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The Impact of Culture Teaching on EFL Students' Cultural Awareness: Case of Master II EFL Students at the University of Tlemcen

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DEDICATIONS

This work is dedicated to,

My mother, a strong and gentle soul who taught me to believe in myself,

My father, for his sacrifices to make me the person I am today,

My beloved brothers, for encouraging me,

Rahim, a dear friend who always brings the best in me,

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

FETHALLAH

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Abstract

Language and culture are closely related to each other. Throughout the years, many scholars tried to explain this complex relationship and the importance of the cultural element in English language teaching (ELT). Nowadays, culture teaching has proved its major role as it helps learners to communicate appropriately with native speakers. Therefore, this study aims at investigating the effect of culture teaching on students' cultural awareness. To achieve this goal, a case study was conducted with Master II EFL students at Tlemcen University. A questionnaire for students and a semi-structured interview with teachers were two research instruments used to collect data, and the findings were both quantitatively and qualitatively analysed. The results showed that teachers along with students are conscious about the impact of culture teaching on the development of cultural awareness. Furthermore, the results revealed also that the teachers' role and the techniques used during their lectures are considered as crucial in this process.

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EFL: English as a Foreign Language

ELT: English Language Teaching

CT: Culture Teaching

CA: Cultural Awareness

ICC: Intercultural Communicative Competence

GENERAL INTRODUCTION

General introduction

In the past few decades, the world has undergone through some major changes because of the process of globalisation. During this period, English has imposed itself as the global language. Thus, people all around the world started learning this language in order to communicate easily with others, no matter where they are from or what language they speak.

The process of learning English as a foreign language (EFL) entails developing the students' skills in this language (Listening, speaking, reading and writing). However, the main objective of this process is to be able to communicate effectively and appropriately. Accordingly, it can be said that there is a strong relationship between language and culture, which has been the subject that triggers the attention of many researchers. In one way or another culture has become a part of language classroom. Additionally, culture teaching aims to develop a sense of equality between cultures, and raise the students' understanding of their own as well as the target culture. This is commonly referred to as cultural awareness.

Regarding the importance of culture as a part of EFL teaching, this current study aims at discovering the role of the integration of culture and its impact on the students' cultural awareness. Therefore, the following research questions are asked:

1. Is the incorporation of culture in ELT important?
2. How does culture teaching develop the students' cultural awareness?
3. What is the teachers' role in teaching culture?

To answer these questions, three hypotheses were formulated:

A. The integration of culture in ELT plays a central role as it helps the learners to communicate effectively with native speakers of English.

B. Culture teaching improves students' awareness of differences between cultures, and raises their understanding.

C. Teachers' ultimate role in culture teaching is to explore tolerance and empathy.

Since the aim of this research is to discover the impact of culture teaching in ELT, the researcher designed an exploratory case study dealing with Master II EFL students at the University of Tlemcen. This study relies on a set of instruments; a questionnaire for students and an interview with teachers.

Moreover, this study consists of three chapters. The first one is a literature review. It is a theoretical background for the sake of introducing this issue. The researcher will provide some definitions for both culture and language and review the relation between these two concepts. This chapter also includes the meaning and development of cultural awareness along with teachers' role.

The second chapter presents the research design and the different procedures used to collect data from the sample population. Finally, the third chapter, which represents the practical part of this extended essay, is devoted to the analysis and interpretation of data obtained from students' questionnaire and teachers' interview in order to answer the research questions. Furthermore, some recommendations and suggestions are provided in an attempt to develop the students' cultural awareness.

CHAPTER ONE

Chapter One :

Literature Review

1.1. Introduction:

The interrelatedness between language and culture has puzzled many linguists and educators for ages. Consequently, educationalists started to feel the importance of intergrating the cultural element in EFL classrooms as it enhances students' learning, and open their minds to great opportunities. This current study aims at discussing the importance of cultural awareness in the process of teaching and learning the English language. In this chapter, the researcher will provide a theoretical background for the sake of introducing this issue. First, the researcher will provide some definitions for both culture and language. After that, the investigator will review the relation between these two concepts as well as the history of culture teaching till the inclusion of culture as a fifth skill along with the history and goals of teaching culture. Later, the meaning and development of cultural awareness along with teachers' role, will be discussed.

1.2. Definition of Culture:

Culture is one of those terms that are often used. But the question now is [what is it exactly?]. The definition of culture may differ from one person to another or from one social group to another. It refers to the system of knowledge shared by a relatively large group of people. It is not only the way we do things, but It is also our attitudes, thoughts, expectations, goals and values.

This concept has been defined by many scholars from different fields including the English anthropologist Edward Burnett Tylor (1871), who presents the most traditional interpretation of culture or what is termed as the classical definiton of culture.

In this respect, Tylor (1871, p 1) argues that **"Culture . . . is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society"**. This statement refers to culture as the total way of life which includes everything a particular group of people says, thinks, does and makes. In addition to this defintion, Seelye (1985, p. 14-15) claims that culture is a broad concept covering all aspects of human life.

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

> **Culture is not a material phenomenon; it does not consist of things, people, behaviour, or emotions. It is rather an organization of these things. It is the forms of things that people have in mind, their models for perceiving, relating, and otherwise interpreting them.**

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

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

1. 2. 1. Characteristics of Culture:

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

- **Culture is learned:** In other words, it is not biologically inherited, but rather acquired from the association with others. Likewise, culture is viewed as consisting of mental programs, called softwares of the mind, meaning each person carries within him or herself patterns of thinking, feeling, and potential acting which were learned throughout their lifetime (Geert Hofstede, 1991, p. 4).
- **Culture is shared:** Customs, traditions, values and beliefs are all equally adopted and shared by members of the same social group. So, it helps individuals of a particular group to segregate themselves from others.
- **Culture is transmitted:** It is considered as something passed on to new generations from their forefathers through the medium of language.

- **Culture is dynamic:** culture never remains static, it changes all the time in every society, in subtle and tangible ways, but with different speed and causes.

To conclude this part, it can be said that culture is a system of beliefs which develops throughout the years.

1. 3. Definition of Language:

Human beings are required to communicate with each others to meet their needs and what better way to achieve that more than language. Language doesn't only mean teaching words, their pronunciation and the methods of combining them; simply because it is more than what a simple word means or a written page indicates. Language has been defined differently from many researchers. However, they all seem to agree on one point which is the fact that language is the primary medium of communication.

Language is a human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols. Sapir (1921, p.12) considers language as " **… a purely human and non instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols".** He views language as human property and a system of arbitrary sound symbols that are produced voluntarily. Therefore not only communication systems of animals are excluded from his definition of language but also any human articulation that is not symbolic or voluntary. Another case describes language as socially acceptable code or conventional system that prescribes how the symbols may be meaningfully combined for delivering concepts (Owen, 2006, p. 1).

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

1.4. The Relationship between Culture and Language:

The previous definitions of these two concepts imply that the two are closely related to each other, and that the relationship between these two inseparable entities is a complex one. Politzer (1959, cited in Brooks, 1960, p. 85-86) points out:

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

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

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

- Language expresses cultural reality: with words people express facts and ideas but also reflect their attitudes.
- Language embodies cultural reality: people give meaning to their experience through the means of communication.

- Language symbolizes cultural reality: people view their language as a symbol of their social identity.

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

Finally, Mitchell and Myles (2004, p. 235) state: **"Language and culture are not separate but acquired together, with each providing support for the development of the other".** Then, it is clear now that the process of teaching a second or foreign language includes the incorporation of some cultural aspects about countries where the target language is spoken as a native language.

1.5. Culture as a Fifth Language Skill:

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

> **Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted... Culture...is the foundation of communication.**

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

Hong (2008, p.2) supports that culture should be the fifth skill to be taught while teaching a language in order to prevent misinterpretations caused by some cultural differences. To clarify his point, Hong gave an example of when target language learners (native speakers of English who were learning Hindi/Urdu) were confused to see two types of "mother" (mommy, amma). Hong explains that this can indeed be confusing for a learner that is not aware of the vocabulary people choose to name things representing their culture and the importance of these things to them.

In order to show why it is important to learn culture when learning the language, Tomalin (2008, p.1) clarrifies this point by taking English as an example. He believes that globalization and the international role of English are the reasons why ELT teachers should include culture in their teaching. Culture teaches students the techniques to adapt their English to learn about, understand and appreciate the values, ways of doing things and unique specialties of other cultures. This will allow them to interact successfully with native speakers of that language in different social contexts.

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

1.6. History of Culture Teaching:

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

First, Grammar-Translation Method, also known as the Prussian method was adopted as a chief means of teaching foreign languages in the early years of the nineteenth century (Brown, 1987). It focused on learning grammatical rules, memorization of vocabulary and translation of texts. In the same context, this method viewed the target culture as consisting of literature and the fine arts. Then, the direct method focuses on the spoken language. Students learn about common and everyday speech of the target language such as food, clothing, etc. As students become more proficient, the topics will include many aspects about the target culture such as the geography, history and customs.

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

Finally, the Communicative Approach emerged in the 1970's. This approach focuses on the teaching of usable and practical contents directed to enable learners communicate orally. However, in later development of the communicative approach it was realized that to communicate effectively, one should adapt the properties of his language use (such as

intonation, lexical choice, and syntax) to the social 'variables' (such as class, gender or race) in which he interacts with others. Consequently, role of culture in the EFL curriculum grew, as it shown by the appearance of a great number of teacher-oriented texts, like those of Rivers's (1981) and Hammerly's (1982).

1.7. Goals of Teaching Culture:

Since culture and language are closely related to each other, there can be no question as to whether culture should be taught or not. Culture teaching is an intergral part of language instruction. Students need to learn the language in order to truly appreciate the culture, but they do need to learn about the culture in order to truly comprehend the language, simply because **"the exquisite connection between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both"** (National Standards in Foreign Language Education Project, 1999, p. 47).

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

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

- The ability to react appropriately in a social situation.
- The ability to describe, or ascribe to, a proper part of the population a pattern in the culture of social behaviour.
- The ability to recognize a pattern when it is illustrated.

- The ability to "explain" a pattern.

