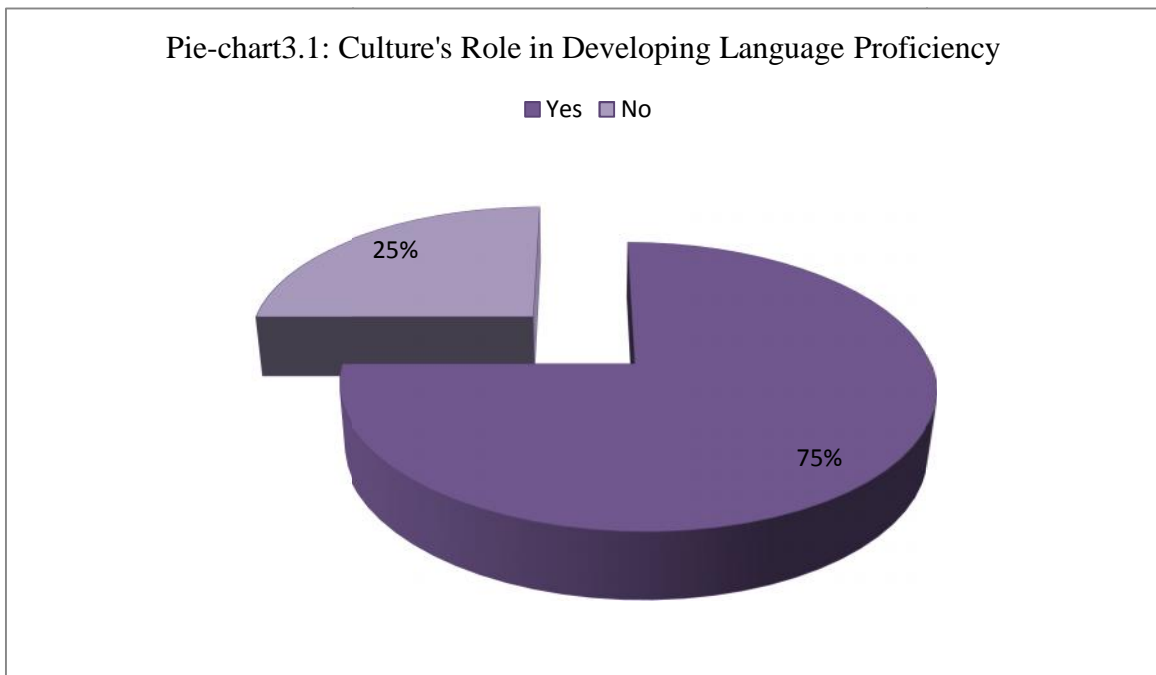
The previous table and figure show that almost the majority of the learners have answered this question with yes with the percentage of 75%, and some others have answered negatively on this question with the percentage of 25%.

In general ,the answers provided by the learners positively reflected the effectiveness of teaching culture in helping the learners develop their language proficiency, on which 75% of them consider learning about cultural aspects is significant to use the English language correctly. In the other hand, the rest of the learners consider that learning the English language does not mean knowing about its culture.

3- What is your attitude when facing cultural differences?

Table3.4: Learners' Attitude towards Cultural Differences

Choices	Number	Percentage %
Accept and respect	36	90%
Reject	04	10%
Total	40	100%

Pie-chart3.2: Learners' Attitude towards Cultural Differences

■ Accept and respect   ■ Reject

10%

90%

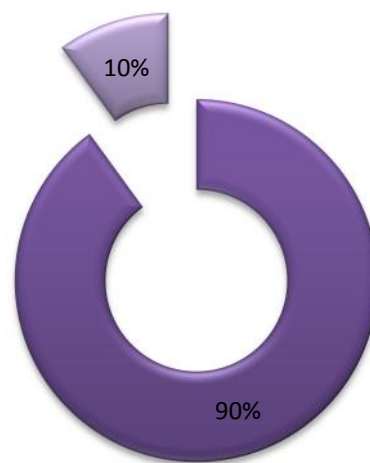The table and the figure above show that 36 of 40 learners, who participate in the questionnaire, accept and respect when they come across cultural differences, whereas the rest (04 learners) they prefer to choose reject when facing cultural differences.

The 90% percentage of the leaners who accept and respect indicates that the approximately the majority of them have a positive attitude when facing cultural differences, on which it is significant for them to learn the English language with its culture without having issues.

4- **Do you model yourself as a learner of English on the English-native speakers (compare your behaviours, manners, and way of life to those of English-native speakers)?**

Table3.5: Modeling the Native Speakers.

Choices	Number	Percentage%
Yes	09	22.5%
No	31	77.5%
Total	40	100%

The table above demonstrates that nearly the whole number of the participants disagree with modeling themselves being English language learner as English-native speakers with the percentage of 77.5%. However, the rest with the percentage of 22.5% agree on the statement.

Why?

After analyzing the answers and examining the reason for the learners' agreements and disagreements of the idea described above, it appears that:

Learners, who disagree, said that learners cannot be removed from his or her personal identity. But must respect these cultures and not adopt them.

Learners, who agree, said that studying the language means borrowing the behaviours, way of thinking and lifestyle in general of the English-native speakers, in order to promote the proper use of the language.