- The ability to predict how a pattern is likely to apply in a given situation;

- The ability to describe or manifest an attitude important for making one acceptable in the foreign society.

- The ability to evaluate the form of a statement concerning a culture pattern;

- The ability to describe or demonstrate defensible methods of analyzing a sociocultural whole.

- The ability to identify basic human purposes that make significant the understanding which is being taught.

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

- The sense, or functionality, of culturally conditioned behaviour.

- The interaction of language and social variables.

- Conventional behaviour in common situations.

- Cultural connotations of words and phrases.

- Evaluating statements about a society.

- Researching another culture.

- Attitudes toward other cultures.

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

- To help students develop an understanding of the fact that all people exhibit culturally-conditioned behaviours.

- To help learners understand that the way in which people speak and behave is influenced by social variables such as age, sex, social classes, and places.

- To make learners more aware of the conventional behaviours in common situations in the target culture.

- To increase learners awareness of the cultural connotations of words and phrases in the target language.

- To develop learners' ability to evaluate and refine generalisations about the target culture, in terms of supporting evidence.

- To develop learners' skills to locate and organise information about the target culture.

- To develop and encourage learners' intellectual curiosity and empathy about the target culture.

1.8. Cultural Awareness:

Teaching culture as an integral part of language teaching enhances the learners' awareness of the inseparability of language and culture, and increases cultural understanding in foreign language classrooms. Cultural awareness is the foundation of communication, it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions. Moreover, it helps to understand :

- Why do we do things in that way?
- How do we see the world?
- Why do we react in that particular way?

Cultural awareness becomes central when we have to interact with people from other cultures. People see, interpret and evaluate things in different ways.

Tomlinson & Masuhara (2004, p.3) argue that **"cultural awareness involves a gradually developing inner sense of the equality of cultures, an increased understanding of your own and other people's cultures, and a positive interest in how cultures both connect and differ"** .In other words, an increased CA helps learners to broaden their minds, increase tolerance and achieve cultural empathy and sensitivity. According to Tomalin and Stempleski (1993, p.5), CA encompasses three qualities:

- Awareness of one's own culturally-induced behaviour.
- Awareness of the culturally-induced behaviour of others.
- Ability to explain one's own cultural standpoint.

Furthermore, CA focuses on the learners' attitudes towards the target culture and its people or what is referred to by many researchers as 'cultural sensitivity'. Among those researchers, Tomalin and Stempleski (1993, p.5) who defined it as **"the sensitivity to the impact of culturally induced behaviour on language use and communication"**. Thus, the term sensitivity implies that learners need not only to be knowledgeable about other 'cultures', but to develop the willingness to 'decentre' themselves from their own culture and the capacity to deal with ethnic, social and cultural differences. This, in turn, will enable them to understand others' feelings and attitudes towards them, to develop empathy, acceptance, appreciation of the foreign culture and their own, as well as to move from the stage of ethnocentrism to ethno-relativism (Bennett, 1993). This definition entails also the relation between language, culture, and communication, which will be discussed in the following parts

1.9. Cultural Awareness as an Important Element in Teaching Culture:

CA has proved its primary role in the learners' language proficiency achievement and communicative performance effectiveness in the foreign language. Many researchers have, consequently, tried to present some culture teaching models which make of cultural competence a central element or objective to achieve and this part deals with one of these models.

Michael Byram's model is outlined in his book *Mediating Languages and Cultures* (1991). This model has four parts or components; two of a cultural nature and the other two relate to language. This comprehensive model is a result of the belief in the intertwined relationship between language and culture and the non-possibility of teaching language and culture separately but language-and-culture in tandem (Byram and Morgan, 1994). Byram (1991, p.18) claims that language is not only a reflector of an objective cultural reality, but an integral part of that reality through which other parts are shaped and interpreted. Consequently, teaching a foreign language implies, indirectly, teaching its culture at the same time. His model makes use of two major techniques: The use of the learners' mother tongue in comparison between the native and the foreign cultural aspects, and teaching language as a subject and medium of experience.

CA is fundamental in foreign language teaching particularly in the development of intercultural communicative competence and language proficiency; the basic teaching goals of foreign languages. Developing positive attitudes towards the target culture via comparison of differences between the native and the target culture prompts the learners' ability to use the language efficiently in communicative acts with foreigners.

1.10. Cultural Awareness and Intercultural Communicative Competence:

CA refers to the different changes in the learners' attitudes toward the target culture and its people. These attitudes are seen as a key element to achieve a successful communication. Thus, it can be said that CA is in relation with ICC since attitudes represent one of its basic elements.

The term ICC was first coined by Byram (1997) and refers to the learners' ability to interact appropriately with people from other cultural backgrounds. Byram's model adresses the attitudes, knowledge and the skills needed for a successful communication. These three elements are categorized in five components or savoirs interlinked with each other:

❖ Savoir comprendre (skills of interpreting and relating)
❖ Savoir s'engager (critical cultural awareness)
❖ Savoir apprendre/faire (skills of discovery and interaction)
❖ Savoir être (attitudes)

Moreover, CA according to Byram et al. (2001, p. 53) is " **the ability to evaluate critically and on the basis of explicit criteria perspectives, practices, and products, in one's own and others' cultures and countries ".** In other words, CA contributes to make the learner an intercultural speaker who appreciates his own as well as the target culture. CA is central in developing ICC that is why Byram's idea seems to be more fitting to EFL classrooms as it helps students to improve their language proficiency.

1.11. Developing Cultural Awareness:

Today, CA is becoming more and more important, and people are starting to realize that cultural differences affect our interactions with people from other cultures. Consequently, it is vital to develop our cultural awareness and to deepen our knowledge about the different cultures.

The development of learners' CA starts by encouraging them to recognize their cultural identity in relation to other cultures. For this reason, many researchers suggest that teachers should analyze students' needs in terms of cultural knowledge, awareness and ability to function in appropriate ways (Knuston, 2006).

Building on Gaston (1984) and Hanvey (1992), EFL learners' CA is developed through four main levels:

(1) Superficial understanding: This is the level where most learners are Located. It consists of awareness of superficial aspects of culture, frequently very negative aspects. At this stage, the learner knows a few basic facts which serve as the basis of stereotypes and common cultral myths, containing a grain of truth but typically exaggerated.

(2) Growing awareness and possible conflict: the learner is aware of more subtle traits but may experience cultural conflict and typically believes that his own culture is superior.

(3) Greater intelectual awareness: At this level, learners start to show a higher degree of understanding towards the target culture intellectually but not emotionally. They go beyond level two and they start to understand the aspects of the target culture, appreciate them, and accept them after all.

(4) True empathy and respect: When the learners understand the culture both intellectually and emotionally, they can feel what the people in the other culture feel. However, this doesn't mean to toss aside their primary culture and language, but simply promotes the merging and understading of other cultures.

1.12. Teachers' Role:

Language teachers must instruct their students on the cultural background of language usage, choose culturally appropriate teaching styles and explore culturally based linguistic differences to promote understanding instead of misconceptions or prejudices. The students, when using the learnt language, may use the language inappropriately or within the wrong cultural context, thus defeating the purpose of learning a language. Because language is closely intertwined with culture, language teachers entering a different culture must respect their cultural values. As Englebert (2004) argues**:**

> **… to teach a foreign language is also to teach a foreign culture, and it is important to teach a foreign culture, and it is important to be sensitive to the fact that our students, our colleges, our administrators, and, if we live abroad, our neighbors do not share all of our cultural paradigms.**

Moreover, teachers should make the learners learn about the cultures and why certain things happen in other cultures. They should not try to make their learners think or become like people in the cultures presented. They should not give the idea that one's own culture is better than the target culture or vice versa. They should point out that cultures differ. They should look to their role within education as a continuous effort to make this world a place of tolerance, understanding and mutual respect, a place where all human beings can live in peace.

1.13. Some Key Considirations in Developing Cultural Awareness:

Both learners and teachers of a second language need to understand cultural differences, to realize that people are not all the same. There are real differences between groups and cultures (Brown, 1994, p.167).

Therefore, language teachers cannot avoid conveying impressions of another culture whether they realize it or not (Rivers, 1981, p.315). Language cannot be separated completely from the culture in which it is deeply embedded.   Any listening to the utterances of native speakers, any reading of original texts, and any examination of pictures of native speakers engaged in natural activities will introduce cultural elements into the classroom.

While developing cultural awareness in the EFL classroom it should be kept in mind that the native language is learned along with the ways and attitudes of the social group, and these ways and attitudes find expression through the social group. Learning to understand a foreign culture should help students of another language to use words and expressions more skillfully and authentically; to understand situations appropriately; to act naturally with persons of the other culture, while recognizing and accepting their different reactions.

Teachers can help students in increasing their cultural and self-awareness. It is possible that learners can feel alienation in the process of learning a foreign language, alienation from people in their home culture, the target culture, and from themselves. Furthermore, while teaching a foreign language, we need to be sensitive to the fragility of students by using techniques that promote cultural understanding.

Many techniques can be used in EFL classrooms in order to help students to overcome cultural 'fatigue'. For instance, promoting the process of cross-cultural dialogues and providing opportunities for oral communication at the same time. Other techniques such as Readings, films, simulation, games, culture assimilators, culture capsules and culturgrams can be used to assist language teachers in the process of CT in the classroom (Chastain, 1988).

While teaching culture through the language teaching, Seelye (1968) suggests that students should be able to demonstrate that they have acquired certain understandings, abilities, and attitudes (cited in Rivers, 1982, p. 323-4). Including that :

- They understand that people act the way they do because they are using options the society allows for satisfying basic physical and psychological needs.
- They understand that social variables as age, sex, social class, and place of residence affect the way people speak and behave.
- They can demonstrate how people conventionally act in the most common situations in the target culture.
- They have developed the skills needed to locate and organize material about the target culture from the library, mass media, and personal observation.
- They possess intellectual curiosity about the target culture and emphaty toward its people.

Another point that needs to be addressed is that if we wish the learners to master another language, we need to help them become communicatively competent in that language, because speaking successfully is not only mastering the use of grammatically correct words and forms. It is also knowing when to use them and under what circumstances.