Section Two: Culture and learning

1- you receive cultural aspects of the English speaking countries through

Table3.6: Ways of Receiving Cultural Aspects in Classroom

Choices	Number	Percentage%
A transmission of cultural information only	02	5%
A practice of cultural activities.	16	40%
Both	22	55%
Total	40	100%

Graph3.2: Ways of Receiving Cultural Aspects in Classroom
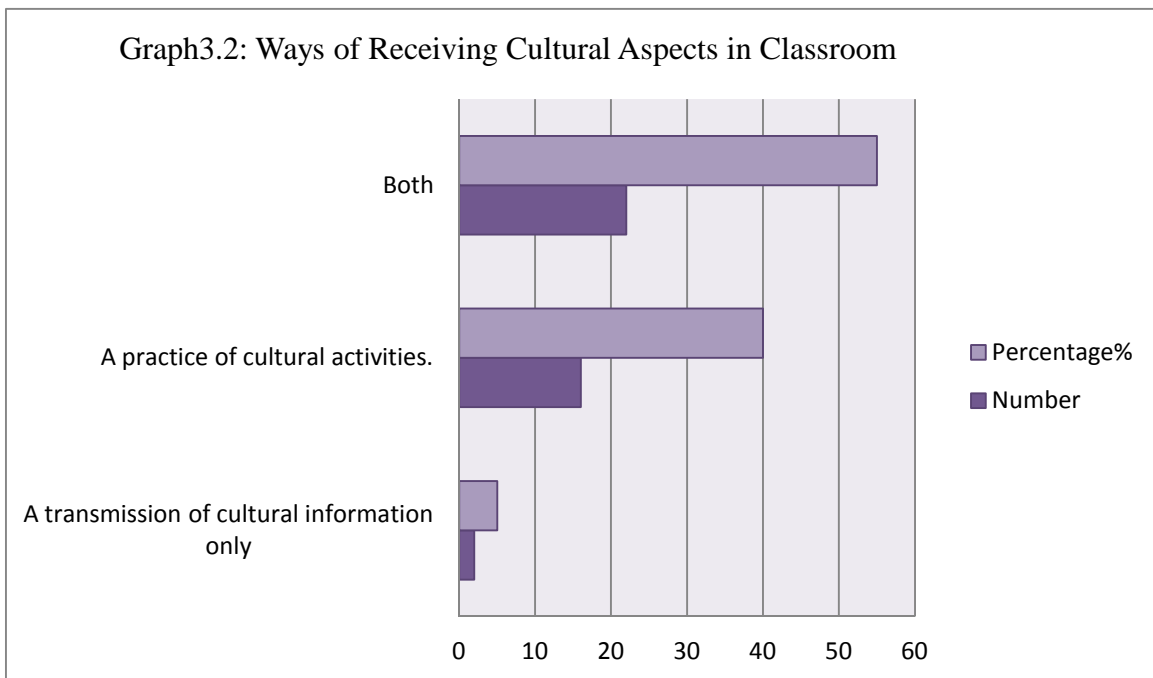
The above table and figure point out 55% of the learners receive cultural aspects of the English speaking countries through both ways theory and practice, while 40% of the learners receive cultural aspects of the English speaking countries though practice only, and only 5% of the students receive cultural aspects of the English speaking countries through theory only.

2- What topics your teacher provides you most in culture session

Table3.7: Main Topics of Culture in Classroom

Choices	Number	Percentage%
Values and morals	02	5%
Customs and traditions	06	15%
Life styles	10	25%
Others	22	55%
Total	40	100%

Pie-chart3.3: Main Topics of Culture in Classroom

■ Values and morals
■ Customs and traditions
■ Life styles
□ Others
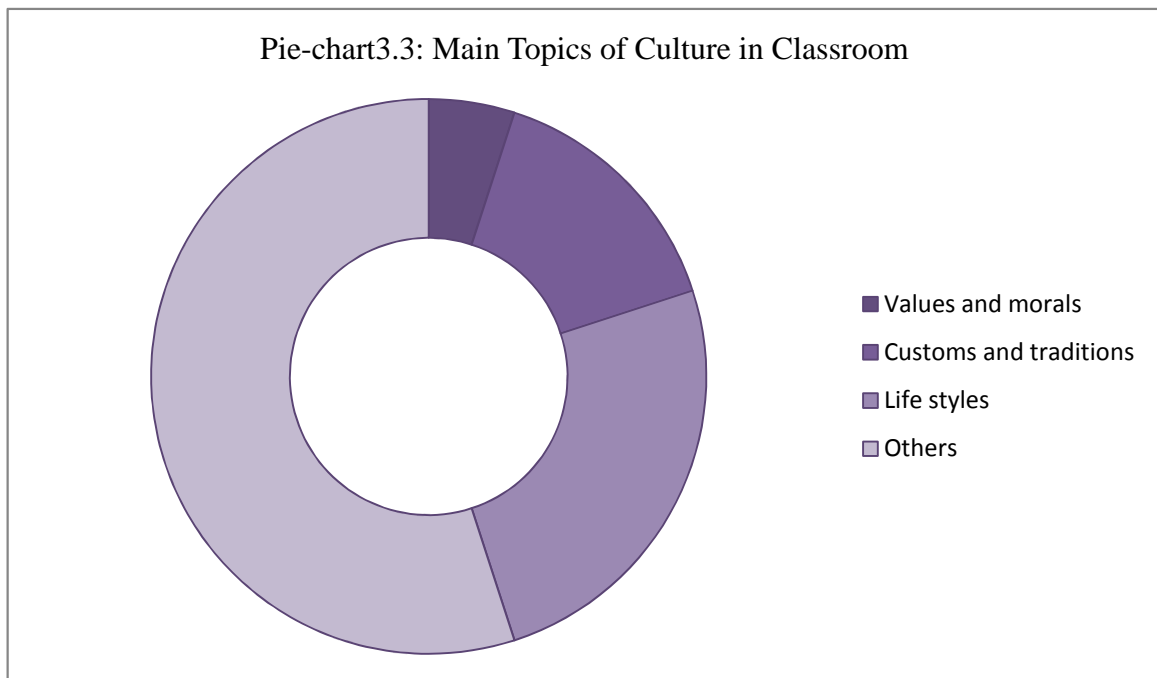
As shown in the table and the figure above, that 22 over 40 learners have received other topic from teacher in culture session, the majority of them include "cultural misunderstanding" and "cultural differences". On the other hand, 10 learners who participate in the questionnaire answer with "lifestyles". While, 06 learners answer with customs and tradition and only 02 students answer with values and morals, on which it demonstrates that these two topics do not get popularity among the EFL classes.