Communicative competence should incorporate grammatical competence, discourse competence, and sociolinguistic competence. In other words, if the goal of the language course is to enable students to reach a level of communicative competence, then all three components are necessary. The sociolinguistic component of communication refers to rules

of speaking which depend on social, pragmatic, and cultural elements. Thus, which linguistic realization we choose for making an apology or a request in any language might depend on the social status of the speaker or hearer, and on age, sex, or any other social factor. Besides, certain pragmatic situational conditions might call for the performance of a certain speech act in one culture but not in another.

Before learning about culture, students must be receptive to the concept of 'learning about other cultures'. To achieve culture goals, often the teacher has to play a role in breaking down cultural barriers prior to initiating teaching-learning activities. One way to begin teaching culture on a positive note is to emphasize similarities between people. In other words, when dealing with culture, students must understand that human beings have more incommon rather than what seperates them. If they would understand that any person from whatever background has something similar but yet they differ, they should focus on those similarities and build a bridge based on mutual respect, trust and recognition of their differences.

1.14. Conclusion:

To conclude, all what have been presented in the literature review above can be summarized as follows. Language and culture are two different concepts that are closely related to each other. Several definitions of different researchers have been reviewed. The relationship between language and culture has been investigated from a number of researchers points of view, and their interconnectedness resulted in the incorporation of teaching culture as a fifth skill.

Both of the history and goals of culture teaching in ELT classrooms have been mentionned. Then, cultural awareness and its development which are the major concerns of the present study have been included as

well as teachers' role and some key considerations in developing cultural awareness.

This chapter sheds light on the issue of the study from a theoretical point of view. However, the next chapter takes a practical path to investigate the effects of culture teaching on the development of learners' cultural awareness.

CHAPTER TWO

Chapter Two :

Research Design and Procedures

2.1. Introduction:

The second chapter is mainly concerned with the practical framework of this extended essay. It aims at collecting data about the impact of culture teaching on the students' cultural awareness through a definite research methodology. To fulfil this purpose, the researcher has tried to investigate how Master II EFL students at the University of Tlemcen consider the role of culture teaching in developing their understanding of cultural differences. Furthermore, the researcher has also investigated how teachers consider the role of culture teaching in EFL classrooms as an instrument to develop their students' cultural awareness.

Therefore, this part presents the research design and methodology. It also deals with the description of the participants and the research instruments used to gather the needed data and the necessary information, specifically a questionnaire with students and an interview with teachers. In addition, the second chapter clarifies all about the procedures used to analyse data.

2.2. Research Methodology:

No effective study is achieved without a convenient research methodology. Accordingly, different research methods have been provided by many scholars throughout the years. These methods represent a set of specific techniques for selecting cases, gathering, refining and analysing data, as well as reporting results. In his book 'Research Methods in Language Learning', Nunan (1992) provides various research methods including ethnography, experimental method, introspective methods, transcript analysis, elicitation techniques and case studies which all search into numerous dimensions in terms of aims and perspectives.

2.3. Research Design:

A research design is a practical plan used by researchers in order to answer questions logically, precisely and objectively. Some scholars define a research design as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Through a research design the researcher decides for and communicates to others his decisions regarding what study design he proposes to use, how to collect information from the respondents, how to select the respondents, how the collected information is to be analysed and how to communicate the findings.

This research is merely a case study, dealing with Master two EFL students at Tlemcen University. A case study can be defined as a situation in real life that can be looked at or studied to learn about something. Many researchers have attempted to define what a case study is. Regarding the definition of a case, Anderson (1993) sees a case study as being concerned with how and why things happen, allowing the investigation of contextual realities and the differences between what was planned and what actually occurred. Robson (1993, p. 146) defines the case study as: **"A strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its context using multiple sources of evidence".**

In other words, Case studies, in their true essence, explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships. Moreover, there are three types of case studies: case study according to the purpose of research, case study in terms of the number of cases, case study according to the units of analysis.

- *Case study according to the purpose of research* comprises three sub-categories; namely exploratory, explanatory and descriptive case studies. First, exploratory case study sets to explore any phenomenon in the data which serves as a point of interest to the researcher. It answers the questions "What, why and how?" These questions are meant to open up the door for further examination of the phenomenon observed or simply to lay the groundwork that will lead to future studies. Then, explanatory case study seeks to examine and to explain "why and how?" a contemporary phenomenon occurs. Finally, a descriptive case study focuses on describing an object of phenomenon; it gives a wider attention to the characteristics of a certain issue. It has to answer the question "what"?

- *Case study in terms of the number of cases* includes two main types: single and multiple case studies. The first one focuses only on one case and involves two kinds: intrinsic and instrumental. On one hand, an intrinsic case study is the study of a case (e.g., person, specific group, occupation, department, organization) where the case itself is of primary interest in the exploration. The exploration is driven by a desire to know more about the uniqueness of the case rather than to build theory or how the case represents other cases. Here, the researcher is guided by his or her interest in the case itself rather than in extending theory or generalizing across cases. On the other hand, an instrumental case study is secondary to the exploration of a specific issue, building theory or redrawing generalizations. Whereas, the multiple case study, also known as "the collective case study", allows the examination and comparison of several cases under one research work. This type is preferred, because

it can be more robust than a single case study and, depending on the results, can strengthen the external validity (Yin, 2003).

- *The case study according to the unit of analysis*, this category includes embedded and holistic case studies. In an embedded case study, the case is split in multiple units of analysis, while a holistic case study has one unit of analysis. Additionally, The units of analysis; also called logical sub-units (Yin, 2003), are commonly mirrored up to provide pieces of information about the various aspects of the case. The various types of case study can be summarized in the following diagram.

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                          ┌─────────────────┐
                          │   Case study    │
                          └─────────────────┘
          ┌───────────────────────┼───────────────────────┐
          ▼                       ▼                       ▼
┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│   Case study     │   │ Case study in    │   │   Case study     │
│ according to the │   │ terms of the     │   │ according to the │
│ purpose of       │   │ number of cases  │   │ unit of analysis │
│ research         │   │                  │   │                  │
└──────────────────┘   └──────────────────┘   └──────────────────┘
          │                       │                       │
          ▼                       ▼                       ▼
┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│ 1. Exploratory   │   │ 1. Single :      │   │                  │
│ 2. Explanatory   │   │    Intrinsic     │   │ 1. Embedded      │
│ 3. Descriptive   │   │    & Instrumental│   │ 2. Holistic      │
│                  │   │ 2. Multiple      │   │                  │
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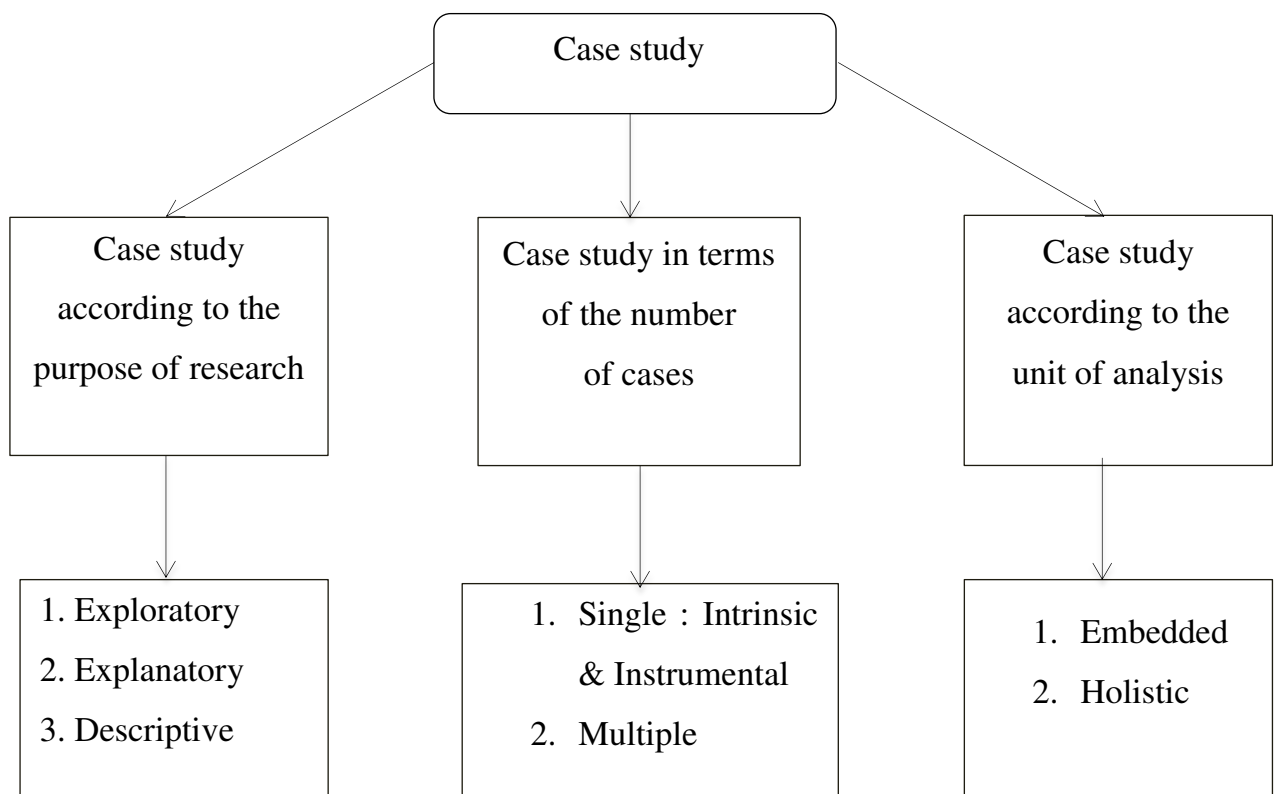
Figure2.1. Types of Case Study

Many well-known case study researchers such as Robert E. Stake, Helen Simons, and Robert K. Yin have written about case study research

and suggested techniques for organizing and conducting the research successfully. Their work proposes six steps that should be used:

- Determine and define the research questions.
- Select the cases and determine data gathering and analysis techniques
- Prepare to collect the data.
- Collect data in the field.
- Evaluate and analyse the data.
- Prepare the report.

The present work is a descriptive exploratory case study. Its major concern is to investigate both teachers' and students' perceptions towards culture teaching as well as how it can develop the students' cultural awareness. Moreover, it collects data from different sources relying on a set of research instruments: a questionnaire for learners and an interview for teachers, in order to gather the data needed to provide the glue that holds the research project together and furnish a good understanding and valuable information to this topic.

2.3.1. Sample Population:

It's eventually acknowledged that any research investigation requires a selected population sampling. In this respect, A sample is **"a smaller (but hopefully representative) collection of units from a population used to determine truths about that population"** (Field, 2005). From the previous definition, it becomes clear that a sample should clearly generate a set of characteristics including: representativeness, generalizability and homogeneity. Accordingly, this research is built upon thirty Master II students of English at Tlemcen University who responded to the questionnaire. In addition to, four experienced teachers who responded to a semi-structured interview.

2.3.1.1. Teachers' Profile:

Four experienced teachers were interviewed. Two of them were females and the other two were males. All of the informants hold a Doctorate and they have a considerable amount of knowledge about the issue put in question. However, each of the teachers has a different background in terms of teaching experience and distinct point of views.

2.3.1.2. Students' Profile:

Thirty EFL students of Master Two degree were requested to answer the questionnaire. 18 of them were females and 12 were males. Their age ranges between 22 and 27. The participants' linguistic background is nearly the same.

2.3.2. Data Collection Instruments:

In this case study, two research tools were used to investigate the research questions: a questionnaire for students, and an interview for teachers.

2.3.2.1. The Questionnaire:

Brown (2001, p. 6) states that **" Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers "**. From his definition, it becomes clear that a questionnaire is a systematic; data collection technique that consists of a set of questions asked to the target respondents which should be simple and easy to answer.

Both open and close-ended questions can be used in the design of the questionnaire to collect data. This is beneficial as it means that both

quantitative and qualitative data can be obtained. However, an important distinction is to be made. Open-ended questions are those questions that will solicit additional information from the inquirer, whereas close-ended (or simply 'closed') questions, the respondent is provided with ready-made response options to choose from, normally by encircling or ticking one of them or by putting an 'X' in the appropriate slot/box.