3- **To what extent cultural learning in your EFL classroom has shaped your communicative competencies to act conveniently in appropriate context?**

Table3.8: Measurement of Cultural Learning in Shaping Learners' Communicative Competencies

Choices	Number	Percentage%
Low	00	00%
Moderate	36	90%
High	04	10%
Total	40	100%

Graph3.3: Measurement of Cultural Learning in Shaping Learners' Communicative Competencies
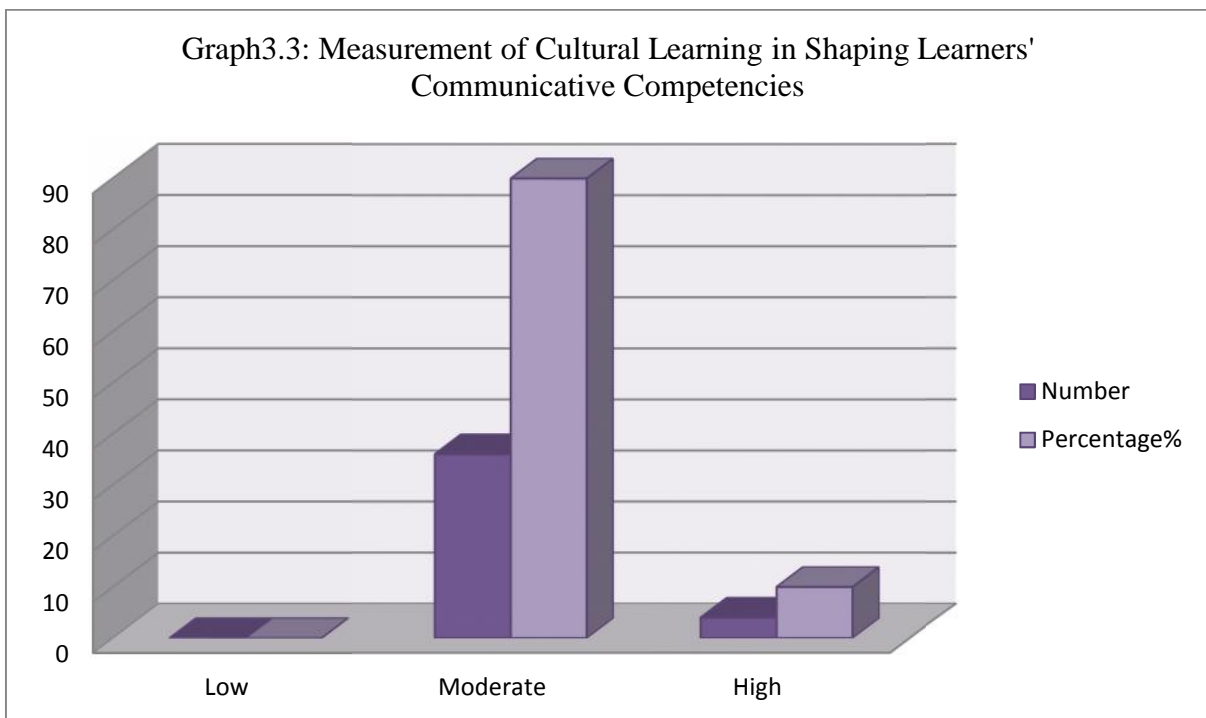
Both of the table and the figure above demonstrate the efficiency of learning cultural aspects in enhancing learners' communicative competencies in EFL classrooms.

- Low: None of the learners answer with "Low"
- Moderate: 90% of the learners choose "Moderate", justifying their answer with the fact that having a knowledge about the cultural aspect have built their understanding of the language, and made them more open to different language use according to different cultures

- High: 10% of the learners opted for high choice, justifying their answer with the fact that without learning culture the language is mere rules. So that learning this concept helped in enhance their communicative competencies in using the English language.

4- Are you satisfied with the cultural content that you have learned from the subjects of the second-year level?