A well-designed questionnaire can motivate the respondents to give relatively truthful and thoughtful answers, which can be processed in a scientifically sound manner. All researchers must know that a good questionnaire involves a series of steps. These steps are shown in the following figure.

```
┌──────────────────────────────┐
│    Initial considerations    │
└──────────────────────────────┘
               │
               ▼
┌──────────────────────────────┐
│  Question content, phrasing and │
│       response format        │
└──────────────────────────────┘
               │
               ▼
┌──────────────────────────────┐
│  Question sequence and layout │
└──────────────────────────────┘
               │
               ▼
┌──────────────────────────────┐
│   Pre-test (pilot) and revision │
└──────────────────────────────┘
               │
               ▼
┌──────────────────────────────┐
│      Final questionnaire     │
└──────────────────────────────┘
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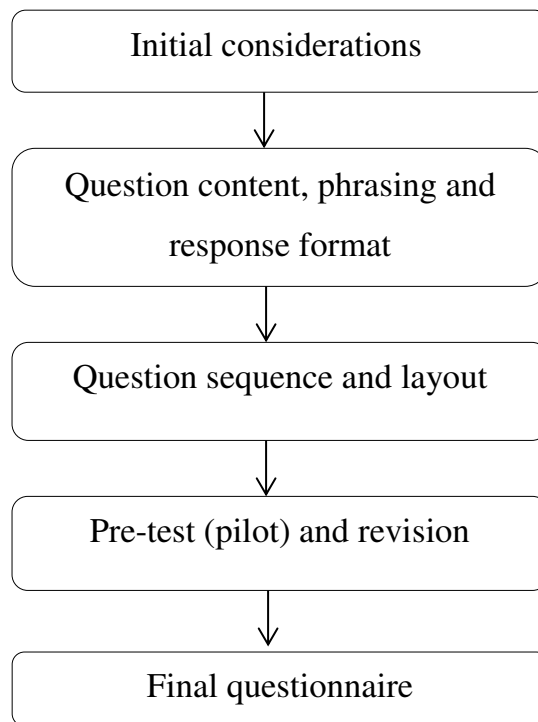**Figure2.2. Questionnaire Design Adapted From (Bensafa, 2015, p. 88)**

Another point that has to be mentioned is piloting the questionnaire. It is a trial run on a small sample of respondents to check how this instrument works and whether it completes the mission it has been designed for. Dörnyei (2003, p. 64) indicates that piloting the questionnaire is really useful as it highlights questions:

- whose wording may be ambiguous;

- which are too difficult for the respondent to reply to;

- which may, or should be, eliminated because, contrary to the initial expectations, they do not provide any unique information or because they turn out to measure something irrelevant;

- which - in the case of open-ended questions - are problematic to code into a small set of meaningful categories.

Finally, based on this information, the researcher can make alterations and adjust the final version of the questionnaire.

2.3.2.2. Students' Questionnaire:

As it was mentioned previously, a questionnaire is a set of predetermined questions used to collect a considerable amount of data from the target respondents. It contains 12 items classified in terms of rubrics according to their research questions. These items has to be answered by the respondents after filling their age and sex. It contains different types of questions: Closed-ended questions that contain a definite set of answers to choose from, mixed questions that ask the participants to select one of the possibilities, then to justify their answers and open-ended ones which request the participants to indicate their different points of view. Moreover, a likert scale arranged from strongly agree, agree, disagree, strongly disagree.

The present questionnaire was presented to thirty students. It aims to find out all about the integration of CT in EFL classrooms and how it enhances the students' CA. The first three questions are in from of a likert scale investigating different points of view about the target culture. The following two questions are designed to reveal the reasons why culture is important and its major goals. Additionally, it seeks to find out the students' own definition of CA and how it is enhanced by CT (questions 6,

7), as well as their evaluation of the process CT (questions 8, 9, 10, 11). Finally, their suggestions for teachers (question 12).

2.3.2.3. The Interview:

The other instrument used in this research is an interview. It is face-to-face purposeful interaction between interviewer and interviewee. In other words, it is an attempt to secure maximum amount of information concerning the aim of the study from the participants. Different scholars have attempted to define this concept such as Schostak (2006, p. 54) who states that an interview is an extendable conversation between partners that aims at having an 'in-depth information' about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it. There are three types of interviews: structured, unstructured and semi-structured.

Structured interviews are mostly organised around a set of predetermined direct questions that require immediate; mainly 'yes' or 'no' type, responses. Structured interviews are easy to replicate and fairly quick to conduct, which means that many interviews can take place within a short amount of time. As a result, a large sample can be interrogated, findings would be representative and able to be generalized to a large population.

Unstructured interviews represent an open situation through which a greater flexibility and freedom is offered to both interviewer and interviewee, in terms of planning, implementing and organising the interview content and questions. Dörnyei (2007, p. 136) argues that the interviewer here would be more determined to follow up interesting developments and to let the interviewee elaborate on various issues.

Semi-structured interviews contain aspects of both structured and unstructured interviews. This kind of interviews is more flexible as

"it allows depth to be achieved by providing the opportunity on the part of the interviewer to explore and expand the interviewee's responses" (Rubin & Rubin, 2005, p. 88). When undertaking such interviews, researchers recommend using a basic checklist that would help covering all research questions. However, additional information might be asked in order to explain and develop certain issues.

2.3.2.4. Teachers' Interview:

As it was mentioned before, the interview is another data collection instrument used to secure maximum amount of information concerning the aim of the study from the participants. There are three types, namely structured, unstructured and semi-structured. In this research, a semi-structured interview was used in order to gather information. This interview was conducted with five experienced teachers. It includes 9 questions addressing the integration of cultural elements, CT, the cultural activities that should be used during a language course as well as how CT helps in developing the students' CA.

2.4. Data Analysis Procedures:

Data analysis is one of the most important steps in any research which begins right after the necessary information have been collected. It is the process of examining and organizing data in order to draw conclusions about the aim of the study. This research is based on a combination of quantitative and qualitative methods to analyse the data collected from both the students' questionnaire and the teachers' interview.

2.4.1. Quantitative Analysis:

It refers to the study of data that can be measured. This method main purpose is the quantification of data or simply the presentation of a given reality in terms of numerical values. In other words, a specific phenomenon is explained by collecting numerical data which are analysed using mathematically-based methods. Additionally, this type of analysis allows generalizations of results to the entire population.

2.4.2. Qualitative Analysis:

Qualitative analysis is the range of processes and procedures whereby the researcher moves from data that have been collected through the research instruments into some form of explanation, understanding or interpretation of the phenomenon. Hatch (2008 , p. 148) refers to qualitative analysis as organizing and interrogating in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations or generate theories. The main goal for the use of qualitative research is to explore and describe phenomena from the perspectives of the participants in the study. However, it has been criticised since the findings cannot be generalized to the wider population.

Both quantitative and qualitative methods are used in this research. It is believed that the use of more than one type provides more reliable research findings (Hamzaoui, 2006, p.130). When qualitative and quantitative methods are combined together in a research, it can improve an evaluation by ensuring that the limitations of one type are balanced by the strengths of another, and hence, when they are combined with one another, they can be extremely effective.

2.5. Conclusion:

The current chapter was an attempt to describe the practical framework of this extended essay. The researcher started by providing an overview of the research design and methodology, as well as the participants and the research instruments. Moreover, this chapter provided a clear view about the procedures used in order to analyse collected data. The following chapter will deal with the analysis of what the researcher had collected from the sample population, using the research instruments which had been already explained in the present chapter.

CHAPTER THREE

Chapter Three:

Data Analysis and Interpretation

3.1. Introduction:

Since all the needed data have been gathered through the use of a definite set of instruments, namely a questionnaire for students and an interview for teachers. This part is assigned to data analysis and interpretation of the results. In this chapter, the researcher will attempt to deal with the research issue from both students' and teachers' perspectives in order to check the impact of CT on the learners' CA.

Furthermore, this chapter includes a number of suggestions and recommendations which may help turning culture teaching to a genuine and authentic experience for students that leads to the development of their cultural awareness.

3.2. Data Analysis:

As it was previously mentioned, this part is about the analysis of data collected from the students' questionnaire and the teachers' interview.

3.2.1. Analysis of the Students' Questionnaire:

The questionnaire consists of 12 items. It was addressed to thirty Master II EFL students (12 males and 18 females) at the University of Tlemcen.
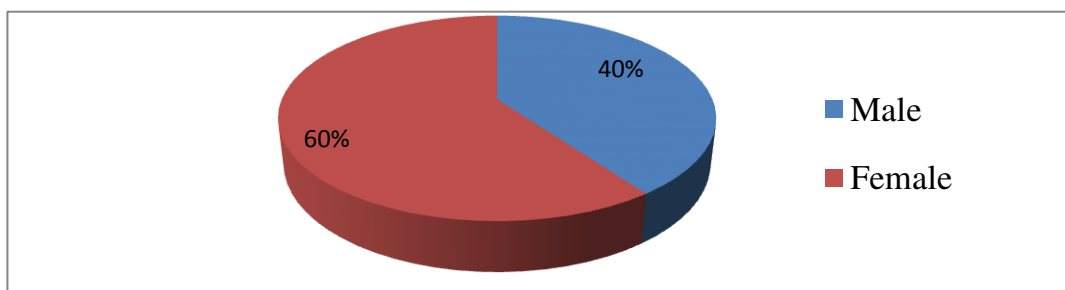
Figure3.1. Gender Distribution

Additionally, it seeks to find out all about the integration of CT in EFL classrooms, how it enhances the students' CA, as well as the students' suggestions to their teachers in order to make the process of CT much effective.

The first three questions; in form of a likert scale, investigate students' different perceptions toward the inclusion of the target culture in ELT and whether it reinforces their understanding of cultural differences.

Question 01: Aspects of the target culture facilitate your capability to communicate with English native speakers.
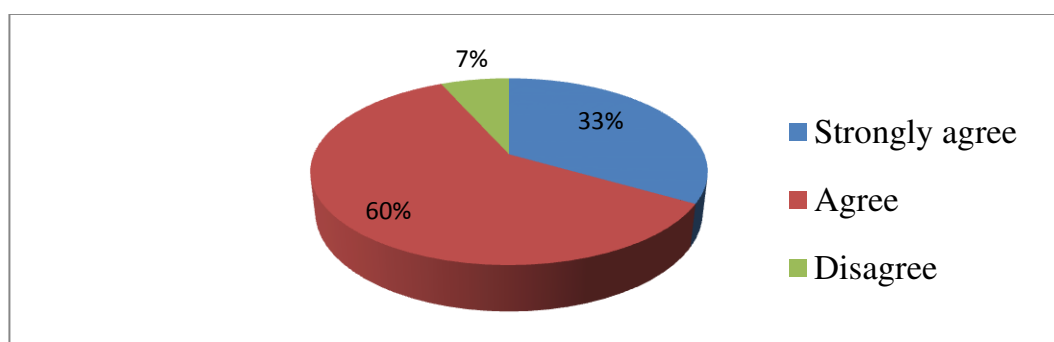
Figure3.2. Target Culture and the Communication with English Native Speakers

The results show that the majority of the students (60%) strongly agree that aspects of the target culture facilitate their capablities to communicate with English native speakers. Moreover, 33% of them agree with the idea that knowing about the target culture makes the communication with native speakers much easier. While, only two students (7%) disagree with this idea.

Question 02: Cultural differences affect our interaction with people of different cultures.
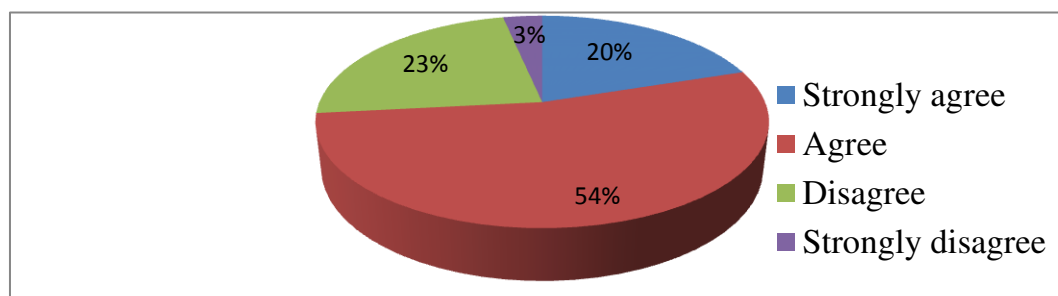
Figure 3.3. Interaction and Cultural Differences

Considering the respondents answers, 20% of them strongly agree that cultural differences affect our interaction with people of different cultures. 60% of them agree, 23% disagree while only one student strongly disagrees with this idea.

Question 03: The incorporation of culture makes the understanding of cultural differences easier for EFL learners.
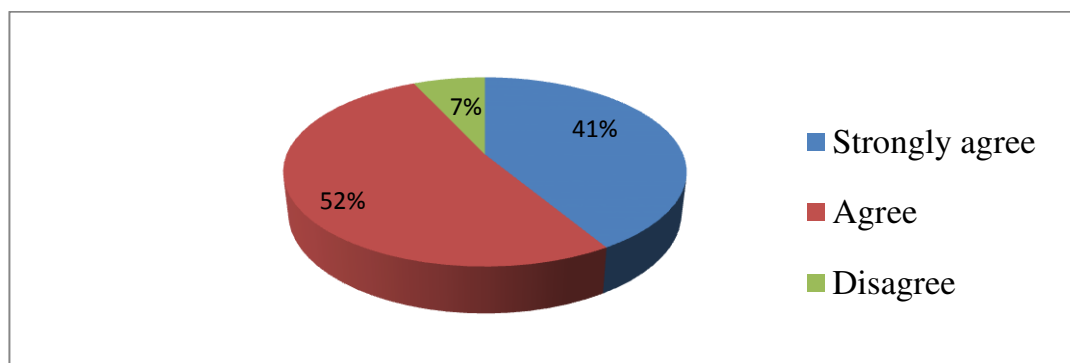
Figure 3.4. The incorporation of Culture in EFL Classrooms

A great number of students (41%) strongly agree that the incorporation of culture within EFL classrooms is really beneficial for the understanding of cultural differences. Additionally, 52% of them agree with the same idea but few disagree (7%).

Question 04: Do you think that culture should be the fifth skill to be taught while teaching a foreign language?

Culture determines what use of language is appropriate for self-expresion, communication and social interaction. Therefore, this question aims at finding students' viewpoints about the integration of culture as a fifith skill in order to prevent misinterpretations caused by some cultural differences.
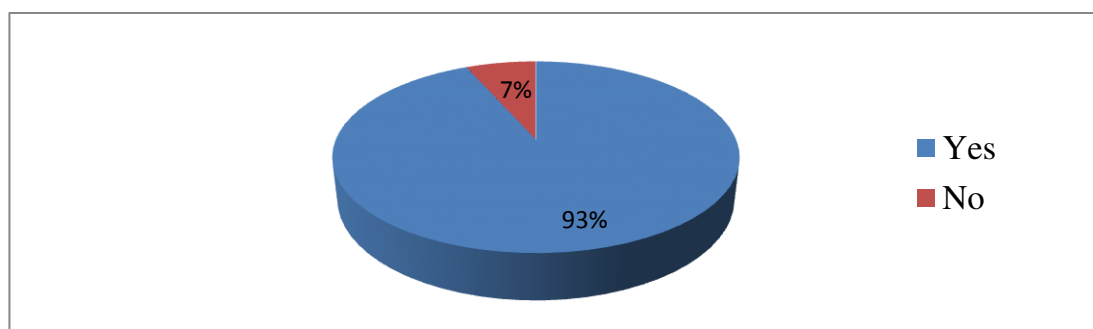
Figure 3.5. Culture and Language Teaching

From the previous results, it can be noticed that most of the students (93%) think that culture should be taught as the fifth skill of language. Their answers were mostly based on the notion that culture is an integral part of language which the understanding of the intended meaning on an utterance would not be possible without it. Also, to make the teaching process much easier and to ensure an effective communication. However, only two students (7%) have answered with no.

Question 05: Major goals of teaching culture.

This question is basically an attempt to discover if students are knowledgeable about the goals of teaching culture.

Table 3.1. Goals of Culture Teaching

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

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

Question 06: How do you define cultural awareness?

This question seeks to explore the respondents own definitions of CA. The obtained results show that they share similar ideas. First, some of them think that CA is the knowledge about differences and similarities between their own and the target culture. According to them, this kind of knowedge helps to develop tolerance towards the target culture. Also, it is defined as the ability to recognize one's own culture and relate it to other cultures in order to build a sense of empathy and acceptance. Moreover,

CA is described as the understanding of both mother and target culture characteristics to be able to establish connections in terms of similarities and differences.

Question 07: Does culture teaching enhance your cultural awareness?

In this part, the researcher tried to explore whether CT really fosters the students' perception of their own, as well as the target culture.
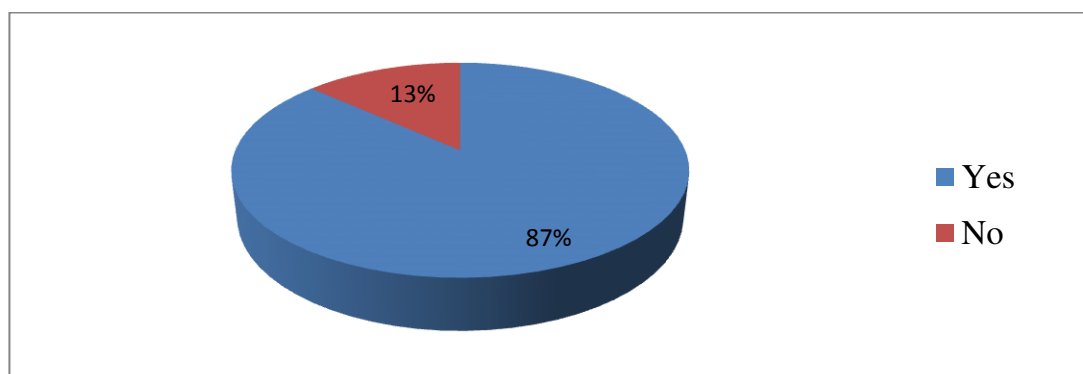
Figure 3.6. Culture Teaching and Culural Awareness

The figure above shows that most of the participants (87%) think that culture teaching helps in developing their CA. They claim that CT makes them more concious about their own culture as well as the culture of the language they are studying. Some of them (13%) have a different point of view as they think that it does not enhence their CA.

Question 08: Do you think that your teachers act as cultural mediators between you and the target culture?

Teachers' role is a crucial point in ELT. Thus, this question investigates if teachers promote understanding instead of misconceptions and prejudices in their classrooms.
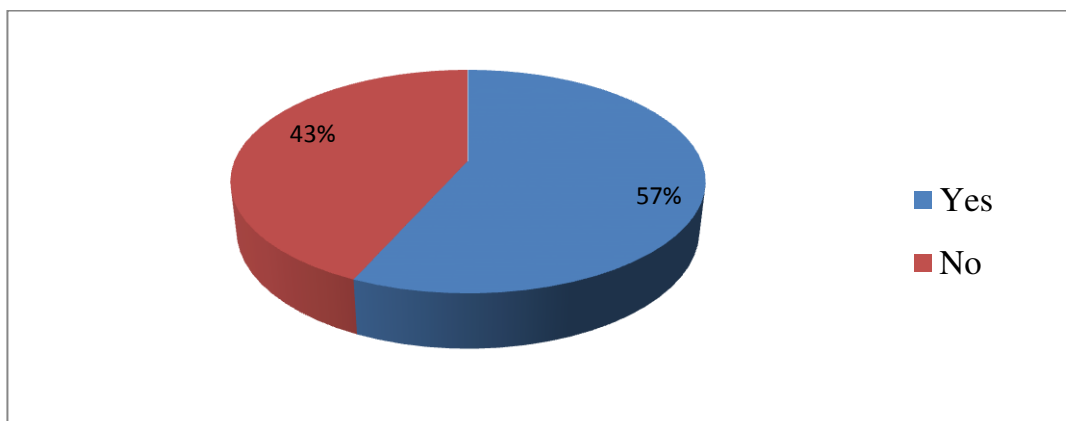
Figure3.7. Teachers as Cutural Mediators

From the obtained results, it was found that 57% of the students claim that their teachers act as cultural mediators. They see that the teacher's role is to help students in creating an image of English-speaking countries through different discussions and dialogues that can be done in the classroom. However, 43% of them think the opposite.

Question 09: What kind of cultural activities do you like to have during your courses?

As for the nineth question, the participants were asked about cultural activities they like to have during their courses. They suggested a range of activities including:

- Role plays.
- Research projects about the target culture.
- Opening conversations to compare aspects of both cultures.
- Readings.
- Culture capsules and culture clusters.

Question 10: Which teaching materials are used by your teachers?

A successful teacher uses a range of materials in order to make his students enjoy the sessions. This question tended to know which materials they incorporate during their lectures.
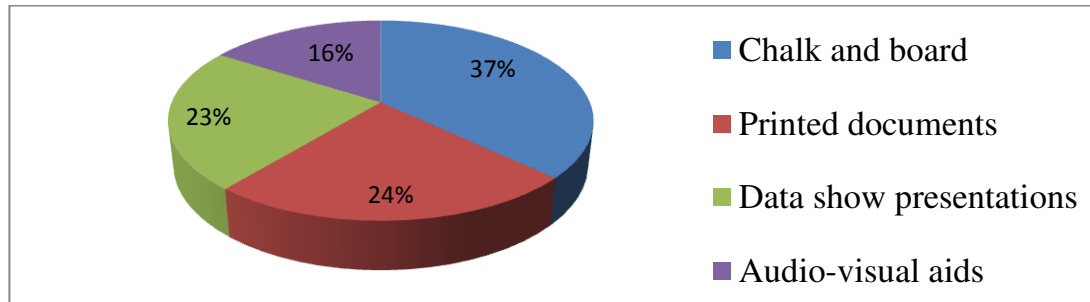
Figure3.8. Teaching Materials

From the results obtained of this question, it is observed that most of the students (37%) say that teachers are only using chalk and board to explain everything to them. Others respond that some of their teachers rely also on printed documents (24%), data show presentations (23%), and audio-visual aids (16%) to illustrate their lectures about culture.

Question 11: Do you think that the teaching materials used are good enough for learning culture?

This question seeks to find the students evaluation of the materials used for teaching culture.
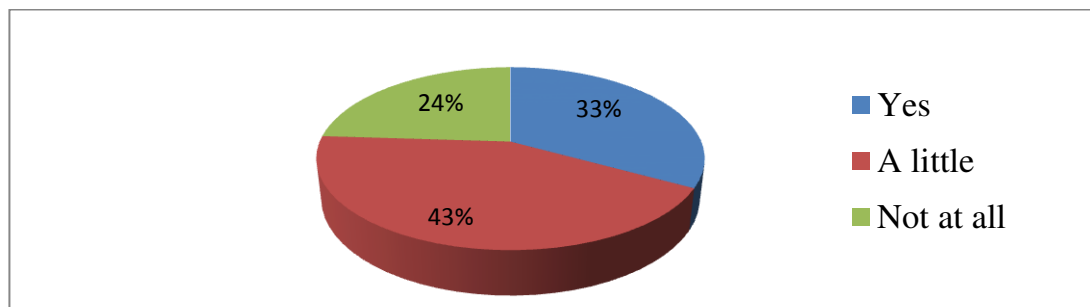
Figure3.9. Culture and Teaching Materials

This item aims at finding the students' opinons about whether the teaching materials used are good enough or not. From the figure above, it is obvious that 33% of the respondents are satisfied with the materials being used. Whereas, the majority of them (43%) are not completely pleased and think that the teachers should step up and make learning culture more enjoyable. The rest (23%) claim that the materials are not good enough at all.

Question 12: What do you suggest for your teachers in order to help learners developing their cultural awareness?

This last question was an opportunity for the respondents to make suggestions for the purpose of making CT more benificial to the development of the learners CA. Their suggestions can be summarized as follows :

- They should encourage students to learn why certain things happen differently in other cultures.
- They should not give the idea that one's own culture is better than the target one or vice versa.
- They should use different CT approaches and a range of CT activities.
- They should also use virtual classrooms so as to communicate with native speakers.
- They should be aware of which cultural elements to include in order to maintain sensitivity within their classrooms.

3.2.2. Interpretation of the Questionnaire's Results:

It has already been shown that this study relies on a sample population of thirty Master two EFL students, the majority of them were females. The first three questions aim to find out the respondents thoughts

about the target culture. The results show that most of the students consider the cultural element as a crucial component which helps to reach an effective communication with English native speakers. In other words, it seems clear that the students are aware of the connection between language and they believe that the target culture has a positive role to make ELT more effective.

Additionally, in question 04, a really high percentage of students (93%) state that culture should be the fifth language skill to be taught along with listening, speaking, reading and writing. The reason behind this answer was that language and culture are tightly connected to each other or they can be simply put as two inseperable entities. This is what Wardhaugh (2002, p. 219) mentions when he describes the connection between language and culture as impossible to comprehend or appreciate one without learning the other. Regarding this close relatedness between the two, it became clear that language teaching is actually culture teaching.

There are several goals of teaching culture. In question 05, the respondents were asked to choose which goals they think are major. The results clarify that the major goals of teaching culture can be summarized as to develop and encourage the learners' intellectual curiosity and empathy about the target culture (90%), as well as the ability to react appropriately in different social situations (93%). However, most of them were against the idea of all aspects of culture are to be accepted and appreciated (70%), while all of them disagree with to toss aside our primary culture. According to these answers, it seems that the respondents are somehow familiar with the notion of CA which they are asked to define in the following question. In like manner, CA is defined as the ability to detect similarities and differences between one's own culture and the target one. It is concerned with the learners' attitudes and behaviours towards the target culture and its

people. Furthermore, it is often referred to as 'cultural sensitivity' by many scholars.

The next two items seek to find out whether CT enhances the students' CA and whether teachers are acting as cultural mediators or not. The results show that it is highly believed that CT enhances the students' CA (87%), simply because it makes them more conscious about their cultural identity along with the culture of the language they are learning. Yet, not all of the respondents consider teachers as cultural mediators. The results show that only 57% of the respondents think that teachers try to create opportunities for their students to engage in some kind of activities that help to flourish their background knowledge about the English-speaking countries.

Besides, the participants consider the use of some activities as highly effective in CT. These activities are mainly role plays, research projects about the target culture, conversations, readings, culture capsules and culture clusters. They view their teachers as mostly using chalk and board, printed data and data-show presentations to present the target culture to the students. The use of these teaching materials in the process of CT is considered as a little efficient. Regarding the final question, the students were asked to suggest some ways in order to help their teachers in developing CA. Their answers were basically to encourage students to learn why certain things happen differently in other cultures and to use different CT approaches along with a range of activities for the purpose of helping learners to grasp that one's own culture is not better than the target culture or vice versa.

Thus, it can be noticed that CT is an important element that teachers may use to develop communicative competence and also to create and prosper CA among their students. CT helps to improve the learners' English language abilities, that is why teachers should use certain types of

CT activities. Yet, this validates the first and second hypotheses of this research, which state respectively that the incorporation of CT in ELT plays an important role, as well as it develops and improves students' CA.

3.2.3. Analysis of Teachers'Interview:

A semi-structured interview was conducted in order to gather some useful information from four experienced teachers. This interview includes 09 questions adressing CT. Teachers' answers were recorded and will be analysed one by one in this section.

Question 01: How do you see the role of teaching culture in EFL classrooms?

The results of this question show that all teachers consider CT as a necessity especially when teaching a foreign language. These answers were formulated after the notion of when teaching a foreign language without the inclusion of the culture in which it operates, students are learning meaningless symbols. As a result, this may affect negatively the use of the language to communicate effectively with its native speakers.

Question 02: How do you incorporate culture within your classroom?

Table3.2. The Incorporation of Culture in Classrooms

Options	Number	Percentage (%)
Spontaneously	0	0
Planned activities	0	0
Both	04	100
Total	04	100

According to the table above, teachers showed similar points of view about whether culture is spontaneously incorporated or by using a set of

planned activities. All teachers (100%) responded by saying that they include culture both spontaneously and through planned activities. For them, they integrate different cultural aspects within their lectures whenever they feel the urge to do so since culture and language go hand in hand and represent two co-related components of the linguistic system. However, they use planned activities when teaching culture as a module.

Question 03: How much do you think your students are aware of differences between their own and the target culture?

The purpose of this question was to explore teachers' viewpoints about their students' awareness of cultural differences.

Table 3.3. Learners' Cultural Awareness

Teacher 01	Teacher 02	Teacher 03	Teacher 04
Yes, totally	It depends on their level	A little	Yes, of course

As it is shown, half of the teachers (50%) look to their students as being culturally aware of differences between their own and the target culture especially nowadays where everyone are exposed to the English culture through the media and social networks. The other teachers (50%) also believe that the learners are aware of these differences. The only point they added is that this awareness depends on the students

Question 04: Do you discuss the dangers of negative stereotyping (Prejudice) with your students?