Table3.9: Learners' Degree of Satisfaction with the Learned Cultural Content

Choices	Number	Percentage%
Yes, completely	10	25%
Partially	27	67.5%
Not at all	3	7.5%
Total	40	100%

Graph3.4: Learners' Degree of Satisfaction with the Learned Cultural Content
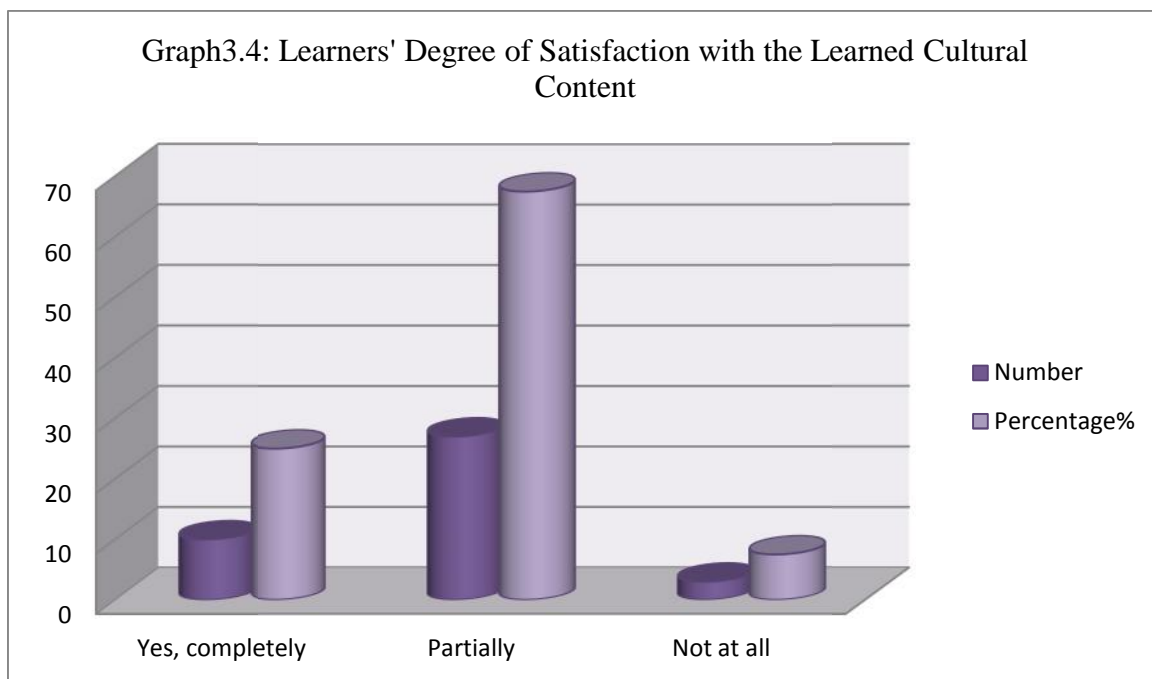
These previous table and figure indicate that among 40 learners, 10 opted for "yes, completely". While, nearly a significant number of learners (27 learners) agree that the subjects of the second year level had partially satisfied their cultural

matter. Along the same line, a limited number of learners (03 learners) choose "not at all" as an answer.

Please, explain

- Yes, completely: The learners, who responded to this question, justified their answer with the fact that learning the culture in the English language classes had satisfied them with the various instructions, activities and information, that would build their comprehensive sense of the target culture.

- Partially**:** They justified their answer with the fact that learning about cultural aspects in their classes is not quite enough, so that it is significant to provide more subject or activities related to culture in order to improve themselves in learning the English language

- Not at all: They justified their answers with the fact that learning culture is only in few modules, and they are indeed language learners, so learning about culture should take a respectful place in EFL classrooms.

3.4. Teachers' Interview

3.4.1. Description of the Interview

The interview was conducted as a data collection instrument with six teachers, in order to gather maximum amount of information concerning the purpose of the research. A semi structured interview contains eight (8) questions addressing the integration of culture into English learning in EFL classrooms. As a matter of fact, this interview was formed to report on the teachers' outlooks on the teaching/learning the English language in parallel with its cultures.

The teachers constitute one of the crucial poles in any education setting; therefore an interview was addressed to EFL teachers that lasted 6 to 8 minutes. The interview's questions tackled the following points:

- The teachers' view point and attitude towards the integrating culture into learning English.

- The teachers' experience in integrating culture into learning English.

- The teachers' considerations upon their learners when integrating culture into learning English.

3.4.2. Analysis of the results

1. What is your view point upon « Integrating culture into EFL classes »?

In order to collect data about integrating culture into English leaning in general, the interviewees were asked about their view point concerning this matter. All six teachers agreed on the importance of integrating culture into EFL classes. Their answer was centered on how the fact that language it is, indeed, a part of culture, and it is hard to separate those two aspects, on which learners would be able to understand behaviours of the target culture. In addition, integrating culture means a chance for learners to be open to other societies, rather than being limited to their own culture and society.

2. Do you think it is important for EFL teachers to include cultural matters of the English-speaking countries into their courses?

Even Though EFL teachers are, in fact, aware about the importance of including cultural elements of the target culture into their classes, however it is relevant to check their opinion on whether it is important or not.

Table3.10: Teachers' Opinions on the Importance of Culture Teaching

Choices	Number	Percentage%
Yes, very important	04	67%
Yes, important	02	33%
Not important	00	00%
Total	06	100%

Graph3.5: Teachers' Opinions on the Importance of Culture Teaching
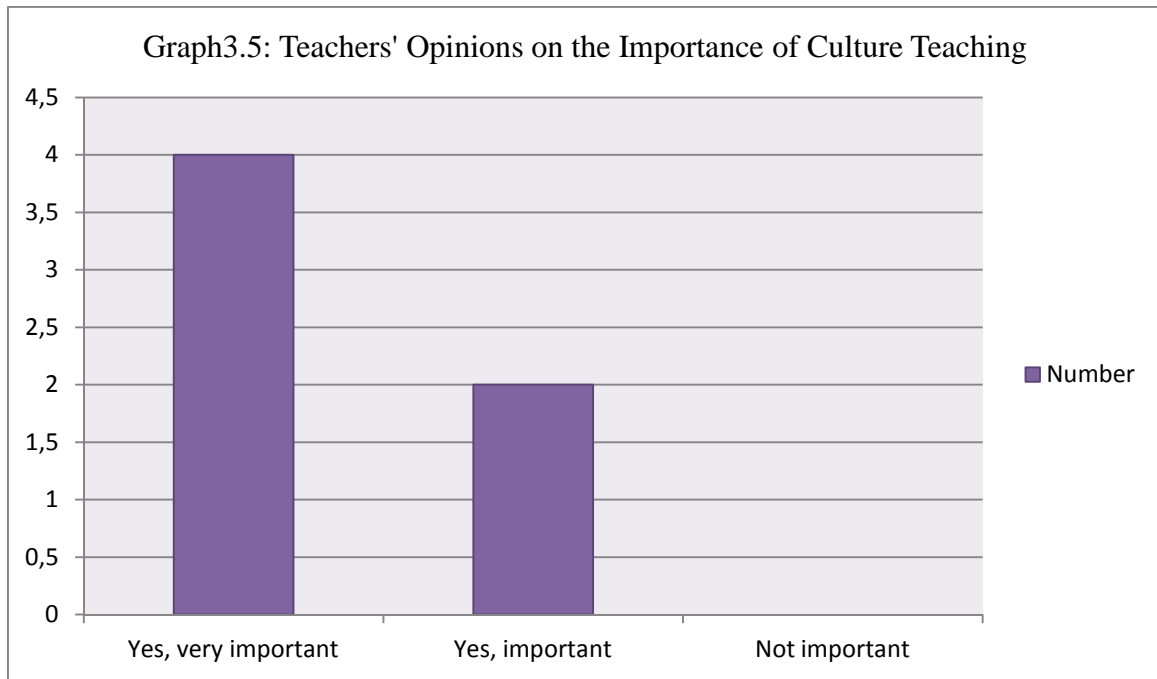
From viewing the teachers' response, it is clear that no teacher had a negative claimed toward the idea of including cultural element into their classes. In fact 04 teachers out of 06 suggest that it is very important, whereas the rest claimed it is important. Overall, the EFL teachers are aware about its importance.

Some of the teachers, who claimed that it is "very important" and "important", gave the following reasons:

"Language cannot be taught in isolation from its culture, full comprehension of some language aspects such as collocations, idiomatic expressions, and style cannot be achieved if one does not have a minimal familiarity with culture in which the language evolved. Take the example of differences between British English and American English, though we are talking about the same language, yet having developed in two different societies, each variety acquired properties of the ambient culture and can only be comprehended by referring back to that culture."

"Because most learners learn the language in order to be able to use it in different contexts, and for a better understanding of how a language can be used it is very important to study its culture. The latter is a part of a language which in its turn is a part of a culture."

"It has a great deal to offer the development of communicative competence and the language four skills."

These answers validate the importance of integrating cultural matters into EFL classes.

3. **For you, what is the purpose of integrating culture into EFL classes?**

With a view of gaining insights into the way teachers think about integrating culture into learning English, the six teachers were asked to shed light on the purpose of this matter.

The teachers' answers of this question are mainly centered on the fact that when building knowledge about the target culture, learners will raise their awareness, avoid misunderstanding, and communicate successfully. Also, it helps the learners to understand the pragmatic aspects of language use.

4. **What strategies do you usually use to integrate culture into learning English as a foreign language?**

In order to collect data about the topic deeply, the teachers were asked to state some strategies of integrating culture that they tend to use in their EFL classes.

Some of the teachers provide different strategies, as shown below:

"As an efficient method, the content- based approach helps a lot because of the variety of cultural context (videos, dialogues, role-plays, and readings...)"

"Asking questions, listening and seeking clarification, negotiating and identifying common ground, avoiding prejudging or stereotyping."

"Authentic examples from real life situations and excerpts from authentic content such as movies and newspapers from English speaking countries should help."

"Explicit instructions in the relationship between culture and the language being studied, Intercultural differences of participants in a conversational activity resulting in cultural communicative miscues (often a funny but quite instructive speaking task),Exploring the notion of context in communication through an illustration revolving around the construct High Context Culture /Low Context Culture"

"Case studies of embarrassing moments, misunderstanding Problem solving, where students gather in groups and tried to detect the anomalies"

"Authentic materials as texts in literature"

5. How much instructional time do you devote to teach culture?

To gain an idea about the frequency of how often do teachers relate to cultural issues in the classes, the EFL teachers were asked to opt between "in all/most of my lectures", "in some of my lectures", "in few of my lectures" or "in none of my lectures".