The first step in developing students' CA is to discuss the dangers of negative stereotyping. Therefore, this question seeks to discover how often teachers initiates conversations to adjust the learners' misconceptions about the target culture.

Table3.4. Culture Teaching and the Dangers of Negative Stereotyping

Teacher 01	Teacher 02	Teacher 03	Teacher 04
Yes, of course	Sometimes	Yes	Whenever it is important

The results collected show that all teachers discuss the dangers of negative stereotyping but with a different frequency. Two of them help their students constently to go through this stage of CA development by giving concrete examples. They mention a cultural event which most of the learners have a wrong idea about it, and then discuss this event in order to clarrify the right interpretation. This is so helpful because it initiates the learners to CA. The remaining teachers discuss the dangers as well but only few times or when they see that it is really necessary to do so.

Question 05: What is the teacher's role when dealing with such a complex concept, knowing that to teach a foreign language is also to teach a foreign culture?

When it comes to culture teaching, the informants' answers show that the teacher's role is a mediator between the two distinct languages and cultures. Regarding their responses, all teachers should pick culturally proper teaching styles and explore understanding rather than prejudices. They claim also that teachers have to push the learners to find out more about the target culture and why certain things differ. Moreover, they should not make them think or act the same as native speakers, but they have to consider their role as an effort to make the world a better place for everyone. A place of mutual respect, understanding and tolerance.

Question 06: Which aspects of cultural do you consider most important?

The aim behind this question is to explore teachers' viewpoints about aspects of culture that have to be taken seriously during their lectures.

Table3.5. Most Important Aspects of Culture

Options	Number	Percentage (%)
Ethics	04	100
Values	04	100
Attitudes	03	75
Living style	02	50
Art and music	0	0

From this table, it is clear that all teachers (100%) consider both ethics and values as the most important aspects that have to be taken seriously in CT. Students should be introduced to all differences concerning these two aspects in order to act correctly in real life situations. In the same vein, 75% of teachers think that attitudes are also important and 50% of them agree that culture teaching should include some differences in living styles. However, none of the informants think that art and music have to be included since the students are already familiar with the English music and art as an impact of the media and the internet.

Question 07: Do you promote dialogues and provide opportunities for oral communication to your students in order to discuss differences between their own and the target culture?

The major goal of this question was to check the frequency of creating opportunities for oral communication.

Table 3.6. Oral Communication and Culture Teaching

Teacher 01	Teacher 02	Teacher 03	Teacher 04
Yes, sometimes	Yes	Yes, of course	Sometimes

Although oral communication is a key element to help the learners gain an acceptable or even a native-like fluency of English, not all teachers provide many opportunities to their students in order discuss how cultures differ. According to them, they give more importance to the language itself. From this, one can notice that some teachers overlook that culture is the whole communication that brings everything together. On a side note, two teachers responded by saying that whenever they come across an aspect which needs to be explained, they open a kind of debate in which the whole class is asked to participate. As a result, they end up with a logical explanation and therefore they comprehend and raise their understanding towards the target culture.

Question 08: Which techniques do you use to assist you in the process of culture teaching?

Concerning this question, it can be noticed that the informants are approximately using the same techniques to guide them in the process of CT so that they manage to help students to develop their CA. Their answers show that they generally use the following techniques:

- Dialogues
- Readings
- Role plays
- Culture assimilators.

Question 09: Do you think that culture teaching helps in developing students' CA?

This question deals with teachers' evaluation of CT and whether it fosters CA.

Table 3.7. Culture Teaching and the Development of Cultural Awareness

Options	Number	Percentage (%)
Yes	04	100
Somehow	0	0
No	0	0
Total	04	100

This question aims to find out whether teachers think that CT helps in developing the students' CA. From the results, it is obvious that all of them believe that CT has a central role in raising CA as it encourages the learners to reflect and compare their own with the target culture. Additionally, it reinforces the students' movement through the stages of learning process, building skills, developing cultural behaviour, and discovering cultural explanation.

3.2.4. Interpretation of the Interview's Results:

The interview was used as a second instrument in order to collect more information from four experienced teachers at the University of Tlemcen. The purpose of this interview was to look for the teachers' view points about the impact of CT in developing the students' CA. All the interviewees were full time teachers who have a considerable knowledge about the issue put in question.

What could be derived from the analysis of this interview is that Teachers believe that culture plays an integral part in the language teaching

and learning process as it enables students to speak English easily and fluently. Furtheremore, Some teachers considers culture as a necessity which helps the learners to rebuild their own identity as a result of comparing it with foreign identities. However, it was noticed that one of the teachers was not completely comfortable with having the learners exposed to the target culture due to some negative outcomes that may result including the imposition of the target culture beliefs in their minds and therefore affecting the religious norms that are considered as a part of their own identiy.

Regarding the second question, teachers include culture both spontaneously and through planned activities. According to their answers, they integrate different cultural aspects within their lectures because language and culture represent two co-related components of the linguistic system. In the same line of thought, all of the informants claim that they always try to discuss the dangers of negative stereotyping with students in order to make things clear as possible. Thus, for them all learners are quite aware of cultural differences, but some teachers added that their awareness is also related to their level.

Cultural awareness is important for developing the learners' understanding of the dynamic nature of the target and their own culture. That is why teachers should act as cultural mediators between the learners and the target culture. According to Ellis (2003, p.17) teachers have to create an atmosphere of mutuality and respect, and also establish a good working relationship with learners. Additionally, some aspects of culture; mainly ethics, values and attitudes, were considered as highly important in the process of CT.

Teachers claim that they sometimes provide opportunities to their students in order to discuss how cultures differ because it is benifical for their oral communication. Finally, they use a set of different techniques as

means of developing students' CA including Culture assimilators which are supposed to be a good method to promote understanding of cultural information and emotional empathy (Hughes, 1986).

Thus, the interview shows that teachers are familiar with the fact that CT has an important role in developing students' CA, in order to promote understanding, tolerance and respect. Therefore, the third hypothesis of this work; which states that teachers' ultimate role is to be a mediator between the learners and the target culture for the purpose of raising tolerance and empathy, has been confirmed.

3.3. Discussion of the Main Results:

This study aims to investigate how teachers and students view the process of CT, as well as to what extent they think it can develop the learners' CA. Therefore, the investigator employed two research instruments, specifically an interview with teachers and a questionnaire for students in an attempt to achieve a plausible research.

First, this research tried to explore the status of culture in ELT. The obtained results from both the questionnaire and the interview showed that the integration of culture is an ideal way to make English teaching process more interesting, and also to raise the learners' capabilities to communicate effectively with native speakers regardless of the existing cultural barriers. As a result, the first hypothesis was confirmed.

Additionally, the questionnaire results indicate that the learners are not only familiar with the goals of CT, but they also have a clear idea about the differences between cultures. This is exactly what teachers claimed in their answers when they pointed that CT is a necessity and that their learners are culturally aware especially if they possess an advanced level. Furthermore, based on the results, teachers asserted that their role is to be

cultural mediators between their students and the target culture. They think that ethics, values, attitudes and living styles represent crucial aspects of culture which should be taken into account during their lectures. Moreover, learners agreed that their teachers act as cultural mediators as they help them to create a real image of the English speaking communities. Consequently, these results confirmed the second and third hypotheses.

3.4. Suggestions and Recommendations:

In order to enhance the students' cultural awareness through culture teaching, this section summarizes some suggestions and recommendations addressed to both teachers and learners.

3.4.1. Guidelines for Teaching Culture:

EFL students sometimes learn the language without full comprehension of cultural norms and behaviours of its native speakers which might lead to disconnection, alienation and even hatred. The process of culture teaching plays a vital role in ELT as it develops cultural awareness by providing the learners with the necessary knowledge in order to boost understanding of the dynamic nature of their own as well as the target culture, and also to facilitate communication between two groups who do not share the same language and culture (Kramsh, 1993).

3.4.2. Teachers' Role:

Culture lessons are more beneficial to learners as long as teachers follow an organized and systematic approach to CT. A teacher's role is not only standing in front of a classroom and lecturing. Accordingly, teachers should perform several roles including :

   ✓ Establishing a good relationship with learners.

- ✓ Raising the students' interest in the target culture (Kramsh, 1993, p 245)
- ✓ Creating an atmosphere of tolerance and respect.
- ✓ Presenting cultural information, modeling cultural behaviours and conducting cultural research and analysis (Moran, 2001, p.38)
- ✓ Sharing their cultural experiences.
- ✓ Integrating some cultural activities within the language classroom.
- ✓ Being aware of what content to present to the learners taking into account their cultural identity.
- ✓ Encouraging reflection and comparaison.
- ✓ Being impartial. In other words, they should not give the idea that one's own culture is better than the other.

In addition to the above mentioned roles, teachers have to use a range of authentic materials such as texts, recorded tapes and videos. They should encourage the learners to compare aspects of both cultures as a way of opening discussions in order to eliminate stereotypes. Also, they need to push them to watch more TV shows to get an idea about the non-verbal behaviours such as gestures. Finally, one of the most important thing is to encourage their students to connect globally because it can open their minds to great possiblities.

3.4.3. Ways to Foster Cultural Awareness:

In order to enhance the students' CA, teachers have to shed light on:

- ✓ **Students' ethnic background:** Students may display some negative behaviours as they feel that their ethnic background in endangered.
- ✓ **The relation between the learners' own and the target culture:** When dealing with such a complex issue, teachers

should point out that human beings have more incommon rather than what separates them.

- ✓ **Cultural sensitivity:** Many English students often feel pressured to throw away their primary language and culture.
- ✓ **Students' involvement:** CT is a student-centered process. Therefore, learners should be pushed to engage into all tasks and activities under guidance from teachers.

3.4.4. Students' Responsibilies:

The researcher also provides some recommendations for the students. They have to :

- ✓ Understand that CT helps impriving their language learning.
- ✓ Understand that CT opens their minds to new opportunities as future teachers.
- ✓ Be always involved in all cultural based activities in the language classroom.
- ✓ Accept the foreign ways and behaviours.
- ✓ Adapt only the positive things and neglect the negatives.

3.4.5. Activities to Develop Cultural Awareness:

The researcher recommends the use of the following activties:

- ✓ Dividing the class into groups. Each group has to present an aspect about the English-speaking countries (linving style, food …etc.), and then answer any question asked by the rest of the class.
- ✓ Using videos explaining the target culture living styles and customs. After watching this kind of videos, students are required to find some similarities and differences between the two cultures.

- ✓ Culture assimilators can be used to expose the learners to somes concepts and customs of the target culture. The use of this technique is supposed to promote understanding of cultural information and develop empathy (Hughes, 1986).
- ✓ Role-play is an effective method which prospers the students' communication especially if learners are acting to clarrify misconceptions about the target culture. On a side note, teachers may record role-plays for future references.

3.5. Conclusion:

The third part of this extended essay is devoted to the analysis and interpretation of the data collected from the research instruments used in this study. This chapter dealt with the research issue from both students and teachers perspectives. They both agree that culture is an important element that should be integrated in language classrooms. Both teachers and students recognize that the target culture has an essential role in the teaching and learning process as it helps the learners to achieve an effective communition with native speakers of English.

The similarity between the results of both participants is a proof of the deep impact of culture teaching on students' cultural awareness which helps the learners to understand that any person from whatever background have something similar but yet we differ a lot. Consequently, they should focus on those similarities and build a bridge based on mutual respect, trust and recognition of our differences.

Finally, it is obvious that teacher's role is extremely crucial since he is the responsable for creating an atmosphere that motivates students to learn as well as raising tolerance and empathy towards the target culture.

GENERAL CONCLUSION

General Conclusion

Developing the students' ability to communicate successfully and appropriately with native speakers of English, represents the major goal of teaching culture in the process of teaching English as a foreign language (TEFL). Culture teaching helps students to develop the skills needed for adequate communication, and raises their attention to all differences in order to make them flexible and tolerate ways of doing things that are different in their culture. Therefore, this research tried to investigate to what extent culture teaching can improve the learners' cultural awareness in EFL classrooms.

In this study, the researcher attempted to shed the light on the most important elements to explain the research problem. Thus, a case study research design (explanatory case study) and a combination of both quantitative and qualitative approaches for data collection and analysis, were used to achieve this purpose. Moreover, the following research questions were asked:

1. Is the incorporation of culture in ELT important?
2. How does culture teaching develop the students' cultural awareness?
3. What is the teachers' role in teaching culture?

In order to answer the previous questions, three hypotheses were formulated and tested. The obtained results showed that both students and teachers consider culture teaching as an important element which develops communicative competence, enhance cultural awareness and helps to improve the learners' English language abilities. thus, the first and second hypotheses of this research, which state respectively that the incorporation of culture teaching in ELT plays an important role, as well as it develops and improves students' cultural awareness, were confirmed. Additionally,

it was revealed that teachers promote tolerance and help their students to create an image of the English speaking communities. Therefore, the third hypothesis of this work which states that teachers' ultimate role in culture teaching is to explore tolerance and empathy, was confirmed.

This work comprises three chapters. The first chapter is a theoretical part dealing with the concept of culture and how it develops cultural awareness. The second chapter presents a description of the research design and methodology used by the researcher. The final chapter includes the analysis of the obtained data and the interpretation of the results.

The results revealed the major role of culture teaching and its deep impact on students' cultural awareness and that both Students and teachers are the bearers of culture within EFL classrooms. Consequently, they need to work together in order to create a cultural environment where aspects of both cultures are gathered, an environment of empathy, tolerance and mutual respect.

However, some limitations have been encountered while trying to accomplish this work. Shortage of time was the first challenge that the researcher faced because the topic under investigation is too vast and need more time to be analysed. Secondly, the hard access to some documents and lack of references were other obstacles which hindered the researcher. Thirdly, it was hard to organize interviews with teachers, and finally, students were not helpful when answering the questionnaire as they did not fully respond to some questions.

All in all, this research provides valuable insights to the target culture teaching and how it develops students' cultural awareness, but the topic is vast and requires keeping the door open for further research. So, hopefully this piece of research will pave the way for future investigations.

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APPENDICES

Appendix ''A''

STUDENTS' QUESTIONNAIRE

Dear students,

I am carrying out a survey to complete the requirements for obtaining a Master's degree in English language, and I call up on you to answer this questionnaire. Please, tick the appropriate answer (√) and make full statements when necessary.

Thank you for your cooperation.

Age: ….   Gender: ….

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

Strongly agree [ ]   Agree [ ]   Disagree [ ]   Strongly disagree [ ]

2) Do you think that cultural differences affect our interaction with people of different cultures?

Strongly agree [ ]   Agree [ ]   Disagree [ ]   Strongly disagree [ ]

3) Do you think that the incorporation of culture makes the understanding of cultural differences easier for EFL students?

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

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

Yes ☐   No ☐

Why ?…………………………………………………………………………………

…………………………………………………………………………………………

…..………………………………………………………………………………………

…….

5) What are the major goals of teaching culture?

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

6) How do you define cultural awareness?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

……..

7) Does culture teaching enhance your cultural awareness?

Yes ☐   No ☐

Appendix ''A''

8) Do you think that your teachers act as cultural mediators between you and the target culture?

Yes ☐   No ☐

9) What kind of cultural activities do you like to have during a language course?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

………..

10) Which teaching materials are used by your teachers?

Teaching materials	/
Audio-visual aids.	
Books, newspapers, magazines…	
Chalk and board.	
Others ………………………	

11) Do you think that the teaching materials used are good enough for learning culture?

Yes ☐   A little ☐   Not at all ☐

12) What do you suggest to your teachers in order to help learners in developing their cultural awareness?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

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Appendix ''B''

Teachers' Interview

Dear teacher,

At present, I am working on a research about culture teaching and its impact on students' cultural awareness.

I would be very grateful if you answer the following questions to help me in my research for a Master degree in Language Studies.

1. How do you see the role of teaching culture in EFL classroom?
2. How do you incorporate culture within your classroom?
   a- Spontaneously.
   b- Planned activities.
3. How much do you think your students are aware of differences between their own and the target culture?
4. Do you discuss the dangers of negative stereotyping (Prejudice) with your students?
5. What is the teacher's role when dealing with such a complex concept, knowing that to teach a foreign language is also to teach a foreign culture?
6. Which aspects of cultural do you consider most important?
   a- Ethics.
   b- Values.
   c- Attitudes.
   d- Living style.
   e- Art and music.
7. Do you promote dialogues and provide opportunities for oral communication to your students in order to discuss differences between their own and the target culture?
8. Which techniques do you use to assist you in the process of culture teaching?

9. Do you think that culture teaching helps in developing students' CA?

    a- Yes

    b- Somehow

    c- Not at All

Thank you for your collaboration

Summary:

This research attempts to empirically investigate the impact of culture teaching on students' cultural awareness. It deals also with some definitions, goals of culture teaching and how it can improve cultural awareness. The researcher chose Master two EFL students at Tlemcen University to be his informants. Additionally, a case study is conducted with the use of two research instruments; a questionnaire for students and an interview with teachers. The results obtained from the mixed methods of data collection and analysis, indicate that culture has a deep impact on the students' cultural awareness as they become more flexible and tolerant towards differences.

Key words: Culture Teaching, Cultural Awareness, Case Study, Research Instruments.

Résumé:

Cette recherche tente à étudier l'influence de la culture d'une certaine langue sur la sensibilisation culturelle des étudiants. Le chercheur a choisi les étudiants du master II EFL à l'université de Tlemcen comme échantillon. Il a aussi utilisé à la réalisation de son travail deux instruments de recherche ; un questionnaire aux étudiants et un entretien avec les enseignants. Les résultats obtenus à partir de la méthode mixte indiquent que la culture a un grand impact sur la sensibilisation des étudiants comme ils deviennent plus souples envers les différences.

Mots clés : Culture, Sensibilisation Culturelle, Instruments de Recherche.

ملخص:

يهدف هذا البحث الى التحقيق التجريبي حول تأثير تدريس الثقافة على الوعي الثقافي للطلاب. اضافة الى بعض التعريفات المهمة و كذلك اهداف تدريس الثقافة. قام الباحث باختيار طلاب السنة الثانية ماستر لغة إنجليزية بجامعة تلمسان كعينة لدراسته. وقد استعمل نوعين من وسائل البحث متمثلة في استبيان للطلبة و مقابلات شفهية مع الاساتذة. في الاخير خلصت النتائج الى ان للثقافة تأثيرا عميقا على الوعي الثقافي للطلاب, اذ تجعلهم اكثر تقبلا للاختلافات.

الكلمات المفتاحية: الثقافة, الوعي الثقافي, وسائل البحث.