Table3.11: Discussion Frequency of Culture-related Issues

Choices	Number	Percentage
In all/most of my lectures	00	00
In some of my lectures	04	67%
In few of my lectures	02	33%
In none of my lectures	00	00%
Total	06	100%

Pie-chart3.4: Discussion Frequency of Cultural-related Issues

■ In all/most of my lectures ■ In some of my lectures

■ In few of my lectures □ In none of my lectures

0% 0%

33%

67%
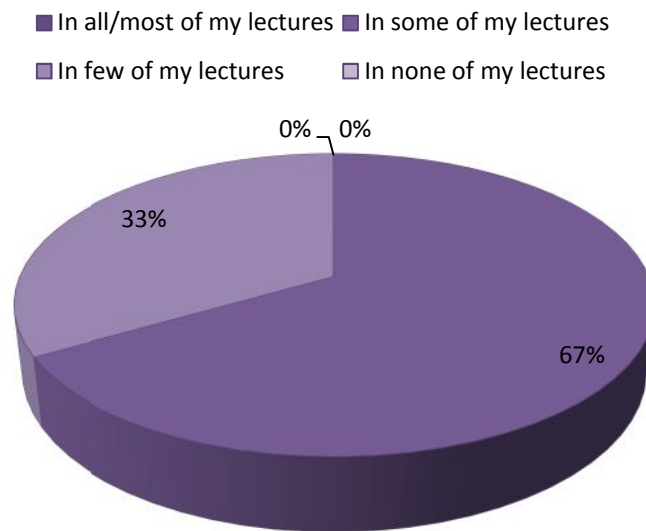
From reviewing the table and the graphic, it appears that none of the six teachers state that culture is present in most of their lectures. While four teachers claim that some of their lecture is sufficient to teach the target culture. In the meantime, two other teachers state that they devote teaching culture in only few of their lectures. Even though the majority claimed that it is important to include culture in their classes (Q2), however they do not tend to create much space to teach the concept in their lecture. This imbalance can be traced back to time constraints in order to complete the course.

6. Which cultural aspects you consider important most?

This question was asked For the purpose of to be familiar with which cultural aspects teachers consider most significant while integrating culture into their classes.

Table3.12: Most Important Aspects of Culture

Choices	Number	Percentage%
Ethics	01	17%
Life style	00	00%
Art and music	00	00%
All	05	83%
Total	06	100%

Graph3.6: Most Important Aspects of Culture
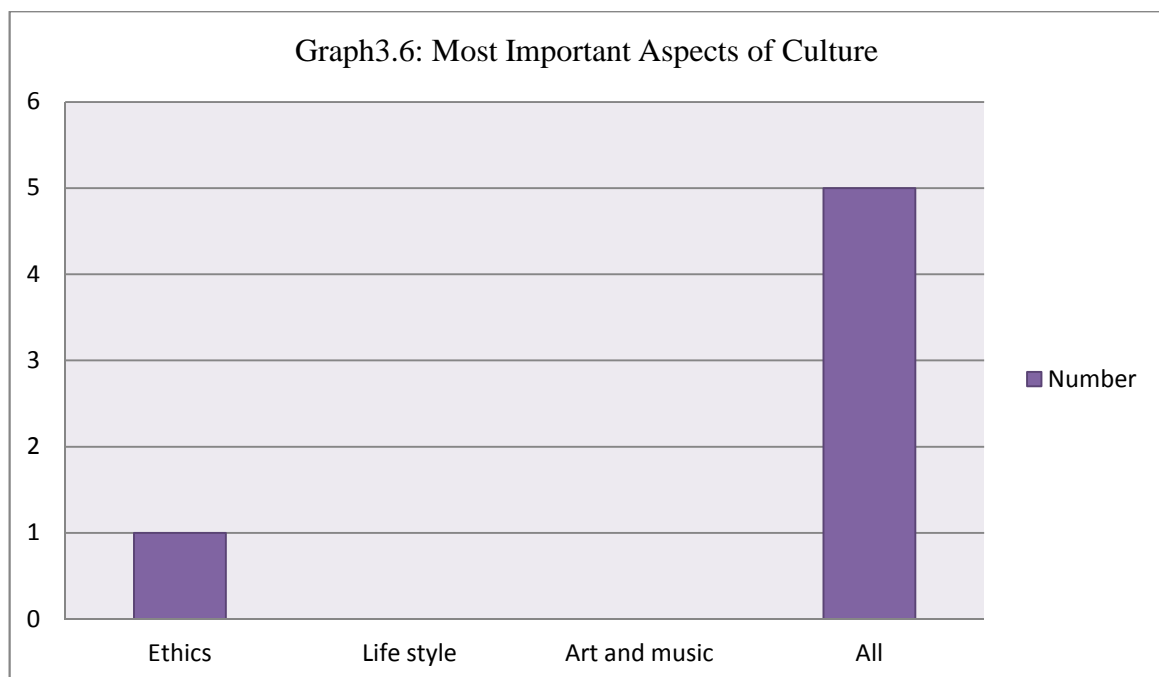
From checking both the table and the figure, it is clear that teachers consider each cultural aspect while integrating the target culture. While only one claims that it is significant to focus on ethics.

In fact three out of six teachers state the importance of including the communicative features while integrative and teaching the target culture, indeed, one of the teachers states that:

"Communicative features like context, listenership, eye-contact, distance, when to talk, what to say, intonation, politeness."

7. **Are your learners curious and interested in learning the English culture?**

The aim of this question was to reveal if the learners are curious and interested in learning the English culture.

On account of the teachers' answers, the learners hold a positive attitude toward learning about culture, in fact they are curious and interested to explore some cultural aspect, so that to enhance their English language learning.

As some justify their answers with:

"Students are very curious, besides, they do have some knowledge about English culture but they just need some orientations in order to avoid clashes in communication."

"One cannot learn a language without being influenced or at least interested by its culture."

8. **How much do you think your learners are aware of differences between their own and the target culture?**

The aim of this question was to check the learners' awareness of cultural differences through teachers' perspectives.

From viewing the teachers' responds, this question reveals three main points. First, some teachers claim that learners are not aware about these differences; in fact they still being judgmental about different cultures, hence it is the duty of EFL teachers to develop their sense of awareness. Second, some teachers claim that learners are, indeed, aware about the cultural differences owing to social media networks. Third, some teachers state that due to the globalization, culture of English-speaking countries became more spread in the world, so that cultural differences are not that important.

Below are some excerpts from the teachers:

"I guess there's a lot of work to do. Students are still judgmental, they need to develop this ability to accept and respect the other. But I guess this is the responsibility of teachers too to increase awareness through the content of lectures."

"I think our students are aware of those differences to some extent. Social media networks are facilitating things to students as far as culture and language use are concerned."

"In a globalized world mainly led by English speaking countries, the lines marking the differences between different cultures are blurred, and more of the western values are being normalized and assimilated into our society, so I don't think that the difference is that big and therefore they are only aware of the major aspects."

3.5. Discussion of the Main Findings

For the sake of answering the research questions and confirming the research hypotheses, both of questionnaire and interview were addressed with the cooperation of teachers and second year LMD learners at English department of Saida University.

As it was put at the outset of this chapter, the present study aims to discover the second year EFL learners' expectations when it comes to learning the target culture, and EFL teachers' experience in integrating culture into their classes.

Based on the findings above, most of the learners think that learning English as a foreign language requires teaching its culture, indeed; they assume that integrating culture into their EFL classes helps them develop their language proficiency. Moreover, most of them hold a positive attitude when facing cultural differences, on which they tend to accept and respect. However, they do not model themselves as English-native speaker, but they stick to their own culture. When it comes to learning the target culture, those who kindly respond to the questionnaire assert that they receive cultural aspects in their classes through both: practice and theory, at the same time nearly half of them affirm that only practical part takes a large space when dealing with these cultural aspects. In the practical side, nearly half of the learners confirm that they receive "cultural misunderstanding" and cultural differences" in their classes, and few about "life style" when including topics about culture. As a matter of fact, the learners' responses uncover that cultural learning has shaped their communicative competence to act conveniently in a suitable way, on which it helps building their understanding of the English language. Furthermore, the results show that integrating cultural content in the learners' classes are partially satisfying their needs,

in fact they need to be more exposed to cultural aspects and devote more time and activities so that to enhance their English language learning.

The attained results from the teachers' responses in the interview reveals that nearly all the interviewed teachers confirm the fact that language cannot be separated from culture; in fact language is part of the culture. Indeed, they all agree on the importance of integrating culture into their EFL classes. Accordingly, due to integrating culture, learners will raise their cultural awareness, avoid misunderstanding, and use the language correctly. In the practical side, EFL teachers provide different strategies that could help incorporate culture, for instance authentic materials in order to enhance the learners' cultural level. However, most of them devote culture in some or few of their lectures due to some pedagogical issues, such as the factor of time. In the other hand, when dealing with culture, they tend to teach each cultural aspect including ethics, life style and art, in addition to communicative features. Furthermore, most of them assert that learners are curious and interested in learning culture, while some of the teachers assert that learners still hold a judgmental attitude when facing other cultures. In meantime, other teachers affirm that social media have a great role in building the learners awareness and knowledge toward different culture.

From analyzing the teachers' answer to Q7 and learners' answer to Q1 from the first section of the questionnaire, it seems that learners positively reflected their awareness about the target culture, on which they believe that learning cultural aspects help enrich their vocabulary repertoire. In addition, teachers' answer to Q5 and learners answer to Q4 from second section reveals that learning cultural matters needs much time frame. Since the educational program does not devote much time for teaching culture, learners are partially satisfied with the cultural content that they have learned from the subjects of the second-year level.

The data collected from the questionnaire and the interview that were administered to both learners and teachers confirm the hypotheses. From analyzing the field work, it demonstrated that integrating culture into EFL classes helps in enhancing the educational process, and learners would be more motivated to learn the English language.

3.6. Conclusion

This chapter, field of investigation, is devoted to analyze and interpret the data gathered from teachers' and learners' standpoints, using an interview and a questionnaire as two research instruments. In total, the results validate and support the hypotheses. In fact, both of teachers and learners agree on the important role that culture plays in learning the English language. Also, when learners are more often exposed to cultural matters rather than mere rules, they would be more motivated; indeed, they would be more competent in using the foreign language. At the same time, the findings demonstrate that integrating culture into EFL classes is marginalized and not present as it should be, despite its usefulness and importance in shaping the learners' understanding and using the English language.

A number of pedagogical recommendations for both of teachers and learners will be suggested in the second part of this chapter.

Recommendations

This study recommends such topics, which are adapted from other theses, for a favorable integrating culture and learning the English language:

- Learners are more interested in learning the English language when there is a positive environment and a good relationship with the teacher.
- Effective teachers integrate culture in their lessons as a natural part when teaching English language.
- Providing "funny" topics and updating subjects stimulate the learners to learn the foreign language.
- Raising the learners 'cultural awareness, and spreading respect and tolerance among them.
- Comparing the learners' native culture with the target culture enhances accepting cultural differences.
- Kinesics, proxemic, and chronemics, interest most of the learners, as a real example of cultural differences.
- The use of visual aids entertains visual learners, and embodies culture to the most.
- Set a time period to highlight a particular culture, as a kind of adventure to explore different cultural matters.
- It is better to diversify the process of integrating culture, from communicative features, art, ethnic, behaviours, to food.
- It is significant for teachers to share their cultural experience, to break the distance with their learners and enrich them with vivid facts.
- Give your learners time to work on role plays or projects, this would decrease space between each other and learn more about the English language and its culture.
- Using games in classroom while integrating culture attracts most of the learners.
- Encourage and urge learners to read promotes cultural awareness and raises their vocabulary background.

Some authentic materials and subjects that could be present during the educational process:

Subjects:

- Clothes
- Festivals
- Social rules
- History
- Proverbs

Materials:

- Newspapers
- Articles
- Songs
- Poems
- Movies
- Documentary

GENERAL CONCLUSION

General Conclusion

As a means of developing learners 'ability to use the English language successfully and effectively in different situations, teachers should make culture teaching an integral part of language teaching/learning. Integrating culture contributes in helping learners be aware, attentive, flexible, and tolerant towards the target culture in their EFL classes. Accordingly, this research study attempts to investigate different perceptions about integrating culture and English language learning.

This extended essay constitutes of three main chapters. First chapter introduced culture, language, and education, then it devoted to discuss different approaches, strategies, and techniques that may be applied in the EFL classes to help learners enhance learning the English language. Next chapter, it dealt with the history of teaching culture and how it is a fifth skill of the language. Moreover, it presented different stages of developing intercultural sensitivity among EFL learners. In addition, it introduced various positive effect of learning culture. The third chapter, field of investigation, analyzed the collected information from the questionnaire that were addressed to forty second-year learners at English department of Saida University, and the interview that were devoted to six EFL teachers at the same department in order to confirm the hypotheses and answer the research questions.

Undoubtedly, the results have confirm the hypotheses that if culture is integrated with the language assigned to it, the educational process will be successful, also if learners are more often expose to cultural differences objectively, they will be more interested to learn the target language.

In fact, apparently integrating culture does not take much place in the Algerian English language classes, owing to the fact that there is lack of time and materials that could promote integrating culture in EFL classes. However, both of teachers and learners are aware about its importance in enhancing learning English language.

Both of language and culture are what distinguish between human beings and other creatures. Language and culture are intertwined. A specific language commonly indicates a specific group of individuals. Once individuals interact with another language, it means they also interact with the culture. When a person tends to learn a foreign language, it not only involves learning alphabet and grammatical rules, however he/she learns the foreign

society's beliefs, customs, and traditions. Thus, when learning/ teaching a new language, it is significant to bring the culture where the language belongs.

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Appendix A

Learners' Questionnaire

Dear learners, this questionnaire is a part of a research work on integrating culture in English language teaching in EFL classes, your contribution would help considerably and the information you provide will be highly valued therefore, you are kindly requested to answer this questionnaire by ticking the appropriate box or by making a full statement whenever needed. Thank you for your time and corporation.

Gender: a- Male ☐   b- Female ☐

Section One: Learners' attitude toward language and culture.

1- Teaching English as a foreign language requires teaching its culture

Yes ☐

No ☐

2- Teaching culture helps you develop your language proficiency

Yes ☐

No ☐

3- What is your attitude when facing cultural differences?

Accept and respect ☐

Reject ☐

4- Do you model yourself as a learner of English on the English-native speakers (compare your behaviours, manners, and way of life to those of English-native speakers)?

Yes ☐

No ☐

Why?
…………………………………………………………………………………………
……………………………………………………………...……………………………
…………………………………………………………………

Section Two: Culture and learning

1- you receive cultural aspects of the English speaking countries through :

    a- A transmission of cultural information only

    b- A practice of cultural activities.

    c- Both

2- What topics your teacher provides you most in culture session :

    a- Values and morals

    b- Customs and traditions

    c- Life styles

    Others:
…………………………………………………………………………………………
………………………………………………………………...……………………
…………………………………………………………………………………………
…………………

3- To what extent cultural learning in your EFL classroom has shaped your communicative competencies to act conveniently in appropriate context?

    a- Low

    b- Moderate

    c- High

    Why?

…………………………………………………………………………………………
………………………………………………………...……………………………
……………………………………………………………

4- Are you satisfied with the cultural content that you have learned from the subjects of the first-year level?

    a- Yes, completely ⌴

    b- Partially ⌴

    c- Not at all ⌴

Please, explain

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Thank you for your cooperation

Appendix B

Teachers' Interview

- **Greeting and introducing the topic.**
- **Questions :**

1. What is your view point upon « Integrating culture into EFL classes »?
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……………………………………………………………..……………………………
…………………………………………………………

2. Do you think it is important for EFL teachers to include cultural matters of the English-speaking countries into their courses?
a- Yes, very important
b- Yes, important
c- Not important
Why?
………………………………………………………………………………………
……………………………………………………………..……………………………
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3. For you, what is the purpose of integrating culture into EFL classes?
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……………………………………………………………..……………………………
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4. What strategies do you usually use to integrate culture into learning English as a foreign language?
………………………………………………………………………………………
……………………………………………………………..……………………………
…………………………………………………………

5. How much instructional time do you devote to teach culture?
a- In all/most of my lectures
b- In some of my lectures
c- In few of my lectures
d- In none of my lectures
………………………………..

6. Which cultural aspects you consider important most?
a- Ethics.
b- Life style.

    c- Art and music.

    d- All

    ……………….

7. Are your learners curious and interested in learning the English culture?

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8. How much do you think your learners are aware of differences between their own and the target culture?

…………………………………………………………………………………

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- **Thanking.**